



ESRC Seminar Series Teacher Education for the Changing Demographics of Schooling: policy, practice & research



Seminar 3: Teacher knowledge, skills and values

Date: Monday 8th December 2014

Time: 9:30-15:00

Venue: [The Godfrey Thomson Hall: Old Moray House School of Education, Edinburgh, EH8 8AQ](#)

09.30 – 10.00	Registration and Coffee
10.00 – 10.10	Welcome & Introduction - Lani Florian & Nataša Pantić (University of Edinburgh)
10.10 – 10.55	A knowledge base on student-teacher relationships for teachers Keynote Speaker: Theo Wubbels (Utrecht University)
	Teacher competence is an integrated combination of attitudes, knowledge and skills. The interpersonal aspect of teaching includes a competence area that is of crucial importance for the effectiveness of teachers in furthering student development and learning. Teachers have to be able to build and maintain productive and warm relationships with their students. This session will present results from a thirty-five years' research program on teacher-student relationships and interactions in relation to teachers' skills, attitudes and knowledge in the interpersonal domain. Results of the research program include e.g. knowledge on the development of relationships across the teaching career, the importance of first impressions for developing good teacher student relationships, differences between teacher and student perceptions of the relationship. These results have implications for teacher education and professional development.
10.55 – 11.20	Q&A / Discussion
11.20 – 12.05	Moral and Relational Teacher Agency for Social Justice: Implications for Teacher Education Speakers: David Carr (University of Birmingham) & Nataša Pantić (University of Edinburgh)
	Teachers are increasingly positioned as 'agents of change', often in relation to social justice agendas. This paper considers the meaning and implications of such agency for teacher education. Drawing on philosophical and research-based insights we argue that building teachers' capacities for acting as agents of social justice involves teachers' understanding of themselves as moral agents; understanding the contested nature of social justice; developing competence in system thinking within the broader educational and social contexts; a capacity to build professionally appropriate relationships and work collaboratively with others to address risks of exclusion or underachievement of vulnerable students. We consider the existing knowledge base underpinning teachers' moral and relational agency for social justice and avenues for further research.
12.05 – 12.30	Q&A / Discussion
12.30 – 13.35	Lunch
13.35 – 14.20	Embodiment of knowledge and inclusive pedagogy Speaker: Archie Graham (University of Aberdeen)
	Examinations of the <i>embodiment</i> of knowledge have recently gained currency as a legitimate way of understanding the nature of knowledge and what it means to know. Drawing from the phenomenological tradition, a <i>lifeworld</i> perspective on embodiment provides analytical insight into how embodiment can be understood as both (i) body-world interaction and (ii) body consciousness. This presentation builds on an expanded version of <i>phronesis</i> (as a tool for exploring questions about teacher decision-making) to explore further how insights on embodiment may provide analytical purchase in the consideration of the knowledge base for the preparation of teachers for inclusive pedagogy. Implications for further research are then explored.
14.20 – 14.45	Q&A / Discussion
14.45 – 15.00	Concluding Remarks – Lani Florian & Nataša Pantić (University of Edinburgh)
15.00	Close



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Keynote Speaker: Theo Wubbels

Theo Wubbels is a Professor of Education and Chair (a.i.) of the Department of Education of Utrecht University in the Netherlands. He has been among others Dean of the Graduate School of Social and Behavioural Sciences and currently is Admissions dean of Utrecht University. His main research interests developed in his career from the pedagogy of physics education, via problems and supervision of beginning teachers and teaching and learning in higher education to studies of learning environments and especially interpersonal relationships in education. His most recent work focuses on multicultural classes, assessment of teacher interpersonal behaviour, teacher learning and teacher cognitions about interpersonal relationships. Theo Wubbels is a fellow of the American Educational Research Association and president of the European Educational Research Association.

Speakers: David Carr (University of Birmingham) & Nataša Pantić (University of Edinburgh)

David Carr is Emeritus Professor at the University of Edinburgh and currently Professor of Ethics and Education at the University of Birmingham (UK) Jubilee Centre for the Study of Character and Values. He is the author of three books and numerous philosophical and educational papers and editor or co-editor of several major collections of essays on philosophy and ethics of education. Of his numerous philosophical and educational papers and book chapters, many have been concerned with aspects of virtue ethics and, more recently, with the value of art and literature for the education of moral character.

Nataša Pantić is a Chancellor's Fellow at the School of Education, University of Edinburgh. Her current research focuses on teachers' as agents of social justice, school and broader social factors that affect teachers' beliefs and practices, and their development in teacher education. Her interests include educational change, citizenship and social justice. She has completed her PhD at the Faculty of Social and Behavioural Sciences of Utrecht University and worked on a number of research projects with the Centre for Education Policy in Belgrade. Her work on teachers and teacher education has been published in a dozen journal articles and other publications.

Speaker: Archie Graham

Archie Graham is a lecturer and early career researcher in School of Education at the University of Aberdeen. He has worked on two major University of Aberdeen, School of Education, based international projects concerned with the design of new models of teacher preparation. The first, Scottish Teachers for a New Era (STNE), centred on the design and development of a four year undergraduate degree programme characterised by a strong basis in interdisciplinarity. The second, the Inclusive Practice Project (IPP), informed the design and development of a combined primary and secondary professional graduate diploma in education (PGDE) which integrated inclusion principles and pedagogy into the preparation of new teachers. His current research interests centre on the role of higher education in the preparation of the teacher, cross disciplinary perspectives on initial teacher education, inclusive pedagogy and phenomenology.