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**ENHANCING THE TEACHING PROFESSION
THROUGH QUALITY TEACHER EDUCATION:
PURPOSE, POLICY AND PRACTICE IN
TIMES OF TEACHER SHORTAGE**

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SYMPOSIA

Responding to the Crisis of Teacher Shortage: How a US State is Professionalizing Teaching

David G. Imig, University of Maryland, College Park, USA

The session aims to present a comprehensive overview of a remarkable effort to transform teaching in the State of Maryland in the US. It is due to the realization of policies proposed by a Blue Ribbon Commission (2016), enacted by the Maryland Legislature (2020) and provided with funding of \$3.5 billion (2022). It has a 13 year timeline and seeks to make fundamental changes in every aspect of teaching and teacher education.

This presentation describes strategies used to enhance the professional status of teachers, attract new teachers, upgrade teacher education, provide robust induction, and address issues of workforce diversity. It will describe an ambitious career ladder proposal, substantial changes in teacher compensation, reliance on a promising residency program, and the provision of embedded professional development.

The session will also describe a controversial implementation and accountability board, a creative research design, and ways that all levels of education are involved. It will draw on a successful conference in which 18 Maryland entities presented research evidence of innovative efforts, provide valuable insights into the key drivers for success and offer implications for the broader landscape of reform and revitalization nationally and internationally.

Keywords: Policy Formation for Transforming Teaching in Maryland.

Policy Formation for Transforming Teaching in Maryland

Donna L. Wiseman, University of Maryland; Nihat Polat, University of Maryland; Maria Hyler, Learning Policy Institute; David Imig, University of Maryland, USA

Background and Policy Considerations. Creating the Conditions for Reform. The recognition that Maryland needed to make sweeping changes in its education system came with declines in student performance scores and growing apprehension about the persistence of inequities across the State. While relatively small, the State had significant differences in per student expenditures between rural and suburban districts. Efforts to address those disparities served as the basis for considering a host of reforms.. Drawing on the example of a half dozen international systems as well as US examples, the State adopted a set of policies and dedicated funding intended to transform Maryland's early

childhood, elementary and secondary education system. Seeking to be "world class" the goals of the effort are to improve the quality and equity of Maryland's education system. Teaching and teacher education were primary drivers to achieve these goals.

Keywords: Policy Drivers, Teacher Transformation, Funding Equity.

Supporting the Reform Effort: The Role of Universities and Schools of Education

Nihat Polat, University of Maryland, Donna L. Wiseman, University of Maryland, USA

The role that teacher educators and/or university leaders play in promoting change is muddled and messy. At a time of intense politicalization of all aspects of schooling, can universities engage in highly politically charged reform efforts? This paper describes such efforts from the inception of the initiative, the leadership provided throughout, studies undertaken and the role of a highly contested independent accountability board. The paper documents ways that teacher educators and/or university leaders helped to regain momentum for the highly ambitious career ladder effort that is tied to the National Board for Professional Teaching Standards. The results of a dozen reform efforts to increase enrollments, raise the quality of preparation, increase pathways to teaching, and support induction and professional development will be described. Evidence gathered from an early 2024 Summit will be used as the basis for these descriptions.

Keywords: Policy framing, advocacy and engagement, role of evidence.

Creating a Transformational Partnership to Promote Change

David Imig, Jean Snell, Donna L. Wiseman, University of Maryland, USA

Partnerships between school systems and schools of education are essential for the successful transformation of education. This paper is about building one such partnership between the University of Maryland and a prominent school district in the Maryland that enrolls 130k students and has 22k staff and a budget 2.3billion (US). This study highlights the use of improvement science to engineer fundamental changes in the relationship between school and university. This paper will highlight relationship building, partnership formation, and its ways of piloting particular aspects of the larger Maryland reform effort. Woven into this case is the story of the building of a professional doctorate

program that produced school leaders schooled in the importance of partnership.

Keywords: Partnership formation, leadership development, improvement science.

The Learning Policy Institute as an Incubator for Transformation

Maria E. Hyler, Learning Policy Institute, Donna L. Wiseman, USA

Darling-Hammond's advocacy for the professionalization of teaching is long standing. Her efforts have produced hundreds of studies, exemplary books, transcripts and policy briefs. Her voice was one of many that helped to frame the Maryland initiative and now reenergize those engaged. Her Learning Policy Institute is a force for change nationally and internationally. Its framework for change promotes a teacher, teaching and teacher education agenda that corresponds to what Maryland is seeking to accomplish. This paper highlights those efforts in a larger national and international context and provides confirmation for the strategies employed to address an assortment of diversity and equity challenges.

Keywords: Teacher quality, equitable resources, teacher preparation.

STEP: Sustainable Transition from Teacher Education to Profession – A symposium focusing on Partnership, Collaboration and Tensions.

Eva Bjerkholt, University of South-Eastern Norway, Norway

We will present and discuss the research and collaborative project STEP which focuses on research and policymaking in times of teacher shortage.

The partners in STEP are researchers from the University of South-Eastern Norway (USN), the University of Tromsø (UiT) - the Arctic University of Norway, representatives of The Union of Education Norway (UEN), their student organization Norwegian Teacher Student Union (PS) and The Norwegian Association of local and regional authorities (KS).

The project follows the first generation of student teachers from the five-year master's education for primary school teachers during the last year of study and the first two years as teachers.

The primary objective is to develop research- and experience-based knowledge on the transition from Initial Teacher Education (ITE) into the teacher profession.

STEP is framed by Cultural historical theory (CHAT) (Engeström, 1987,2001) combined with the Research Circle (RC) approach (Persson 2016; Bjerkholt & Stokke, 2017, Røise & Bjerkholt, 2020).

The KS-network for primary schools has recruited nine municipalities from all over Norway and their primary schools to participate in the project. We have interviewed NQTs, mentors, colleagues, head teachers and representatives from the school's owners. In addition, we have collected data from student teachers through digital questionnaires (2021 and 2024).

Findings and relevance to the conference theme will be presented in four papers.Text

Keywords: Partnership and cooperation as a basis for development.

Partnership and cooperation as a basis for development

Mathias Kristiansen, Teacher Student Union; Jorun Sandsmark, The Norwegian Association of Regional and Local Authorities (KS); Sissel Havre, Union of Education Norway, Norway

The partners in STEP represent different perspectives in a diverse educational community and contribute to a more complex dialogue and understanding of both local, national, and international context and research.

This diversity presents various legitimate interests which may cause tensions. Tension is often understood as something negative, but tension is also a positive force. It can give us a better possibility to understand complexity.

STEP is about sustainable transition from ITE to profession. An important transition both for the teacher students, teacher education programs, NQT, schools (leaders and the professional community) and for the municipalities and regional authorities (counties) as employers and according to the Education Act, responsible for fulfilling children's and young peoples' right to primary and secondary education.

By combining different perspectives and legitimate interests as political influencer organizations, we are able to communicate the complex reality of everyday life of teaching to political decision makers and researchers. What is self-evident within a profession, be it teachers or researchers, or teachers who have become educational researchers, may not be self-evident to others.

The questions we discuss are: How can we prepare NQTs to better understand their complex teaching reality, and how can we help the professional community to meet the NQTs with support and as resources with new knowledge and perspectives?

Keywords: Partnership, Cooperation, Tensions.

A flying start? Teacher students' expectations to becoming professional teachers

Knut-Rune Olsen, University of South-Eastern Norway, Norway

STEP conducted a survey aimed at the first generation of students graduating from the five-year master's program for primary school teachers in Norway in autumn 2021 to survey the students' expectations of starting to work as early career teachers. The following research questions were used: What do the students assume will represent their biggest challenges? How do they assess their own competence for meeting these challenges? What measures do they think may be needed in order to support them in the transition from teacher education to professional work as a teacher? What do they think they can contribute to collegial collaboration and in the meeting with the students?

The questionnaire was administered digitally and included questions with fixed answer options. The students could comment on their answers. The preliminary results were published 2022.

The first set of data collection was carried out during a period characterized by the Covid19 pandemic with shutdowns and extensive online teaching as a replacement for teaching on campus and was administered to the first cohort of teachers from the reformed teacher education (5-year integrated master's degree). There is reason to assume that this may have influenced the results. Therefore, we carried out a second, identical survey in February 2024. In this presentation, we will compare the results of the two surveys. The presentation is also based on a thematic analysis of the students' written comments in the second survey on the answers the students have given to the questions with fixed alternatives. These answers give a picture of how the students assess their own competences in light of the education they are about to complete.

Keywords: Student-teachers, expectations, teacher education.

Representatives from school owners (employers) perspectives on newly qualified teacher's competence and the need of induction programmes. Findings from interviews

Tonje Harbek Brokke; Eva Bjerkholt; Knut-Rune Olsen; University of South-Eastern Norway, Norway

Mentoring programs for NQTs in Norway are based on guidelines signed by the government, teacher unions, teacher student organization, school owners, and universities representing teacher training institutions. These guidelines specify principles for mentoring, and the roles and obligations for the various stakeholders to ensure a sustainable transition from ITE to being NQTs in primary and lower secondary schools.

This paper focuses on the public school owners' role and obligations towards NQTs. The presentation is based on transcribed semi-structured interviews (Kvale & Brinkmann) with eight representatives of school owners conducted in spring 2023.

Interview guide: What expectations do you have in the short and long term (a time interval of up to five years) for this new generation of teachers compared to previous cohorts? Based on the induction strategies you have had in your municipality up to now - what changes might be appropriate to make regarding this new generation of teachers? How can you, as a school owner representative, contribute to NQTs being offered induction and mentoring in line with national principles and obligations? Which factors related to school culture and management at school level do you think have the greatest significance in terms of NQTs development and learning in the short and long term? What role and significance do you think mentoring as professional communication genre and learning strategy can have for the NQTs in the short and long term?

The interviews were voice-recorded, transcribed and analyzed with reference to thematic analysis (Braun and Clark, 2006, 2019) and the stepwise-deductive-inductive method (SDI) (Tjora, 2021).

In the presentation, we present some main findings and discuss some challenges related to ensuring that all NQTs have a structured and comprehensive induction program in schools.

Keywords: School owners, expectations, induction programs.

Teacher professionalism and teacher education

Maria Assunção Flores, University of Minho, Portugal; Joanna Madalińska-Michalak, University of Warsaw, Poland

This symposium considers the concepts of teacher resilience and professionalism in light of contemporary challenges related to diversity and diversification under conditions of uncertainty and risk. Attention is paid to issues of leadership, structural processes and school cultures that enable and constrain teacher resilience and

professionalism and their implications for teacher education. The contributors look at the deep nature of teacher resilience and how this and related aspects of professionalism can be promoted through high-quality teaching and teacher education, and nurtured by school leadership at different levels of the education system. Avenues for future research will be discussed.

The underpinning purpose and value of the symposium is to open a conversation on the centrality of teacher-resilience to teacher professionalism in these complex and challenging times for teachers and teacher educators. The nature and possibilities of Teacher Resilience and why that matters is the thread that unites the papers. The overall discussion is set against the changing role of teachers in shaping the future of education and a backdrop of unprecedented complexity and uncertainty across the education landscape. Taken together, they offer an extended consideration of the necessary renewal of teacher education in support of a deeper vision of teacher resilience. The symposium aims to re-situate the morality of teacher-resilience within this emerging conversation on the shifting nature of teacher professionalism and point to future research in the topic.

Teacher Resilience in times of Crisis & Uncertainty

Elena REVYAKINA, Pädagogische Hochschule Wien, Austria, Conor GALVIN, University College Dublin, Ireland

Drawing on insights from recent work in the analysis of education crisis response experiences across Europe, this paper underscores the need for a comprehensive rethink within teacher education on how 'teacher resilience' is understood and how it might be better developed. It emphasizes the importance of fostering resilience and adaptability among teacher educators and students to navigate future crises. This understanding is articulated upon the observation by Juvonen and Toom (2023) that being a teacher is charged with expectations and demands coming from many directions - including cultural and political forces. On the one hand, societal expectations of teachers suggest they should uphold national demands for education and schooling, meet requirements presented in the curriculum, carry out new educational policies, maintain and reform social and cultural structures, and serve the needs of students. In many parts of the world, teachers' work has become characterised more by 'ruptures than continuities' in trying to keep pace with such educational transformations, and more pressure to increase student achievement and improve performance against teacher standards (Flores, 2018) and take part in the modernisation of the whole society along such prescribed goals. This paper proposes that we need to do more than view teacher resilience as an exercise in technical skills and learned competence. In this way,

it seeks to free the discussion from what Elizabeth Povinelli (2011) has termed “the common tendency to incautiously valorize endurance” (p.86) and move it to more productive ground.

Teacher professionalism and morally-compassed teacher resilience

Noel Noel Purdy, Stranmillis University College, Belfast, Northern Ireland

Teacher resilience in the educational landscape is conventionally seen as encapsulates the capacity to rebound from daily stressors like managing heavy workloads, disruptive students, and shifts in curriculum and policies. It involves not just enduring professional strains but thriving amidst them, turning setbacks into opportunities for growth (Mansfield et al., 2016b). However, commentators like Brown (2012) caution against too narrow a view of resilience, emphasizing the importance of considering agency and power dynamics. This paper considers critiques such as that of Day and Gu (2014) which suggest that resilience in teachers is influenced by intellectual, social, and organizational contexts rather than being solely innate or experiential. It explores arguments for a more values-based, morally framed understanding of teacher resilience, and the power of this vision.t

Successful leadership for Teacher Resilience and teacher professionalism

Joanna Madalińska-Michalak, University of Warsaw, Poland

This paper considers the successful school principals' leadership practices in building school resilience and supporting teacher resilience and teacher professionalism in these complex and challenging times for teachers and teacher educators. The addresses the question: what are the main ways of successful leaders in supporting resilience in schools, teachers and their professionalism for maximising the potential positive outcomes of education in times of crisis and uncertainty? This paper takes a broad approach, drawing largely on a social-ecological perspective of resilience (Ungar, 2012) and the strategies to support it. Drawing on five case studies, the paper shows seven core successful school leadership practices – Sustaining education service delivery and innovations, Planning in a context of uncertainty and responding to changes in national policy, Re-framing and extending “Health & Safety” policies based on health and education data, Leadership across the school, Provision of an inclusive curriculum, Inclusive partnership with children’s families, Teachers’ motivation, commitment and professional development. The paper concludes with implications for further research.

Teacher shortage - characteristics, constraints and challenges in various countries - PART 1

Gabriela Jonas-Ahrend, Paderborn University, Germany; Maria Assunção Flores, University of Minho, Portugal; Discussant: David Imig, University of Maryland, USA

The phenomenon of teacher shortage is global and it has been exacerbated in the aftermath of the pandemic in various parts of the world. Several international reports in Europe and USA point to a vocational crisis in many education systems. Such a crisis has been affecting both developed and developing countries and is influenced by a number of factors such as motivation, recruitment, retention, training, working conditions, and social status. As such, it is crucial to examine the complexity and the implications of the teacher shortage, which requires the need to consider the factors and variables that explain what, how and why teacher shortage is described in each context as it may have different meanings and manifestations. Similarly, the strategies to mitigate teacher shortages may have common features but also some variability in terms of the actions undertaken by governments to deal with them. This is the main purpose of this symposium which aims to explore the characteristics, the constraints and the challenges of teacher shortage internationally. The various contributions also discuss the implications of teacher shortage for teacher education.

Teacher shortage in Spain: characteristics and challenges

Juan José Mena-Marcos, University of Salamanca, Spain

This presentation explores the multifaceted issue of teacher shortage in Spain scrutinizing its main characteristics and challenges. The talk will provide an examination of the current state of teacher shortages across different regions identifying key factors contributing to this phenomenon, such as demographic shifts leading to an aging teacher population, unattractive working conditions, and the regulatory and bureaucratic hurdles that potential educators face. The study further delves into the systemic constraints that exacerbate the shortage, including budgetary limitations, inflexibilities in teacher recruitment and retention policies, and the broader socio-economic conditions affecting the profession's appeal. The challenges of maintaining educational quality and equity in the face of these shortages are also analyzed, highlighting the implications for student learning outcomes and access to education. Drawing on this critical view the paper proposes a set of targeted interventions aimed at addressing both the immediate and long-term aspects of the teacher shortage crisis. These include policy reforms to improve teacher training, compensation, and working conditions, as well as innovative approaches to attract and retain talent in the teaching profession. This examination might shed light on the complex dynamics of the teacher shortage in Spain, offering insights and practical recommendations for stakeholders aiming to overcome one of the most pressing challenges in the Spanish education system.

Addressing the teacher shortage crisis in Italy: the new reform landscape and the role of Teaching and Learning Centers

Francesco Magni, Virginia Capriotti, University of Bergamo, Italy

This proposal focuses on the teacher shortage crisis in Europe, with particular reference to the situation in Italy. The pandemic has exacerbated this crisis, with a rise in teacher retirements and resignations creating many vacancies. Despite efforts across Europe to address this issue, challenges such as declining interest in teacher education programmes, low salaries and lack of support persist (Ferrari et. al., 2021). In Italy, there is a surplus of teachers in certain areas, particularly in the south and in fields such as law, economics and philosophy. In contrast, there are critical shortages in primary and secondary education, particularly in rural, low socio-economic or high-cost areas, and in STEM subjects. In this scenario, Italy has the opportunity, through the implementation of the European programme Next Generation EU and the

Italian National Recovery and Resilience Plan (NRRP), to undertake a comprehensive reform of the initial, in-service and continuing teacher education system (Law no. 79/2022; Bertagna & Magni, 2022). These reforms support a modernised approach to teacher education, integrating pedagogical, didactic and psychological aspects, and highlighting the crucial role of Teaching and Learning Centres (TLCs) (Wright, 2023). These new structures can indeed play an essential role in the effective implementation of these reform perspectives, taking the form of “boundary crossing institutions” (Engeström et al., 1995) with the task of connecting otherwise distant and separate worlds (Moon, 2016; Seddon, 2021). The need for a strategic approach to tackle the shortage of teachers and raise the social status of the teaching profession in Italy is clear. And it had to start with a general rethinking of the role of teachers and their teacher education. (Smith, 2023, p. xvii). This paper aims to highlight the efforts, processes and strategies to define new policies and to attract and retain the potential of young and motivated teachers, with particular attention to the Italian case and context. It presents the latest Italian reforms, which also aim to strengthen professionalism, offer clear career teacher education paths and recognize the value of continuous learning for teachers.

Teacher shortage - characteristics, constraints, and challenges in various countries: The South African Context

Eunice Nyamupangedengu, University of the Witwatersrand Johannesburg, South Africa

At the onset of democracy in 1994, the landscape of teacher education in South Africa encountered numerous challenges, primarily stemming from its fragmented distribution across various institutional settings (Kruss, 2008). To address this fragmentation alongside issues like teacher shortages and subpar teaching quality, a series of interventions were implemented. These interventions encompassed governance and curriculum policies as well as pathways for qualifications (Sayed et al., 2013). Furthermore, there were successive phases of restructuring, college integration, and higher education mergers aimed at cultivating an adequate number of appropriately skilled teachers (Kruss, 2008). On 16 October 2023, Minister of Basic Education Angie Motshekga indicated significant progress by the South African government in supporting teachers and revitalizing the nation’s educational system with proficient professionals. Nevertheless, despite these accomplishments, South Africa continues to grapple with several challenges (Willis, 2023). Research from the Department of Education highlights two emerging challenges: the aging teaching workforce necessitating a fresh influx of educators and a surge in

student numbers due to population growth. Given the current teacher-pupil ratio of 29.8:1, sustaining this ratio will require training approximately 428,000 teachers. Ensuring the right quantity and quality of teachers poses a pivotal challenge in this dynamic education landscape. While the current teacher/pupil ratio appears manageable, research indicates that this ratio does not guarantee uniform class sizes. Class sizes vary significantly, with instances of notably large class sizes varying across provinces and based on schools' socio-economic backgrounds (Spaull et al., 2022). As emphasized by Motshekga (2023), quantity alone does not suffice as the sole concern in South Africa's education system. The curriculum has evolved into the Three Streams Model, comprising the general academic stream, technical vocational stream, and technical occupational stream. To mitigate the risk of compromising education quality, teacher training must also evolve in terms of quality and specialization. This challenge is further compounded by the significant role funding plays in our capacity to recruit and retain teachers (Motshekga (2023)). These are among the challenges and constraints in South Africa's Teacher Education landscape that I will discuss during the symposium.

Teacher shortage - characteristics, constraints, and challenges in various countries: The case of Germany

Gabriela Jonas-Ahrend, Paderborn University, Germany

For many years, the challenging issue of teacher shortage has been a concern for policymakers, teachers and students in Germany. It affects various regions, subjects, and types of schools to a different level. The shortage of qualified teachers has led to a lack of specialized instruction in certain subjects, increased stress and burnout among teachers.

One of the main challenges is the difficulty in attracting and retaining qualified educators. Though regular teachers have lifelong contracts, good salaries and other benefits, there are also negative factors like high workloads, low regard for teachers and limited career advancement opportunities. Additionally, the ageing population of current teachers and a decreasing number of graduates entering the profession intensify the problem.

Despite these challenges, there are also opportunities for addressing the teacher shortage in Germany. Implementing targeted recruitment strategies, offering competitive salaries and benefits for all teachers as well as providing professional development opportunities can help attract and retain qualified teachers. Additionally, promoting a positive work environment, reducing

administrative burdens, and investing in technology and resources can improve job satisfaction and retention rates among educators.

Furthermore, fostering collaboration between schools, universities, and government agencies can help to overcome the problem of teacher shortage in the future. The educational system of Germany is organized by the 16 different states (called “Bundesländer”); thus, reforms are limited to the individual states. This fact, as challenging as it is for school practitioners, leads to numerous ways to surmount the problem of teacher shortage.

In the talk, I will briefly describe teacher training programs, and discuss some subject-specific challenges and good practice examples. Germany has the potential to overcome this teacher shortage issue and to create a more sustainable and high-quality education system for all.

Teacher shortage - characteristics, constraints and challenges in various countries - PART 2

Gabriela Jonas-Ahrend, Paderborn University, Germany; Maria Assunção Flores, University of Minho, Portugal; Discussant: David Imig, University of Maryland, USA

The phenomenon of teacher shortage is global and it has been exacerbated in the aftermath of the pandemic in various parts of the world. Several international reports in Europe and USA point to a vocational crisis in many education systems. Such a crisis has been affecting both developed and developing countries and is influenced by a number of factors such as motivation, recruitment, retention, training, working conditions, and social status. As such, it is crucial to examine the complexity and the implications of the teacher shortage, which requires the need to consider the factors and variables that explain what, how and why teacher shortage is described in each context as it may have different meanings and manifestations. Similarly, the strategies to mitigate teacher shortages may have common features but also some variability in terms of the actions undertaken by governments to deal with them. This is the main purpose of this symposium which aims to explore the characteristics, the constraints and the challenges of teacher shortage internationally. The various contributions also discuss the implications of teacher shortage for teacher education.

Teacher shortage and its implications for teacher education in Portugal

Maria Assunção Flores, University of Minho, Portugal

Like other countries, Portugal is facing the problem of teacher shortage. According to the official statistics, there will be a need to recruit over 34,000 teachers by 2030/2031 (an average of 3,450 per year). Mass retirement and the decrease in teaching candidates are two key factors that explain the lack of teachers. However, this is not a recent phenomenon as it has been identified in several documents at least since 2016. A report published by the National Council of Education in Portugal in 2016 reported the ageing of the teaching workforce (41% of the teachers had 50 years or above) and the lack of valorisation and attractiveness of the teaching profession. Later, in 2019, another report of the National Council for Education pointed to teaching as a profession marked by the ageing of the workforce (by 2030 more than half of the teachers will have retired) and to a decrease in the attractiveness of the profession (a reduction of about 50% in the number of teaching candidates from 2011/2012 to 2017/2018). More recently, in the annual “State of Education 2021”, the National Council for Education in Portugal indicates that, in 2020/2021, 55% of the teaching workforce were 50 years old or above. In general, the crisis of teacher shortage in Portugal is clearly linked to the intertwined factors of the ageing of the teaching workforce and consequent retirement of a large number of teachers along with a decrease of teaching candidates. Such a critical scenario is associated with a set of reasons, amongst others, the lack of attractiveness of the teaching profession, challenging working conditions and the negative image of the profession in the media. In this paper, the crisis of the teacher shortage will be explored as well as the strategies to mitigate the problem and their implications for teacher education.

Teacher shortages and its implications for teacher education in the Netherlands

Radboud University, Nijmegen, the Netherlands

In the Netherlands, teacher shortages are high in primary as well as in secondary education. This is caused by a reduced amount of students who enter teacher education programs, and because a high percentage of teachers drop out in the first three years of teaching. Many factors contribute to this, summarized by a de-professionalisation of teaching, such as deteriorated imago, blaming teachers for lower PISA-scores, and setting up simpler and shorter routes into teaching. The latter lead to an increase in student teachers, but also to an increase in dropout rates caused by feeling ill-prepared for the complexities of teaching. The teacher shortages lead to high pressure on student teachers to take on many teaching responsibilities while still in teacher education, and even to students who enter the program while already working

as unqualified teachers. In our teacher education program (1 or 2 year masters program, after a full university BA or MA in subject matter, preparing for teaching in secondary education), we take several measures to deal with this. For example, we invest in good relationships with the schools, to collaboratively set up structures for supervising and mentoring these (student) teachers, in order to prevent burnout or dropout. Also, during the whole program, (student) teachers are two days a week at the university, and two or three days a week at their school, so we closely monitor and support their development and wellbeing. In the program, we use insights from our research that focuses on the development of student teachers during their first years of teaching, in which we study not only reasons for dropout, but also for staying and wellbeing. Particularly the latter focus revealed that teachers stay in teaching because of the possibilities to develop as a person, to contribute to students' development, and to do what they feel as "an important job". In this contribution I will elaborate on the consequences of these insights for the contents of the teacher education program.

Teacher shortage - characteristics, constraints and challenges in the Israeli Education System

Smadar Donitsa-Schmidt, Kibbutzim College of Education, Israel

The Israeli education system grapples with a chronic shortage of teachers across all levels and subjects, with a pronounced deficit in core areas such as mathematics, sciences, and English as a second language. This scarcity is attributed to several factors, including relatively low salaries, diminished teacher status, parental interference, and bureaucratic hurdles. The challenge of recruiting candidates willing to enter the teaching profession is compounded by high attrition rates.

Consequently, schools are forced to hire underqualified personnel, leading to a decline in teaching standards. Currently, a significant number of out-of-field teachers lack the necessary qualifications to effectively educate students.

Various initiatives have been implemented in recent years to alleviate the shortage, encompassing a range of strategies from salary adjustments to streamlined recruitment processes. However, these efforts have met with limited success.

This presentation aims to delve into the multifaceted dimensions of the teacher shortage crisis within the Israeli education system. By examining the underlying characteristics, constraints, and challenges, we seek to foster a nuanced understanding of the complex issues at hand. Additionally, we will introduce a

novel strategy of placed-based teacher education, recently implemented to address this pressing concern and fortify the foundation of Israeli education for future generations. Through collaborative discourse and innovative solutions, we endeavor to overcome the obstacles posed by the teacher shortage and ensure a quality education for all students in Israel.

Teacher shortage in France – challenges, characteristics and prospects

Christine Schmider, Université Côte D'Azur, France

France, like many other European countries, is experiencing a shortage of teachers at both primary and secondary schools. Since 2012, the decline in student applications for initial teacher training courses and the phenomenon of staff leaving the profession in the first few years of their career have raised concerns about the quality of learning processes and environment for pupils and functioning of schools. The successive French Senate reports from Gonthier-Maurin (2012) until recently Longuet (2022) confirm that the French teacher education system is affected by the same recruitment crisis as the most of Europe (OCDE 2018, Euridyce 2021). But a similar situation does not necessarily mean similar causes, or solutions. The specific features of the French system, which affect the attractiveness of the profession and create a shortage of teachers, call for political action tailored to France's specific characteristics. My presentation aims to present and analyse the French situation with its national characteristics : comparatively low pay, exacerbated centralism, a complicated competitive entrance examination system, rigidity of the assignment system, which requires the acceptance of a geographical distance with no prospect of being able to return, successive reforms of the TE system that no longer allow candidates to plan their vocational project and a growing number of applicants undergoing professional reconversion who start training to become a teacher but drop out because they cannot find their place in the system. Although this list sounds dramatic, a variety of solutions and approaches to the problems are currently being experimented. The discussion of their transferability to other TE systems will wrap up my presentation.

PAPERS

POLICY DEVELOPMENT IN TEACHER EDUCATION

Becoming policy actors: how educators engage in the policy process

Jo Smith; Ruth Boyask; Christopher Burns, University of Auckland, new Zealand

Master's programmes in educational leadership aim to equip students with theoretical and practical knowledge to improve school outcomes. This study asks, in what ways do MEd graduates also emerge as policy actors? As such, the study included focus groups and interviews with students from two cohorts from two New Zealand universities who undertook a policy course as part of their MEd programme. This study seeks to move beyond documenting course outcomes as a summative assessment, and asks instead how such courses can work to instil the confidence in educators to engage as change agents. At this critical juncture, an increasingly urgent need exists for action research that engages with research participants to investigate pressing problems of practice. To that end, data collection was focused on uncovering the ways in which the students developed new roles as policy actors in their immediate context and/or the wider education policy milieu. Recordings were transcribed and coded using an iterative process to increase inter-rater agreement. Preliminary findings suggest that while the students engaged in the policy process in new ways during the courses (e.g., investigating the issue of food waste brought about by a new school lunch policy), students struggled to maintain an active role as policy entrepreneurs after the courses finished and the demands of their jobs took precedence. Understanding what facilitates educators' engagement in different stages of the policy process – from issue definition through to policy evaluation – can enable them to play meaningful roles as change agents in their schools, communities, and country. Future research can expand this area of inquiry and move the needle on addressing persistent challenges through contextualised policy solutions.

Keywords: policy actors, teacher development, postgraduate education.

Changes in a sociopolitical situation – Policy for the role of the education system

Laila Niklasson, Private consultant, Sweden

For some countries a changed sociopolitical situation means that different organizations and institutions in society must develop their roles. The question in this

discussion concerns effects on the education if the sociopolitical situation for a country indicates a higher level of foreign threat. An exploratory study for an example country, Sweden, using information on websites shows changes on international, national, and local level. On an international level increased demand on defense has led to a Swedish application to NATO. On a national level the education system has been alerted that it is part of a civil defense. There are several new links on the website for National Authority for Education such as a link explaining education and civil defense and a link to the Lotta movement (female civil defense organization). On a local level teachers must be prepared to discuss war issues in the classroom. The conclusion is that changes in international and national security quickly can have implications for school and classroom level. How this implication is handled can be of interest for the policy of education, at all levels, for example teacher education.

Keywords: Policy in education Sociopolitical changes Teacher education.

Emancipatory curriculum knowledge: a critique of the curriculum assessment policy statement

Nkosi, Nokuthula Diborah, South Africa

When the Curriculum Assessment Policy Statement (CAPS) was introduced in 2011, it was meant to be a reflective feature of the South African Education grounded upon emancipatory education. Accordingly, the assumption was that the elements within CAPS, particularly knowledge, would be emancipatory. At the same time, knowledge can also be developed and disseminated to ensure that learners become passive and accept the social injustices as 'given' rather than as socially constructed. The aim of this conceptual paper is to determine the contribution (if any) of the knowledge in the South African school curriculum policy to learner emancipation. The paper analyses the nature and character of the knowledge within the South African curriculum policy and the curriculum approach to understand if this knowledge could emancipate learners to rise beyond the social ills that contribute to the different oppressive institutions. The argument presented in this paper is that the attributes that characterize the knowledge in the CAPS could be sabotaging the emancipating project and the learners' consciousness. Human consciousness is the biggest disposition that may assist learners in discerning and identifying social injustices and, ultimately, achieving emancipation. The paper employs Critical Theory as a research design, and the rhizomatic approach by Deleuze and Guattari (1987) serves as a theoretical framework.

Keywords: CAPS, Emancipation, Disciplinary Approach, Social Justice.

Induction and the Teacher Workforce: Problems and Confusion

Anna Sullivan, University of South Australia, Michele Simons, Western Sydney University, Connie Zheng, University of South Australia, Neil Tippett, University of South Australia, Stuart Woodcock, Griffith University, Emily Grist, University of South Australia, Australia

Internationally, support provided to teachers during their early career phase has long been referred to as 'induction'. In Australia, induction is largely provided by schools because 'school-based induction practices ... [are the] ... the most useful in enculturating beginning teachers to their school and to their career' (Kearney, 2021, p.153). However, with up to 60% of new teachers employed casually or on short-term contracts (Preston, 2019), many work across multiple schools and education sectors. Such teachers might engage in multiple induction events at individual schools; however, it is unlikely they receive an ongoing, systematic induction that meets their individual needs across the first few years of their work.

This paper reports a critical policy study that examined the 'Graduate to Proficient: Australian guidelines for teacher induction into the profession' (2016). It draws on critical human resources management theory, including concepts such as 'onboarding' with the aim of providing alternative insights into the induction process for early career teachers.

Our analysis suggests that the guidelines are more concerned with onboarding practices delivered to teachers with job security, rather than an overall system of practices that develop all new teachers regardless of their employment mode. The limitation means that the guidelines are unlikely to support precariously employed early career teachers to maximise their development during the earliest months and years of their career. We argue that further research on the teaching workforce which draws on the human resource management research is needed to better understand the development of the teaching workforce. Finally, we discuss implications for teacher education.

Keywords: teacher induction, early career teachers; teacher workforce.

In search of teacher professional learning indicators framework: The case of Italy

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The current debate on how a national or local institution can implement teacher education initiatives has resulted in significant shifts in the conceptualization, design, and delivery of continuing professional development (CPD) programmes. Despite the specific policies and models adopted at the national or school level, CPD is one of the critical issues of the European Education Area (EEA) strategic framework (Council

Resolution 2021/C 66/01). European Commission and Member States cooperate to achieve a shared vision on five priorities for 2021-2030, being the third focused on pedagogical professions at every level and type of education and training. CPD is at the heart of this priority: teaching requires in-depth knowledge in various areas and the competence to apply pedagogical ideas under different conditions while working with diverse students.

In Italy, CDP is one of the weakest points of the educational system. It represents both an educational policy challenge and a need expressed by teachers themselves, who also consider it a spending priority of significant weight. The paper's primary focus is to analyze critically the Italian national policy about teacher education. The study was structured in four parts: a) the presentation of main features of national policy; b) the analysis of breaking points observed during the different versions of the policy; c) the evaluation of the policy impacts; d) the discussion of a system of categories to explain short and long-run effects of teacher education Italian policy. The main findings of the study was the proposal of a framework of literature-based indicators to be considered before, during and after the implementation of a teacher education policy. The framework could help in understanding CPD at a large-scale policy level and at local professional development initiatives. A national policy could fail if poorly informed by current literature on teacher education and professional development.

Keywords: Teacher professional learning; Indicators; National policy.

Options to Provide Teaching Credentials in Light of the Shortage of Qualified Teachers

Shirley Van Nuland, Ontario Tech University, Canada

The lack of teachers throughout the world is having a negative impact on students and their learning (UNESCO, 2023). School boards are finding it difficult to recruit and retain teachers (Clandinin, 2015; Van Nuland et al., 2021) with the result that some are hiring unqualified or minimally trained persons to be in classroom settings with students (Alphonso, 2024); in Canada, this situation occurs coast to coast to coast. This paper presents four current programs in place to prepare these individuals, how these platforms were developed, their perceived impact and their intended direction. This qualitative study reviewed publicly available documents, news reports, and the regulatory agencies who register teachers and accredit Canadian Initial Teacher Education programmes. Initial findings indicate that parents are concerned about the lack of training of the persons in the classroom; educators are concerned that this stop-gap measure becomes a permanent solution and the regression of students' development in growth and skills. The paper concludes with recommendations that would help to alleviate teacher shortage.

Keywords: teacher shortage; teaching credentials; student/teacher learning.

Perspectives on a teaching evaluation policy at a South African university

Rejoice Nsibande, University of Pretoria, Maropeng Modiba, University of Johannesburg, South Africa

Research topic/aim: Perspectives on a teaching evaluation policy at a South African university.

The paper reports on a study of selected educators' perspectives (how they thought and spoke about) on a Students' Evaluation of Teaching (SET) policy at a South African university.

Theoretical framework: Latour's (2005) 'Reassembling the social: An introduction to actor-network theory (ANT)' and its extension, Latour (2013) 'An Inquiry into Modes of Existence (AIME)' are used to examine and explain how educators in the study understood and spoke about their institution's SET policy. We do not use these texts fully but draw on some of the views expressed in them to explain the perspectives studied concerning what the policy promotes.

Methods: Research methods included (i) a document analysis of the SET policy studying and the academics' self-designed evaluation tools, a questionnaire, and informal interviews to capture the teacher educators' views. We also discuss, amongst other issues, how, as both insiders/outside, the researchers' positionality was dealt with to ensure that insights about the perspectives studied were developed democratically. The reflexive stance employed to address power relations in the study contributed to these insights.

Findings: Based on ANT and AIME, the findings indicate that in accordance with the higher education policy in the country, the SET policy strives for inclusivity. However, the educators' perspectives continue to prioritise disciplinary conventions/traditions uncritically. These aspects are explained and reflected to highlight what is essential to help educators understand the ideals underpinning the SET policy in ways that can affirm and further develop students' learning.

Relevance to the Conference theme and specific strand: In line with the theme, the paper discusses research on teacher education based on a policy under the sub-theme Research in/on and for Teacher Education.

Keywords: Evaluation of Teaching, Student Evaluation of policy, Reflective practice.

Reforming Teacher Education through Curriculum, Standards and Assessment in Ghana

Eric Daniel Ananga, Univesity of Education Winneba; Akwasi Addae-Boahene, T-TEL Ghana; Beatrice Noble-Rogers, T-TEL Ghana; Lawrence Sarpong, National Teaching Council, Ghana

Ghana faces teacher shortages and quality challenges in delivering a Secondary Education System that equips learners with skills and competencies that prepares them for further study, the world of work and adult life. To strengthen and inspire teachers who teach at this level, , Ghana has revised the National Teachers' Standards, National, National Teacher Education Curriculum Framework, and National Teacher Education Assessment Policy to reflect the goals of Secondary Education. The initiative is to equip initial teacher education institutions to develop their curricula to prepare learner-centered, reflective, motivating and engaging teachers. The curriculum framework outlines required subject curriculum knowledge, educational foundations, pedagogical knowledge and assessments strategies rooted in learning theories and educational psychology research. It emphasizes effective classroom practices, gender equality and social inclusion, social and emotional learning, diversity awareness including disability, ICT integration and teacher professionalism. The National Teachers' Standards define core competencies for teachers at various career stages. Assessment policies feature formative and summative assessments with emphasis on school-embedded training – supported teaching in schools, and competency-based assessments. This paper discusses the promise and complexities of Ghana's reforms to systematically strengthen the quality and standing of the teaching profession through comprehensive standards, curriculum, and assessment transformation in secondary schools across the country. The insights will inform other countries seeking to enhance teacher education.

Keywords: Secondary Education, National Teachers' Standards, National Teacher Education Curriculum Framework, National Teacher Education Assessment Policy, Competency-based Assessment.

Supporting Quality Professional Teacher Education through Curriculum Accreditation in Ghana

Mohamed Salifu, Ghana Tertiary Education Commission, Akwasi Addae-Boahene, Transforming Teaching, Education, and Learning (T-TEL), Eric Daniel Ananga, University of Education, Winneba, Ghana

This paper investigates the pivotal role of curriculum accreditation in supporting the delivery of high-quality professional teacher education in Ghana. Accreditation certification is emphasized as an official recognition of the ability of teacher education

providers to offer specific learning programs and outcomes that adhere to national requirements. The study highlights the unique challenges present in Ghana's teacher education system, such as the lack of consistency in policies, the disparity between policy objectives, and pervasive constraints in the school system. These challenges necessitate a clear articulation of the attributes that define high-quality teachers at a national level. This is closely examined in the context of the Ministry for Education's transformative vision, which seeks to enhance the quality of teacher education and learning outcomes in pre-tertiary education through teacher professional development, specifically through curriculum modifications and reform. Moreover, the study discusses emerging trends in licensing Ghanaian teachers and their impact on teacher training and professional growth. It is argued that improving teacher education and professional learning opportunities is crucial in enhancing learning outcomes in Ghana's pre-tertiary education system. To ensure the effectiveness and sustainability of the transformative agenda, effective collaboration among all stakeholders, including universities, teacher training institutions, and teachers, is essential. The paper concludes by acknowledging the regulatory role of curriculum accreditation and its potential to promote professionalism within the teaching profession in Ghana.

Keywords: Curriculum Accreditation, professional teacher education, accreditation certification.

The Dynamics of Policy Development in Teacher Education in Ghana: An Evolving Landscape

Rebecca Arthur, Rebecca Akponglo-Nartey, Faculty of Foreign Languages Education, University of Education, Winneba, Ghana

After independence, Ghana has seen an ongoing development of teacher education policies, shaped by national goals, changing needs, and external influences. This study investigates the dynamics of policy formation in this domain. It studies historical trends, analyzes the current landscape, and recommends areas for improvement. The purpose of this research is to trace the historical evolution of Ghana's teacher education policies, evaluate the effectiveness of the current four-year Bachelor of Education (B.Ed.) program run by colleges of education in Ghana, and identify challenges and opportunities within the current policy framework, particularly in terms of teacher motivation, curriculum relevance, and technology integration. The study uses critical policy analysis frameworks and educational transformation theories to examine how power, knowledge, and interests interact to shape educational policies. The study's historical research showed that national development goals, global trends, and colonial legacies have all continued to impact changes in policy. In evaluating the B.Ed. program, it emphasized the students' strong subject knowledge but also raised

issues with mentorship, pedagogical training, and practical preparedness. Among the issues raised are low teacher morale, insufficient funding for resource enhancement, and unequal use of technology in the classroom. The study recommends that the education ministry in charge of tertiary education should implement a revised B.Ed curriculum with a balanced focus on subject knowledge, pedagogy, and practical teaching skills. To integrate technology in the classroom effectively, there should also be more technology infrastructural investment and enhanced availability of specialized training.

Keywords: Policy development, B.Ed program, colleges of education.

RESEARCH IN/ON AND FOR TEACHER EDUCATION

A critical exploration of how mentors and coaches need to be developed to support initial teacher trainees and early careers teachers on their learning journey

Lizana Oberholzer, University of Wolverhampton, UK

The role of mentor and coach is an important role, which provides initial teacher trainees and early careers teachers with an important foundation, to develop their skills as future practitioners in the classroom. Hattie (2012) point out that teachers make one of the biggest differences in learner outcomes, and it is therefore important to develop the mentors and coaches who work with new teachers effectively to ensure that they are able to equip future teachers well. Mentoring and coaching is often outlined in an English context as an inconsistent part of teacher training provision by Ofsted, the inspectorate in England. It is therefore important to reflect on how mentors and coaches need to be develop to ensure that they are effective in their roles. This qualitative case study investigated how mentors and coaches need to be develop to fully prepare them for their roles to develop future teachers. The study evaluated mentoring and coaching development practices, and programmes as well as how mentors and coaches responded to these programmes, and how their skills developed during the duration of these courses, with the aim to draw key learning from the approaches to provide key recommendations for future consideration when developing mentoring and coaching programmes. The study's emerging data suggest that mentors and coaches will benefit from a consistent approach to deepen their understanding of the role of a mentor and coach. In addition, the study highlighted that mentoring and coaching toolkits need to be developed, and that mentoring and coaching needs to be aligned to the needs of the mentee/ coachee, and that is why a one-size-fits-all approach is less effective. This research project emphasised the importance of investing in the development of coaches and mentors, and it highlights that a

commitment to dedicated time is imperative to enable mentors/ coaches to develop effectively in their roles.

Keywords: Mentoring, Coaching, Teacher Education, Research.

Beyond Changing Teachers' Beliefs: Extending the Impact of Professional Development in the use of Information and Communication Technology

Tashane Haynes-Brown, The University of the West Indies, Jamaica

In this changing educational landscape where the use of Information and Communication Technology (ICT) is accelerating, professional development (PD) in the use of ICT is of great importance owing to its value in changing teachers' beliefs and practices. Guided by Guskey's (2020) theoretical perspective on professional learning and teacher change, this paper draws on findings from an explanatory sequential mixed methods study examining the significance of PD and its impact in explaining variance in teachers' beliefs and classroom practices involving the use of ICT. Data collection comprised a quantitative survey administered to 248 teachers in Jamaica combined with case studies involving eight teachers. The case studies employed semi-structured interviews, classroom observations, video recording of lessons, observation checklist and video-elicitation interviews. The quantitative results revealed that teachers' involvement in PD had a significant direct effect on teachers' beliefs about teaching ($\beta = 0.239$, $p = 0.04$), but PD was not directly related to differences in their use of ICT ($\beta = -0.004$, $p = 0.957$). The case study findings further supported this result, revealing that although the teachers considered their involvement in PD to be meaningful in shaping beliefs, these newly formed beliefs were not readily observable in their classroom practices. Rather, the lesson observations and video-elicitation interviews revealed dissonance in teachers' explanations of what it means to integrate ICT effectively aligned with learner-centred teaching. These findings suggest that as Guskey (2020) contends, often the approach to PD results in cognitive dissonance which prompt teachers to ignore the new, change the new to fit their view, or change their view to align with the new. Evidently more needs to be done to yield greater gains from investments in PD that extend beyond confronting beliefs, mental manipulation and emotional appeal. Careful consideration must be given to the design of PD activities to ensure that it addresses fundamental gaps in teachers' understanding of effective use of ICT and transform their pedagogy and use of ICT. Ensuring positive and sustained change requires a different view of the change process, one that challenges the commonly assumed impetus for change which focusses on changing beliefs void of evidence of change in student learning.

Keywords: professional learning, beliefs, technology integration and transformation.

Beyond the Janus effect: Social capital, role conflict, and the implications for deans of education in the post-pandemic era

David Mandzuk, Faculty of Education, University of Manitoba, Canada

There is a growing body of literature on the multiple roles that deans play in higher education. One of the central themes in that literature is the important mediating function that deans play between senior university administrators and the staff in their respective units. This is as true for deans of education as it is for deans in other disciplines and it is why some scholars have used the 'Janus effect' as a metaphor for illustrating how deans try to meet these often-conflicting expectations.

In the study that I recently conducted on the multiple roles of deans, I expanded the use of the metaphor to include other internal and external stakeholders and linked the metaphor to two well-known theoretical concepts—social capital and role conflict. I argue that like other deans, deans of education must generate social capital with a variety of internal and external stakeholders and as a result, they are often perceived and sometimes even feel Janus-faced which can then lead to role conflict.

After analyzing the data from the semi-structured interviews that I conducted with a group of Canadian deans, I was able to identify three dimensions of the dean's role—the networks dimension, the communications dimension, and the human dimension. Interestingly, these dimensions are directly applicable to my own experience as a dean of education and to the experiences of my decanal colleagues around the world.

In this presentation, I will argue that having a theoretical understanding of the complex roles that deans of education play can help us all better understand why teacher education reform is so contested and why deans are so pivotal in the process of designing and delivering teacher education programs that respond to the many challenges of the post-pandemic era.

Keywords: Janus effect; deans of education, social capital; role conflict.

Can STEM Teacher Shortage be Reduced through Professionals' Retraining Programmes?

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Similar to other Western countries, Israel suffers from a severe teacher shortage. In an attempt to reduce it, two retraining projects were developed, one recruiting academic high-tech professionals, and the other practical engineers. This study aims to examine both programmes' potential to reduce teachers' shortage by exploring alumni's views about their preparation, induction, status and intentions to persevere.

The theoretical perspective that guides this research is Watt and her colleagues' (Fray and Gore, 2018; Watt et al., 2012) taxonomy of considerations that affect people's decision to choose teaching as a career. We focused on: 1. Teachers' status. 2. The perceived effort and skills that teaching requires. 3. Self-evaluation of the ability to be "good" teachers. This resonates with Ryan and Deci's (2017) need of competence. 4. Internal motivation: the extent to which teaching is viewed as interesting and emotionally rewarding. Ryan and Deci's (2017) needs of relatedness with their colleagues and students and professional autonomy are relevant here. 5. Altruistic motivation: willingness to contribute to society and especially to young people. 6. Utilitarian (external) motivation: wages and social mobility.

Method: 35 former high-tech employees were interviewed and 57 practical engineers responded to an extensive quantitative survey. Short demographic surveys were answered by additional 584 former high-tech employees and 356 practical engineers.

Findings: Despite their different academic backgrounds, the two cohorts' responses were similar to each other. We found that most of the alumni are active teachers, but about 40% consider leaving. Better preparation to deal with general pedagogical (PK) issues, strong support at school, professional autonomy, better wages and higher status could improve teachers' retention. Without policy measures that support the implementation of these recommendations, turnover rates might nullify the programmes' contribution to enlarging and diversifying the STEM teachers' population.

Keywords: Teacher Shortage; STEM Teachers; Retraining Programmes.

Duplexity in judging teaching effectiveness: An emerging model of dynamic, adaptive systems thinking in teacher education

Sarah Anderson, University of Glasgow, UK (Scotland)

It has been noted that students manage to pass into the teaching profession despite sometimes manifesting significant variance in skills, which can be attributed in part to inconsistent agreement as to what constitutes a judgment of competence. This paper will explore the role of professional teaching standards and professional judgement in the UK to assess new teaching effectiveness in an era of high accountability; it also introduces an emerging model of dynamic, adaptive systems thinking that addresses inconsistency and reliability.

Social judgment theory (SJT) supports and informed the enquiry in this research (Cooksey, 1998; 1996). SJT emphasises careful identification and analysis of the context of judgment and the cues and policies used making it fit to investigate the judgments teacher educators make in multifaceted, dynamic learning situations.

This enquiry used a comparative, embedded, and descriptive multiple-case study design. A mixed methods approach guided data collection and analysis, and a cross-case synthesis occurred. Participants included university staff, associate tutors, and school mentor teachers from three teacher education programmes, in England, Scotland, and Wales. Data collection occurred through document review of teaching standards, a video observation task (i.e., digital questionnaire) and focus groups. Quantitative data were analysed using descriptive statistics and comparative analyses explored patterns of consensus and dissensus in judgement.

Findings include: the rationale and warrants utilized to make judgements about teaching effectiveness, influencing factors, similarities and differences across expectations for effective teaching, and an emergent model for how teacher education can deal with an accepted degree of inconsistency which will inevitably exist.

This research has brought forward a better understanding of contestation in educational work that can occur across devolved educational policies and through teacher observations as a dual measure for accountability and growth. Findings are situated to influence the practices of assessing and enhancing novice teachers' skills in school-experiences.

Keywords: Teaching effectiveness, systems thinking, clinical observations.

Dynamics of Pedagogically Productive Talk in Teacher Collaborative Discourse

Roman Svaricek, Masaryk University, Czech Republic

This study delves into the dynamics of teacher collaborative discourse, emphasizing the influence of Pedagogically Productive Talk (PPT) on professional development and classroom practices. It builds on the foundational theories of Lefstein et al. (2020) and Saunders et al. (2023), acknowledging PPT as a pivotal factor for fostering teacher learning and enhancing student achievement. Distinctively, our research accentuates the researcher's role in facilitating teacher learning, providing emotional support, and co-constructing teaching methodologies (Bergh, Ros, & Beijaard, 2014; Clarke & Hollingsworth, 2002). This study meticulously examines the repercussions of such researcher-teacher collaborations on teaching practices and student outcomes, particularly focusing on the integration of the six core PPT principles as outlined by Lefstein et al. (2020) within teacher dialogues.

Utilizing data from a Teacher Professional Development (TPD) program, designed to enrich classroom dialogue in sixth-grade language arts sessions through a coaching model rooted in real classroom interactions, this research offers a multi-faceted analysis. The data set includes video recordings of classroom interactions, reflective

interviews with teachers, and adopts a rigorous analytical framework. This framework integrates double coding, stringent reliability and validity assessments, and the use of sophisticated data analysis techniques such as sequential analysis and alluvial diagrams, to dissect the intricate fabric of teacher discourse.

The insights gleaned from this study provide a fresh outlook on the routine discourse among teachers, underscoring the profound learning fostered through teacher interactions and the pivotal role played by PPT. Presenting a comprehensive quantitative analysis, the research demystifies the mechanics behind PPT and identifies key factors contributing to its efficacy. This study aims to bridge the current knowledge gap in teacher learning, presenting a nuanced understanding of how teacher discourse can be strategically harnessed to bolster pedagogical efficacy and amplify student engagement and learning.

Keywords: teacher professional development, pedagogically productive talk.

Ensuring Access to Quality Basic Education (SDG 4) in Nigeria Through the Investment in Teachers' Professional Development

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The role of teachers' professional development in ensuring access to quality basic education in public primary schools has gained traction due to the significant number of out-of-school children in Nigeria. According to UNICEF (2022), Nigeria has the highest number of out-of-school children in the world with approximately 10.5 million children aged 5-14 years not attending school. Given these statistics, it is critical to improve children's access to quality basic education. Enhancing teachers' professional development could help bridge the gap as it could improve quality and encourage school attendance of children. The paper aims to examine factors influencing the quality of basic education in Nigeria with a focus on the role of teachers' professional development.

The research reported here involved face-to-face interviews with 18 education stakeholders, as part of a wider mixed-methods study. Respondents were drawn from teachers, parents, government and NGO workers active in Lagos state. Coding of data, through a thematic analysis process, identified issues related to the research aim which were clustered into five themes.

The qualitative data revealed five themes relating to the quality of basic education in Nigeria: Barriers; Basic education; education technology in learning, budget allocation;

Education policy; teachers' professional development, recruitment and retention; Methods of improving quality; safeguarding, collaboration; Practices for teachers and learners; classroom practices.

With regard to teachers' professional development, the findings highlighted the need for stronger subject-specific knowledge, which could be supported by regular training. Mutual aid between teachers was also identified, with more-experienced teachers supporting new colleagues with classroom management and a reciprocal relationship regarding the use of technology in the classrooms.

The research directly addresses the main conference theme and has a strong focus on the sub-themes. It seeks to examine 'quality' in relation to basic education and its relationship to teachers' professional development. The outcome aims to inform policies and enhance educational practices.

Keywords: Quality Basic Education, Teachers' Professional Development, Investment in Teachers.

Experiences of Omani Women in Physical Education

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Oman is an Islamic, Arabic country with complex overlays of religious and cultural expectations, for example regarding sex-segregation, dress codes and women's physicality. Such factors impact on the body-centred subject of sport and physical education. A qualitative case study undertaken in 2008 was repeated in 2022 to offer insights into similarities and changes in the experiences of Omani, Muslim women students in physical education while at school and while attending Sultan Qaboos University (SQU) as students of Physical Education Initial Teacher Training (PEITT). A social constructionist theoretical framework was used. Open-ended questionnaires were returned from 67 women students in 2008 and 79 in 2022. Twenty follow-up interviews were conducted in each case. Omani men were included, 97 returned questionnaires in 2008 and 98 in 2022. Results indicated little change between experiences in 2008 and 2022. SQU offered a positive environment for the students in physical education. The transformational experiences of SQU were not replicated in the state schools. The student-teachers met poor attitudes towards physical education, no indoor facilities and community resistance to Omani women teaching the subject. Conservative socio-cultural attitudes on gender segregation and dress codes affected women's participation and careers in physical education.

Keywords: Gender; Oman; Muslim women; physical education; culture; religion.

Exploring Paths: Comparing Place-Based and Traditional Teacher Education for Second-Career Professionals

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Place-based teacher education refers to an approach in teacher training that emphasizes connecting educators with the specific communities and environments where they will teach (e.g., Knight et al., 2018; Lowenstein et al., 2018). This method recognizes the importance of understanding local contexts, cultures, and ecosystems to better prepare teachers for effective and meaningful instruction. In a place-based teacher education program, prospective teachers often engage in experiential learning within the communities they will serve. The goal is to develop teachers' awareness of the unique characteristics of their areas, promoting contextually relevant educational practices. This approach also emphasizes collaboration between schools, community organizations, and other stakeholders, aiming to build stronger connections between education and the broader community. By grounding teacher education in the specific places where educators will work, this approach seeks to enhance the cultural competence and adaptability of teachers, ultimately contributing to more effective and responsive teaching practices.

In this comparative study, we examined the outcomes of place-based teacher education graduates and their counterparts from a conventional teacher education program, both designed for second-career students. The research focuses on assessing the distinctive impacts of place-based education on the preparedness, cultural competence, satisfaction from teaching, and graduates' intent to continue teaching in future years.

The study employed online self-report questionnaires to gather insights from teachers who graduated from place-based and conventional teacher education paths designed for second-career professionals. By exploring the differences between these two groups, the study seeks to provide insights into the effectiveness of place-based teacher education in meeting the unique needs and challenges faced by educators transitioning into the field from diverse career backgrounds. This research holds particular significance in addressing current teacher shortages by informing the development of more effective teacher training programs tailored for second-career professionals entering the education workforce.

Keywords: Place-based; teacher education, second-career.

I want to be a teacher when I grow up! Secondary school teacher education in Italy as a non-traditional factor of inequality

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This contribution fits into the reflection on equity in education (Ainscow, 2020; Hackman, 2005), discussing two key issues for school quality, i.e., initial teacher education (ITE) and recruitment (See et al., 2020; Sykes et al., 2010) at a time when the global teacher shortage is leading to uneducated teachers entering schools (Berry & Shields, 2017).

ITE and recruitment can differentiate students' educational opportunities. Therefore, they can be considered non-traditional factor of inequality (Ferrer-Esteban, 2011): this category refers to disparities created by school systems and individual schools due to educational policies, individual school governance and teachers' professional action (Ferrero, 2023). We will focus on the Italian school system: this study can help to design solution strategies in contexts with similar problems.

In Italy, for kindergarten and primary school teachers, the master's degree in Primary Education represents a stable pathway for access to the profession; secondary teacher education has always been more fragmented (Mortari & Silva, 2020; Ostinelli, 2009). ITE is linked to recruitment, with selective procedures and variable entry requirements (Bandini et al., 2022). Data from the Ministry of Education (2023) shows that permanent secondary teachers often have no pedagogical education and that most substitute secondary teachers have not completed any specific teacher education path. Thus, secondary ITE and recruitment are non-traditional factors of inequality.

We present the results of a study conducted in Piedmont using semi-structured interviews (Ruslin et al., 2022) with teachers, school leaders and family representatives. Unstable secondary teacher education and recruitment are reflected in everyday school life, which leads to organisational difficulties in schools and has a distorting effect on equity for students: they do not have adequately educated professionals and often cannot count on continuity in education. Some essential requirements in terms of educational policy for an integrated model of teacher training and recruitment are identified.

Keywords: Secondary Teacher Education; Italy; Non-Traditional Factors of Inequality.

Leveraging Teacher Competency as a Component of Pedagogical Development and Teacher Quality among Teacher Trainees in the Caribbean: Making the Case for a New Teacher Education Competency Framework

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Research has established that quality teachers are central to improving student outcomes, and the quality of education overall (Goldberg et al, 2016). However, the current reach, towards quality teaching, teacher education and teacher accountability is driven by the persistent achievement gaps in student performance and the attendant challenges associated with education funding and finance in education. In response, there has been a renewed focus on strengthening the measures and frameworks used to guide the development of teachers' pedagogical competencies. This paper advocates for the strengthening of existing conceptualizations of what it means to be a competent teacher.

The study's overarching goal is to identify areas of alignment and misalignment between teachers' competencies and perceptions of what constitutes quality teaching and quality teachers. The teacher education and development as a continuum model (Conway et al, 2009) and Schulman's (1986) theory of pedagogical content knowledge are combined to serve as an illuminating theoretical framework.

This paper reports on an Explanatory Mixed Methods study which evaluated, over a five-year period, the pedagogical competencies achieved by a group of five hundred and six (506) final year primary school teacher trainees pursuing a two-year Associate Degree Teacher Education programme offered across local teacher training institutions in six countries in the Eastern Caribbean region. The research questions examined two key concerns: 1) What characteristics were evident in the competency profile of the average final year teacher trainee? 2) What pedagogical weaknesses persisted among final year teacher trainees after initial training?

The preliminary findings indicate that the competency profile of the average final year teacher trainee as that of "Emerging practitioner". Lesson planning and lesson delivery are two critical pedagogical weaknesses which persist among these final year trainees even after initial training.

The research supports the need for systematic, continuous professional development post-training structures and policies geared towards strengthening teacher education programmes in the Caribbean region.

Keywords: Teacher Education and Training; Professional Development, Caribbean Education; Teacher Competency.

Looking at assessment through critical incidents written by preservice teachers: A study conducted in Portugal

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This paper presents the initial findings of the research project "Narratives on the teaching profession." The project aims to explore how student teachers perceive the curriculum, assessment, and the teaching profession, as well as their reasons for pursuing a career in teaching. This is an important topic given the shortage of teachers and various ongoing initiatives related to the curriculum, assessment, and inclusion in Portugal. We focus on the topic of assessment, analysing critical incidents written by first-year Master in Teaching students. The study involved 149 first-year Masters in Teaching students from a public university in Portugal, representing different teaching areas. Data was collected at the beginning of the 2023/24 academic year. Most participants were female and between 20 and 25 years old. A thematic analysis was conducted using an inductive approach. The results revealed several categories related to positive and negative incidents in learning assessment. While the majority of critical incidents were positive (n=62), the number of negative critical incidents was nearly equivalent (n=59). With regard to positive critical incidents, six categories were identified: teachers' care; innovative assessment approaches; feeling of achievement; feedback; and grade improvement. With regard to negative critical incidents, five categories were identified: nervousness, anxiety and stress prior before exposure to assessment; unfairness; humiliation and lack of empathy; traditional assessment and lack of support. NOTE: This work was financially supported by Portuguese national funds through the FCT (Foundation for Science and Technology) within the framework of the CIEC (Research Centre on Child Studies of the University of Minho) projects under the references UIDB/00317/2020 and UIDP/00317/2020.

Keywords: Assessment, narratives, critical incidents, initial teacher training.

On education purpose(s): exploring the beliefs of teacher-educators and policy influencers in the field of Global Education

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Although literature on Global Education (GE) has expanded significantly in recent years, it has often focused on the challenges, experiences, and views of teachers. Research around teacher-educators and policy influencers seems scarce and is often centred on institutional accounts rather than the "person behind". Moreover, linking GE to wider reflections on "Education" has been an ongoing debate for this field. This paper reports on the findings from interviews with 15 Global Education teacher-educators and policy influencers who play an active role in shaping global education policies, initial and continuing teacher development programs in their respective contexts. The analyses pertains to their views on the purpose of and drivers to engage with education as well as their aspirations for what they are trying to instil in their students. The findings suggest that the participants' beliefs reflect all three of Biesta's (2020) domains of

educational purpose - qualification, socialisation, and subjectification - highlighting that their individual perspectives are complex and nuanced. In their discussion of the qualification domain the participants list knowledges and skills that are required for the purpose of economic, pedagogical and personal development. They acknowledge and situate the domain of socialisation as an inherent part of the purpose of education but with a local, national and global frame of reference. The domain of subjectification is also found in participants' discourses, yet often discussed in futuristic terms of how teachers could 'be' in the world, and strongly positioned within the complex notion of them acting as 'change makers.' Examining education's purpose for those influencing policy making, initial and continuing teacher education brings relevant contributions to "Policy development in Teacher Education" and to "Research in/on and for Teacher Education" in general, connected with the current discourse of 'quality'.

Keywords: beliefs, global education, education purpose.

Professional Digital Competence in Norwegian Teacher Education Policy and Practice: Teacher Educators' Professionalism in the Post-digital Age

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Student teachers are ill-prepared to tackle digitalisation-related challenges in schools which contributes to young teachers experiencing a "practice shock" and quitting their job after only a short time. Teacher education does not give sufficient attention to digitalisation, and one may wonder what it means to be a professional teacher educator in the post-digital age where digital technology is seamlessly integrated into our everyday lives.

This paper explores how teacher educators in Norway facilitate the development of student teachers' professional digital competence and offers insights into the reasons behind their approaches. Additionally, it contributes to the discussions surrounding teacher educators' professionalism. The overarching research question is: How is the facilitation of student teachers' professional digital competence reflected in Norwegian teacher education institutional policy and practice, and hence, in what ways does teacher educators' professionalism emerge?

The paper combines results from three qualitative studies based on document analysis of 317 course descriptions from six Norwegian teacher education institutions and thematic analyses of 18 in-depth interviews with teacher educators from these institutions.

The studies show that the facilitation of professional digital competence in Norwegian teacher education policy and practice focuses on generic and didactical digital

competence neglecting aspects such as critical and ethical use of digital tools, epistemic questions, and transformative digital agency. Furthermore, depending on their teacher educator identity, the teacher educators feel to different degrees responsible for developing students' professional digital competence. A key finding is that collaboration is crucial for teacher educators' understanding and facilitation of professional digital competence. The concepts of professional knowledge, agency, and identity which are employed in the three studies are utilised as lenses to discuss the emergence of teacher educators' professionalism and quality in teacher education.

Keywords: Professional digital competence, Teacher educator professionalism, Teacher educator identity.

Russia's Teacher Shortage and the Answer to this Problem: Federal and the Regional Perspectives

Roza Valeeva, Aydar Kalimullin, Tatiana Baklashova and Evgeniya Shishova, Kazan Federal University, Kazan, Russia This paper presents the initial findings of the research. The Russian school is experiencing a growing shortage of teaching staff. This is evidenced by the growth in the number of students per teacher. Teachers- participants in a survey from 83 regions of Russia, which was conducted by experts from the All-Russian Popular Front and the National Education Resources Foundation in mid-2019 - also speak about the problem. The shortage of teachers is typical for many disciplines: mathematics, foreign language, Russian language, physics.

The staff shortage is caused by a combination of various processes, among which the general aging of the teaching staff can be distinguished: more than a quarter of teachers in Russia are over 55 years old, and the proportion of young staff has not increased in recent years. Low wages remain the main problem.

In the report will present Russian approaches to solving the problem of teacher shortages at the federal and regional levels. One of the reasons for the shortage of teachers at school is the dropout of young teachers from school. It will also present modern programs that promote the most adequate induction of novice teachers at school.

Being one of the prosperous regions, the Republic of Tatarstan has federal and local resources to tackle the issue of teacher shortage. The Republic implements projects, aimed at attracting school graduates to the teaching profession as well as economic and social mechanisms to support young and experienced teachers through the system of continuous professional development. Such measures contribute to the improvement of the state policy in the field of education. Kazan Federal University, a large research and educational centre, provides opportunities for innovative research aimed at solving the problem of teacher shortage in the Republic of Tatarstan.

Keywords: Russia, Republic of Tatarstan, teacher shortage.

Teacher education and the production of knowledge by beginning teachers

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This text is part of an ongoing PhD thesis in Education from the Graduate Program in Formative Processes and Social Inequalities at the Faculty of Teacher education of the State University of Rio de Janeiro (FFP/UERJ). The aim is to investigate the production of knowledge by beginning teachers in Elementary School I at a municipal school in Maricá/RJ/Brazil. The aim is to provide a space for reflection and action by sharing narratives of the experiences of formative trajectories in relation to the construction of teaching and the implications of the start of a professional teaching career. This research proposal is justified insofar as there is a need to promote humanized education that aims to understand the relationship between teacher training processes and the teaching work of beginning teachers, as well as the authorship of teaching processes. Delory-Momberger, Josso and Nóvoa form the theoretical basis of this research. The research in/on and for Teacher Education is based on the methodology of narratives, with the bioprofessional workshops (Rego) created from inspiration in Delory-Momberger's biographical workshops as a research device. As a proposal for co-interpreting the narratives, thematization (Fontoura) will be developed for dialogue between the research findings and the theoretical references. The initial findings indicate the relevance of the theme for teacher education: a) the perception of the teacher from the reflection on their teaching; b) the relevance of the School-University relationship; c) the understanding of knowledge from the teaching practice; d) the proposal enhances the formative and reflective processes with the active participation of beginning teachers through expansive learning (Engestrom), especially about learning to be a teacher in teaching in their processes of insertion and professional socialization as a teacher in Elementary School I.

Keywords: teacher education; knowledge production; beginning teachers.

Teacher Education and Research Assessment

Linda la Velle, Bath Spa University, UK

Every 5-7 years in the In the United Kingdom (UK) all universities (HEIs) are subject to a research assessment exercise, called the Research Excellence Framework (REF). It is high profile and a means of ranking the quality of research to determine the next

tranche of research funding for each HEI from central government. As an academic discipline, Education is one of Units of Assessment (UoA) in the REF. Whilst there has been analysis of the entire REF and of the Education component generally, little attention had been paid to an analysis of how Initial Teacher Education (ITE) research features in REF. This presentation reports on Phase I of an 18-month project mapping the extent to which ITE-focused research was returned in the 2014 REF. Employing a novel methodological approach - and theoretical framework based upon policy as 'text' and 'discourse' - we identify a cross-section of 12 HEIs that provided ITE courses and returned research to the 2014 REF. Analysis of over 1,600 research publications suggest that in the 2014 Exercise, only 5.5% of these were focused on ITE. The methodological approach employed is discussed, together with some headline findings and areas for future enquiry, including preliminary analysis of the 2021 REF. We argue that the approach adds new knowledge to the literature base on research in and on ITE and can thus inform educational policy at school, HEI, REF and governmental levels. In summary, although REF is UK based, similar exercises are becoming increasingly prevalent internationally and therefore the extent to which ITE research was marginalised in the 2014 Exercise, is of interest to all those concerned with teacher education.

Keywords: teacher education, education research, research assessment.

The 'haves' and the 'have nots': The experiences and reflections of teachers in bilingual programs from a social reproduction theory perspective

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The proposed paper presentation is related to doctoral research which will investigate the experiences and reflections of teachers who work in bilingual programs around the world. More specifically, we are interested in teachers from different countries who work in bilingual programs that offer English as one of the languages of instruction. The research is grounded in the area of Teacher Education (Nóvoa, 2022) and informed by social reproduction theory (Bourdieu, 1988). It will apply such concepts as social capital and habitus to what teachers have to say about their experiences in bilingual programs and their thoughts on which students have/do not have the opportunity to attend such programs. The proposed methodology consists of: (1) document analysis (Bowen, 2009) of selected regulatory documents related to bilingual education, (2) focus groups with approximately 15 teachers who work in bilingual programs around the world, and (3) semi-structured interviews with a smaller number of participants. We plan to

recruit approximately three participants from a maximum of five countries. The participants' eligibility criteria include being a teacher in a bilingual program with English as one of the languages of instruction, having at least one year of professional experience, and having an undergraduate degree (or equivalent) in Education. At the time of the World Assembly, we expect to have completed the preliminary stage of the research which will involve a comparative analysis of regulatory documents related to bilingual education in Brazil and Canada. When the research has been completed, we expect that we will have learned more about teachers' experiences and reflections on teaching in bilingual programs, how social reproduction theory can help us better understand bilingual education, and teachers' thoughts on their own preparedness for facing the challenges of teaching in a bilingual context.

Keywords: Social reproduction; bilingual programs; teacher education.

Transformative Play: Shaping the Future of Teacher Education

Christina L. Hancock; Alka Townend; Karen Hall, University of Sussex, England

Recent recruitment campaigns for teachers in England reflect the playful and creative opportunities that await prospective candidates when they enter the classroom. As the profession evolves and diversifies to meet the needs of students and teachers, perhaps it may be opportune for teacher-educators to explore their role in nurturing these creative and playful pedagogues of the future. Whilst the historical importance of play in the lives of children is extensive, its significance in adult education has been aggregating increasing awareness in recent times with recognition for its potential to support learning, creativity, and well-being. Furthermore, playful approaches to teaching promote inclusion by replacing the formality of content laden learning with an opportunity to explore the imagination and co-construct innovation. Although playful learning frameworks are gaining momentum in Higher Education, the role of play specifically within Initial Teacher Education (ITE), is more limited. Given the continuously evolving and challenging landscape facing educators, it is imperative to accord priority to play and playfulness within ITE.

Through the use of a questionnaire to Universities in England, this research investigated the conceptualization, application, and impact of playful pedagogies across ITE. The results reflected a myriad of interpretations in how this form of pedagogy was perceived by teacher educators. Furthermore, the results revealed the transformative and playful learning methods which are being utilised across ITE. These methods are being deployed with an understanding that they deeply engage and equip the next generation of teachers with the skills for longevity and resilience in the profession.

This research will be used to inform the subsequent workshop and will focus on key aspects of playful pedagogies exploring the diverse characteristics of play and playfulness within ITE. In addition, we will disseminate three specific approaches through the lens of inclusive practice.

Keywords: Play, playfulness, teacher training.

DIGITALISATION AND TEACHER EDUCATION

Designing a mobile app for teachers-as-researchers: using participatory research practices

Sarah Jones, School of Education, University of Hull & Sarah Younie, De Montfort University, Leicester, United Kingdom

BRIST (Building a Research Infrastructure for School Teachers) is an ERAMUS+ funded project that aims to develop a mobile app for teachers to support their professional development. Specifically, the app facilitates the process of teachers becoming researchers, investigating their own practice, alongside being informed by relevant published research in the field.

The problem that the BRIST project addresses is the gap between research and practice, which has long been identified as a problem in education internationally (Stenhouse, 1975; 1980). Solving this challenge is not a case of providing resource(s) to teachers, rather it is about supporting teachers as they develop into teachers-as-researchers. The project aimed to create a mobile app to address the need for teachers to become researchers, specifically 'prosumers' of research (consumers and producers), and thereby enhancing their professional development and classroom practice.

To date, there is no mobile app designed to help teachers become researchers; and no mobile app has been co-created by teachers working collaboratively with app designers and academic researchers, to develop a prototype for use in the field. To develop the mobile app, the BRIST research team employed an educational participatory design research approach (EPDR; see McKenney & Reeves, 2019). EPDR aims 'to address complex problems in educational practice for which no clear guidelines for solutions are available' (Plomp, 2010, p.9).

The BRIST project developed an enactment framework led by the research team, working collaboratively with teachers, to support the implementation of the design, helping to ensure that mobile technology is developed inclusively, in a participatory approach, both with and for teachers. As design is a complex activity, the BRIST team

employed 'conjecture maps' to help keep a focus on the key goals and signature affordances of innovative designs; see figure 1.

Keywords: educational participatory design research, mobile app, teacher professional practice, teaching as a research-based profession.

Embracing Digitalization in Teacher Education in Ghana: Opportunities and Challenges

Rebecca Arthur, Juliana Daniels, University of Education, Winneba, Ghana

Since digitization is considered as the driving force that propels contemporary educational discourse to promote efficiency and accessibility in teacher education, its value in enhancing teacher preparation cannot be questioned. In Ghana, teacher education spans teacher preparation for pre-school through to elementary school and then to high school. As a result, trainee teachers receive the training and education needed to support students' academic growth at different phases. The study investigates the myriad effects of digitalization on teacher education and the associated opportunities and challenges via the lens of Computer Assisted Language Learning (CALL) theory. Examining instructors' preparedness, degree of expertise, and use of digitalization to save, retrieve, and transfer data in their field of instruction was the goal. The findings of the qualitative study on the opportunities and challenges indicate that a majority of the educators working in many teacher education institutions in Ghana lack the resources required to carry out the tasks and activities associated with their jobs. The study comes to the conclusion that in order to maximize efficiency in the teacher training classroom, teachers in the teacher training institutions need to be given access to and training in the use of digital technologies. This is because understanding the digitization of learning and teaching is a critical skill that requires the holding of symposia, seminars, and workshops to ease the transition.

Keywords: digitalization, teacher education, opportunities and challenges.

Investigating the Perceptions of Master's Degree Students in the Online Educational Landscape: A Case Study of an Open University in Thailand

Sita Yiemkuntitavorn; Wannaprapha Suksawas, Sukhothai Thammathirat Open University, Thailand

In the ever-evolving landscape of education, the integration of technology has become increasingly prevalent. In 2023, the decision of Sukhothai Thammathirat Open University (STOU), Thailand to transition to a 100% online learning platform marks a significant paradigm shift in the delivery of education. This transformative move

necessitates an in-depth exploration of students' perceptions towards the online learning environment. This study investigated how 12 Master's degree students majoring in English language teaching at STOU enrolled in a course block in the academic year 2023 perceived the online platform provided by Microsoft Teams for learning. A focus group interview delves into students' perceptions and experiences of online learning. The interview topics cover assessment of educational effectiveness, identification of strengths and challenges, enhancement of teaching and learning strategies, tailoring support services, impacts on student engagement and motivation, and feedbacks for continuous improvement. Employing content analysis as the analytical framework, the study revealed that, while students generally expressed positive perceptions of online platform learning, there were identified disadvantages associated with this mode of learning. In essence, this research is driven by a commitment to ensuring the success and satisfaction of students in the context of STOU's 100% online learning environment. By exploring their perceptions, this study aims to contribute valuable insights that will inform strategic decisions, enhance the quality of online education, and ultimately elevate the overall learning experience for students not only at the STOU but also students in other open university sharing a very similar context.

Keywords: Online learning platform, Open University, Educational Studies.

Shaping the Future of AI in Higher Education in Oman; Guidelines and Recommendations

Sonia Achour, Zainab Al Balushi, Sultan Qaboos University, Oman

Artificial intelligence (AI) is undoubtedly an expanding technological arena capable of reshaping every aspect of our lives. As for education, AI has brought about revolutionary teaching and learning ways that are currently being tested for reliability in different contexts. Higher education institutions in Oman are experiencing such a shift with the current revolution of AI. Hence, some guidelines have to be considered. This paper intends to shed some light on the guidelines and scope of actions of AI uses in tertiary education in order to anticipate the extent to which AI impacts higher education in SQU particularly, and in Oman in general in order to help policymakers make informed and appropriate decisions.

First, this paper will gather some examples of AI guidelines for students that are currently being followed by higher education providers in SQU and other higher education institutions in Oman. Next, the paper will explore the different attitudes and perceptions of SQU undergraduates towards their use of AI in the learning process and the extent to which they adhere to the set regulations. Finally, the paper will reflect on some of the various ways in which educational institutions are rethinking their

educational programmes to pave the way for their learners for the predominant presence of AI and its challenges. Some recommendations will be provided accordingly.

Keywords: Artificial Intelligence.

Scaffolding professional digital competence development in school. How can teacher educators contribute to further education for in-service teachers?

Synnøve H. Amdam, Volda University College, Ilka Nagel, Østfold University College, Norway

Internationally, Norway has a high ranking on digitalization in schools with more than 90% of primary and secondary school students having their own digital device supplied by their school district. As in other countries, recruitment to teacher education and in schools is gradually decreasing, and mastering digitalization in school is one of the factors contributing to teachers' dissatisfaction with ever expanding work tasks. Additionally, how teachers are supported through further education measures in developing professional digital competence varies considerably across schools. Yet, international research emphasises that digital competence development in school requires targeted relational, collaborative, and long-term measures and strategies.

In this paper we aim to answer the following research question: What relational aspects do teacher educators in collaborative projects for further education need to emphasize for scaffolding digital competence development, considering teachers self-perceived competence and local support structures?

Drawing on research of relational aspects in professional digital competence development, we analyze qualitative and quantitative survey data from 2434 Norwegian teachers across schools with different digitalization levels. The study explores measures for professional digital development, local support structures, and the necessary scaffolding for continued growth for teachers with different self-reported digital competence levels. Findings inform tailored recommendations for organizing digital competence development for teachers in collaboration with teacher education programs.

Our research contributes practical insights into the nuanced needs of teachers navigating digitalization. We argue that the experiences of Norwegian teachers, both positive and negative, provide valuable lessons for countries at earlier stages of digital implementation in school. The derived recommendations offer a practical and evidence-based guide for international contexts, fostering a collaborative and informed approach to enhancing teachers' digital competencies through further education for in-service teachers.

Keywords: Professional digital competence development, Further teacher education, Digitalization.

Teacher professional development in the context of audiovisual learning communities: a study conducted in Brazil

Mário Luiz da Costa Assunção Júnior, Martha Maria Prata-Linhares, Federal University of Triângulo Mineiro – UFTM, Brazil & Maria Assunção Flores, University of Minho, Portugal

This paper reports on a current research project within the context of an Advanced Scientific Internship conducted at the University of Minho, Portugal. It aims to investigate learning communities in teacher education from an international perspective. As part of an ongoing doctoral research in Brazil, the aim is to expand studies on the relationship between teachers' audiovisual production through projects and the development of pedagogical knowledge in audiovisual experiences transformed into learning communities. The theoretical framework draws on the post-pandemic context and the emergence of new methodological approaches (Prata-Linhares et al., 2020, Castioni et al., 2021; Doucet et al., 2020) and on the relationship between pedagogical knowledge and audiovisual knowledge through a narrative epistemological approach, centered on studies of learning communities (Cochran-Smith; Lytle, 1999); (Hargreaves, 2010); (Flores, 2018) and of self-study (Marcondes; Flores, 2014). We also draw on the work of Dewey (2011), Bondía (2002) and Freire (2021), namely in regard to the discourse on educational experiences and experiential knowledge. The creation of teacher education methods that go beyond the conventional ones and that challenge traditional models of professional development is key in the face of emerging challenges in the aftershock of the pandemic. In this paper we report on preliminary data of a study conducted in Brazil with the support of Coordination for the Improvement of Higher Education Personnel (Capes), Minas Gerais State Research Support Foundation (Fapemig) and The National Council for Scientific and Technological Development (CNPq).

Keywords: Learning communities; Audiovisual production; Teacher professional development.

Worker Education and the Fourth Industrial Revolution: A case of Gauteng Schools

Joseph Jinja Divala, Mondli Hlatshwayo, University of Johannesburg, South Africa

This paper recognises that while debates and discussions about the Fourth Industrial Revolution (4IR) have tended to be dominated by academics, researchers, and state officials (Min et al., 2019; Pardi, 2019; Zervoudi, 2020), trade union leaders have commented on the possibly disruptive nature of the 4IR and the need to ensure that

technology does not disastrously impact work and workers. The paper also recognises the common discourse that views of unionised teachers on 4IR and how this impacts their work have not been solicited either. One can argue that such has been the case probably because trade unions have been severely weakened (Cloete, 2021), contributing to the deepening vulnerability of teachers and workers in general in the context of the 4IR. Over the recent years, workers' education has declined, together with the unions' hegemony, such that shop stewards and workers on the shop floor do not seem to have debated 4IR and technological innovation in production to any significant extent (International Labour Organization, 1974; Benjamin, 2022).

In this research, we sought to understand whether unionised teachers around Johannesburg are aware of the debates and discussion on the 4IR and the extent of their understanding of 4IR-related debates in education. We also investigated whether trade unions provide education programmes on 4IR and new production and service technologies to their members.

The project's research design was anchored on a qualitative and interpretive research approach. We used in-depth interviews. We purposely selected unionised teachers in high schools around Gauteng through snowballing sampling. The paper reports on research that was done on selected schools in the Johannesburg Metropolitan district, Ekurhuleni Metropolitan and Mogale City Local Municipality.

Keywords: Fourth Industrial Revolution (4IR), Unionised Teachers, Workers' Education.

INTERNATIONALISATION AND INNOVATION IN TEACHER EDUCATION

Exploring Student Teachers' Understanding of Research through a Virtual Exchange

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Internationalisation has become an important topic in Initial Teacher Education (ITE) (Westa, 2020). Previous research emphasises the need for a shift from focusing solely on teaching methods (Lingard et al., 2016) towards developing global teacherly attributes, such as research-informed practice (Flores, 2016). However, we know little about what prospective teachers think about the role of research in different teacher education contexts. This paper aims to explore the extent to which an international virtual exchange enhances students' understanding of practitioner enquiry and research within and beyond their respective contexts.

Virtual exchanges bring a range of benefits, including the potential to enhance students' intercultural knowledge and sensitivity (e.g., O'Dowd, 2023). Grounded in transformative learning theory (Mezirow, 2006), we explore the development of international students' understanding of teacher enquiry, and their awareness of contextualised research, through participation in a virtual exchange.

The project involves teacher educators from the Universities of Warsaw and Swansea who, following appropriate ethical approval, facilitated research-based discussions among postgraduate student-teachers (n= 46). We used a mixed methods approach, drawing on video recordings of four virtual exchanges (45 minutes each), alongside student reflections and an online survey.

Our interim findings indicate that student teachers benefit from the intercultural exchange of ideas by broadening their understanding around the nature of practitioner research. Students hold different views about the significance of the teacher's role as a researcher, shaped by a range of contextual factors (e.g. professional standards, national policies, and structures). We identify the importance of personal epistemologies in how students conceptualise research. Although small-scale in nature and limited in scope, the paper will be of interest to universities committed to internationalization policies and educators who want to know more about innovative approaches to teaching and learning.

Keywords: student teachers, practitioner research, virtual exchange.

Global Education: Developing an uneasy compromise using the Delphi technique

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Conversations on the changing purpose of education have existed since the turn of the century resulting in transformations in education policy in many parts of the world. In part these have been driven by changes in society. Indeed, education cannot operate effectively as a silo. Simultaneously, it is nested within local communities, a nation state's ecosystem and a globalised world. It comprises a multiplicity of agents and actors, each with their epistemic view of reality. Such differences also occur at organisational level, and increasingly, international organisations such as UNESCO, the Asia Society, the European Commission and the OECD, to name but some, are influencing national education policies through the development of frameworks and directives that explore various formulations of Global Education (Vaccari & Gardingen, 2019) an emerging education paradigm that is becoming increasingly important in today's world.

However, there remains a lack of clarity on what Global Education is, resulting in a dissonance between policy and practice. In turn, this has hindered its inclusion in many forms of Teacher Education, despite its importance in today's interconnected world.

This paper presents the findings of a Delphi study that sought to explore the factors that underpin 15 international teacher education experts' understanding of Global Education using interviews and focus groups. We draw on theoretical works associated with various conceptualisations of Global Education, acknowledging the tensions between global north and global south perspectives. Specifically, we present findings of consensus on what teacher educators are trying to achieve in their teaching roles regarding Global Education and we identify the challenges, opportunities and possibilities that have the potential to influence teacher educator abilities to embed Global Education in teacher training. This study has implications on how and what we include in teacher education programmes, so they are relevant for our rapidly changing societies.

Keywords: Global Education, Delphi, Teacher Educators.

How can mentoring and coaching be used as interventions to help new teacher educators to make a transition into higher education to support teacher development effectively?

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The importance of the role of teacher educators cannot be under-estimated, and their impact on the outcomes for teacher trainees in initial teacher training provision is imperative to ensure that the future generation of teachers are well prepared for their roles. However, for many teacher educators, there are very few opportunities to develop to be able to make a smooth transition into their new roles and contexts. Czerniawski (2018) highlights that the term teacher educator implies all those involved in the development of future and current teachers. Czerniawski (2018) and Murray (2014) make the point that becoming a teacher educator can be a painful experience whereby the teacher educator needs to shed their former identity as a teacher and develop their novice identity as a teacher educator. However, during this transition period there is often no support in place to ensure that teacher educators can make the transition from their previous roles into their new role. This qualitative case study, evaluates how mentoring and coaching as an innovative approach, can be used to provide a supportive transition for teacher educators into their new contexts, to enable them to flourish. Connor and Pokora (2017) define mentoring and coaching as learning relationships, and the study seeks to gain insights into how these learning relationships can help to create a sense of trust, belonging, and safety to enable teacher educators

to engage effectively with their learners. The study was conducted through the use of semi-structured interviews, across an academic year to evaluate how mentoring and coaching was used, and what the potential impact was. In addition, the semi-structured interviews were thematically analysed through the use of Braun and Clarke's (2006, 2022) 6 phase thematic analysis framework. Data was thematically coded, and key themes were developed through a grounded theory approach as outlined in Cohen et al. (2018). The key findings from the project reflect that coaching and mentoring can have a positive effect on teacher educators' transitions, providing that the coaches and mentors are well developed and skilled in their roles.

Keywords: Teacher Educators, Transitions, Innovation, Mentoring and Coaching.

Organisational obstacles to transdisciplinary innovation

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In recent years, universities have embraced transdisciplinarity as a way to cross disciplinary boundaries and work in collaboration with stakeholders outside of academia to focus on solving persistent problems. Such collaborative, impact-oriented work aligns with the goals of Doctor of Education (EdD) programmes in which practicing professionals develop skills as applied researchers to link research, practice, and improved school outcomes. This study looks at one such effort to move from a discipline-specific EdD to a transdisciplinary EdD programme at a university in the Asia-Pacific region. We follow a group of academics with education, policy, and organisational theory disciplines over a 12 month period of programme development. We orient the analysis of findings within an organizational change perspective that posits a progression of increasing organizational complexity requiring more openness to surrounding environments, greater dependence on information flows, and heightened adaptability. Our paper reports on early design considerations and challenges regarding developing the programme, offering lessons learned for others engaging in transdisciplinary work. The team quickly found that beyond the expected challenges of integrating different disciplinary norms, genres and conventions, organizational structures within the university posed unanticipated obstacles. Despite the university's call for transdisciplinary work, existing boundaries, job contingencies, and funding constraints required the team to continually pivot to accommodate the reality of building a plane while flying it. Obstacles encountered included administrative differences between departments, attracting students to an EdD from other disciplines, and the complexity of teaching that integrates methodological and epistemological considerations from within and across the disciplines within core course components. Findings from this study advance a nascent field of inquiry,

opening up avenues for future research following similar doctoral programme development – and implementation – at universities globally.

Keywords: transdisciplinarity, doctoral education, organisational theory.

TEACHER PROFESSIONALISM AND TEACHER EDUCATION

Articulating a phenomenology of the teacher and adapted didactics

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In France, schools have been required to be inclusive since 2005 (the 2005 law), following a succession of laws aimed both at improving teacher training through the introduction of certifications, and at providing a legislative framework for the recognition of pupils' special educational needs. In France, we are moving successively from a desire for re-education (first law of 1909) to a desire for integration of pupils (law from 1972) and the introduction of the concept of inclusion (a term that appears for the first time in the orientation law of 2013). However, mastering questions about students with special educational needs is still largely the responsibility of special education.

In this article we work with phenomenology as an epistemology and research method. We propose to think of the teacher as a "phenomenological self". The teacher becomes "teacher-conscious" when he or she makes the first move of Husserlian reduction, i.e., when he or she returns to his or her phenomena and uses them to make sense of "the school world". We hypothesize that inclusive teaching professionalism is forged in this first movement of lived experience when encountering students with special educational needs.

Keywords: phenomenology; didactic; inclusive.

Changing Tutors' Professional Practice in Ghana: Is Tutor Professional Development the Game Changer?

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One of the critical components of Ghana's four-year Bachelor of Education Curriculum for training teachers is the introduction of tutors' professional development (TPD) for

tutors in teacher training institutions (TTIs). The developers of the Curriculum have described the TPD component as a game changer. It is intended to help tutors maintain and enhance the knowledge, skills, and experiences they gain as they work beyond any initial training. It requires tutors in similar or cognate subject specializations to meet weekly to share pedagogical innovations and experiences. However, how the TPD sessions are conducted in TTIs as intended has yet to attract research attention. This study assesses the implementation fidelity (IF) of tutor TPD sessions in 46 TTIs in Ghana. It delves into tutors' perceptions, experiences, and the observable outcomes of their participation in PD sessions. The study employed a mixed-method approach incorporating surveys, interviews, and observations. Seven variables were used to measure the extent of IF. The results show that while the degree of implementation was averagely high, none of the 46 TTIs scored the 100% mark, which is assumed to be the desired threshold for a full IF of any of the seven variables. The barriers to achieving the desired IF included logistical issues, time constraints, financial constraints, and varying levels of institutional support. The article argues that even though TPD has positively impacted tutors' pedagogical skills, content knowledge, and assessment strategies and empowers tutors to meet the diverse needs of learners, the inherent barriers, if not addressed, can negate the tutor's enthusiasm in continuously participating in PD sessions. Significantly, the study provides valuable insights into the ongoing discourse on educational improvement in Ghana and provides recommendations for optimizing the effectiveness of PD sessions as a transformative tool for educators.

Keywords: Curriculum, Implementation fidelity, Teacher Training Institutions.

Contradictions: Reflections on literacy in Jamaica from post-Emancipation period to 2024

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The results of the 2022 Programme for International Student Assessment (PISA) showed that Jamaica's fifteen-year-old students ranked below many countries in the Organization for Economic Co-operation and Development (OECD). While this is of concern, it is not a reason to panic. Rather, there needs to be a critical reflection on the successes and areas for improvement in education in Jamaica to improve our ranking. This conceptual paper, therefore, is a critical reflection on the literacy landscape of Jamaica within the post-Emancipation period to 2024. Because literacy is a gateway subject, improvement in literacy should produce improvements in other subject areas. The paper is anchored within the framework of critical discourse analysis through a post-colonial lens within the context of Caribbean research. Data for this presentation were reviewed from publicly available secondary sources, such as,

research articles, newspaper articles, and other government documents related to literacy in Jamaica. The literature indicates that there have been significant improvements in literacy since the post-Emancipation period, and the literacy trend is steadily improving upwards. However, the data also indicate that there is still need for improvement of literacy skills of school-aged children. This indicates that while successive governments have had some success, such as, school enrolment, there is still work to be done in improving the quality of the education provided to all of Jamaica's children, not just some. We argue then that continued efforts must be made to do the following: improve the use of instructional time in schools, update how teachers are trained to teach reading, and change the media narrative from alarmist to informative as it relates to literacy on the island.

Keywords: literacy, teacher training, post-colonial.

Curriculum perspectives about playing and their contribution to Early Childhood Education and professional development

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In recent years, there has been a growing interest in understanding teachers' curricular perspectives on play, particularly in Early Childhood Education in Portugal and Brazil. This paper is part of an ongoing research project within the context of an Advanced Scientific PhD Internship at the University of Minho, Braga/Portugal and of a doctoral research project in Brazil. It aims to understand the curriculum perspectives on play in Early Childhood Education and their contribution to teacher professional development from an international perspective. This qualitative study includes observation, a field diary, drawings by the children, photographs, and semi-structured interviews with the educators. In this paper, the perspective of Early Childhood Education professionals is analysed. By exploring teachers' perspectives on curriculum development and play in Early Childhood Education, we look at the underlying dynamics that shape children's experiences in context. We also seek to gain a deeper understanding of the intrinsic relationships between curriculum development, play, and child development in Early Childhood Education in the Amazonian and Portuguese contexts. Implications for educational practices and informed pedagogical decisions will be discussed.

Keywords: Curriculum; Playing; Early Childhood Education; professional development.

Enhancing Teacher Education in a post pandemic digital era: Insights from Brazil and Jamaica

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This summary proposes approaches to face emerging educational challenges in the post-pandemic context, focusing on teacher education and professional development through critical and creative teaching. It acknowledges the educational crisis intensified by social distancing, which has impacted vulnerable populations disproportionately. Our study delves into pedagogical practices built by teachers to meet emerging needs, incorporating theoretical frameworks from scholars like Freire, who advocates for critical pedagogy as a means to empower learners, and Hissa, whose insights on digital literacy and the manipulation of information in the digital age add a contemporary layer to the discourse on education. To this end, we present two experiences: Brazilian and Jamaican. Through an educational strategy developed in Brazil, we explored the critical and creative use of digital technologies, highlighting the importance of problematizing the reproduction and manipulation of information in the educational context, promoting critical and reflective teaching that integrates digital technologies, and advancing media literacy. The Jamaican experience speaks to addressing the challenges of offering students humanistic and democratic learning experiences in the new virtual realities that emerged during the pandemic. It highlights tensions and emerging strategies for creating democratic learning communities with students online. This study draws from two distinct educational contexts to present a comprehensive view of the post-pandemic educational landscape, enriching our understanding of how diverse educational systems can navigate and excel amidst new challenges and opportunities. Minas Gerais State Research Support Foundation (Fapemig) and The National Council for Scientific and Technological Development (CNPq) support this research.

Keywords: Creative teaching. Critical teaching. Education strategies.

Exploring the Influence of Professional Learning Communities on Ghanaian Teachers' Pedagogical Skills: Perspectives from Teacher Writers and Practitioners

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Professional Learning Communities (PLCs) have emerged as an important educational framework for fostering collaboration, reflective practice, and enhancing professional development among educators at Basic, Senior High, and some tertiary institutions in Ghana. This paper seeks to explore the influence that PLCs exert on enhancing teachers' pedagogical skills from a group of PLC manual writers and practitioners of the PLCs. Upon a synthesis of empirical studies, this paper will also examine the multifaceted ways in which participation in PLCs shapes and refines teachers' pedagogical competencies. Objectives of this study will include examining the core characteristics and structures of effective PLCs, emphasizing the principles of shared vision, collective inquiry, and collaborative culture. It will then examine how these features facilitate the exchange of innovative teaching strategies, the propagation of best practices, and the promotion of a supportive professional network. Furthermore, the study will examine the outcomes of PLC involvement on teachers' instructional efficacy and classroom management techniques. Lastly, it will explore the challenges and limitations associated with implementing and sustaining effective PLCs within Ghanaian educational institutions. Findings from this research will contribute to a better understanding of how PLCs can serve as an important catalyst for continuous professional development among educators, ultimately leading to improved teaching practices and better student learning outcomes. Recommendations will be offered for educators, administrators, and policymakers to enhance the implementation and sustainability of PLCs within educational settings, thereby maximizing their potential to empower teachers and elevate the quality of education.

Keywords: Professional Learning Communities (PLCs), pedagogical skills, instructional efficacy, classroom management techniques.

Impacts of teachers' continuous professional development in their assessment practices and beliefs

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Several studies have shown that teachers have personal beliefs about assessment purposes, and these beliefs influence their teaching and assessment practices, superseding educational policies and scientific recommendations (see, e.g., Caria, 2000; Cipriano & Martins, 2021; Houtte, 2011). During the Covid-19 pandemic, teaching and assessment practices have faced a totally new paradigm (Cipriano & Martins, 2023), and the need to promote teachers' assessment literacy and teachers' professional development was, once again, highlighted (Panadero et al., 2022).

Considering the pre-pandemic study carried out by Cipriano & Martins (2021), with our research, we wanted to know how the Covid-19 pandemic affected Portuguese teachers' assessment beliefs and practices. Additionally, we wanted to know whether

continuous professional development in classroom assessment moderated these beliefs and practices. To do that, a survey was disseminated among Portuguese school communities, asking teachers about their classroom assessment practices and their beliefs about assessment and grade repetition. In addition, it was asked if they have participated in the MAIA project, a national initiative to improve assessment and teaching practices through continuous training.

With a sample of 2673 teachers, the results suggest that the Covid-19 pandemic had little consequences on current assessment beliefs and practices, while continuous professional development has significantly affected these beliefs: When comparing teachers who did not participate in the MAIA training project with teachers who participated in the MAIA training project, the latter reported that they further diversified their assessment instruments, with greater concern about the use of formative assessment, and greater awareness of the negative effects of grade repetition on student learning.

These findings reveal that continuous professional development is vital to improve classroom assessment and, in times of teacher shortage, it seems to be essential to continue improving teachers' assessment literacy through continuous professional training to mitigate the impacts of teacher shortage on students' learning.

Keywords: Teacher assessment beliefs, Teacher assessment practices, Continuous professional development for teachers.

In-service teacher education and school improvement: the contribution of action research

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This theoretical-conceptual paper fits into the discourse on the role of teachers in school improvement (Prenger et al., 2021; Timperley & Robinson, 2001) through their involvement in school governance (Balarin et al., 2008; Gann, 2015). Our considerations are particularly useful for decentralised school systems where, thanks to school autonomy, each institution develops its own educational policy (Cheng et al., 2016; Keddie, 2015).

We address the importance of in-service teacher education as a flywheel for professional learning and to improve school quality and effectiveness (Dreer et al., 2017; Lund, 2020). Furthermore, we propose action research as a paradigm that encourages teachers' participation in processes that improve their professional identity and work contexts (Calhoun, 2002; Glanz, 2014).

Why and how can action research be used as a method of in-service teacher education? How can it support school improvement? How and why does it promote teacher protagonism in these processes?

We answer these questions through a literature review (Li & Wang, 2018; Snyder, 2019). Action research is an opportunity for in-service teacher education: it encourages reflection and a change in their own frame of reference, making it possible the acquisition of new interpretations of their own actions and the renewal of existing ones (Hand et al., 2020; Hersted et al., 2019). By involving professionals, it leads to organisational improvement through co-designed pathways that bring the perspectives of different actors into dialogue (Cohen et al., 2017; McAteer, 2013). Thus, it promotes teacher protagonism and professional learning (Morales, 2016; Noris, 2019); moreover, by supporting teachers' active positioning in school governance, it makes the change in school culture and organisation more sustainable over time (Kaluzeviciute et al., 2021; McIntyre, 2008).

This paper extends these reflections to provide a framework for the use of action research in in-service teacher education to support teacher professional learning and professionalism.

Keywords: Action Research, School Improvement, Teachers.

Moving beyond the rhetoric of educating teachers as researchers by addressing intention, motivation and capacity

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The demand for quality in education may seem self-evident, but it is less obvious, how to ensure quality in education. We believe that school improvement can work primarily through self-evaluation (MacBeath, 1999) and reflection on one's own work, supported by sustainable educational leadership (Hargreaves & Fink, 2006), that firmly establishes teachers' (school's) own professional autonomy and internal commitment to accountability, and improves their work based on evidence they themselves have gained.

However, it should not be overlooked that teachers also need professional knowledge and research methodological training for this endeavor. We can say that research literacy becomes a very important part of teacher education. "Research literacy is the ability to find, understand, discuss, and evaluate different types of research, to communicate accurately about them, and to use findings for academic and professional purposes." (Beaudry; Miller, 2016).

We argue that teachers need some level of research literacy in order to make reasoned judgments as part of their daily professional practice and to make their professional

contribution to collaborative school leadership, broader practice and policy development. However, there is limited evidence on how student teachers are taught about this important topic. Furthermore establishing, maintaining, and evaluating connections between curricula and teaching practice are problematic because many teachers claim to have based their curricula on research, but few fully explicate the claims. Without an established framework for understanding or evaluating these claims, educators turn to other criteria in developing and selecting curricula, and the potential for curriculum development and evaluation to build a coherent scientific knowledge base is left unrealized (Douglas, 2007). However, often we come to situations that we see it challenging to see how best we can create teachers as researchers and what are the preconditions and factors that are associated with it. This is also how we make their work in the profession more motivating. This study is using Theory of Planned Behavior (Ajzen, 1991) as a framework emphasizing that people act as interrelation between the intention, motivation, subjective norms and capacity to perform certain tasks. This study will collect data with student teachers (at the Faculty of Education in Prishtina and Ljubljana) on the above dimensions in order to provide a framework of how we can aim to create teacher as researchers during initial teacher education at more substantial level. The study is guided by the following research question: How can teacher education develop intention, motivation and capacity of student teachers to engage in research activity?

The research is ongoing and results of this will enhance the knowledge on how can best teacher education reflect in its approach and programming the elements that can lead to a research-based teacher education and creating the teacher identity that reflects the principles of teacher as researcher.

Keywords: Teacher as researcher, motivation, intention, capacity.

Narratives of training paths of teachers at the faculty of teacher training at UERJ

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This research aims to contribute to studies on the teaching professional development of university professors from the Faculty of Teacher Training at UERJ (FFP/UERJ) investigating how they construct their professionalism, affirming teaching as a profession. Our guiding question is: What do higher education teachers at FFP UERJ think and say about their choices for teaching as a profession and their actions and knowledge related to the training processes they experienced and those they propose to their students? Regarding training processes, Pachane (2003) discusses the pedagogical training of postgraduate students for work in higher education, and points out the tendency to concentrate work on research, in detriment of teaching. Nóvoa

(1999) brings up the dichotomy between what is said and what is done when it comes to education at the turn of the millennium: the excess of discourses and the poverty of practices. The complexity of university teacher training highlights the necessary and constant reflection and analysis, both in training processes and in practices. The authors that support the investigation are Pimenta e Almeida (2011), Pimenta e Anastasiou (2014), Masetto (1998, 2012), Imbernón (2009a, 2009b). Narrative research method is based on Josso (2010), who corroborates the importance of life and training narratives for the construction of the person and the professional. According to the author, narratives provide the opportunity for transformation, as long as the awareness process can occur, leading to openness to the experiences lived by those involved. Building narratives involves what she calls memories-references, constitutive elements of formative experiences, since knowledge about knowing and doing serves as references to situations, whether existential or symbolic events, which count what we have learned experientially in the circumstances we have experienced. Findings were analyzed with Thematization (Fontoura, 2011) from two axes: 1) how teachers narrate the construction of their professionalism and 2) how they refer to their didactic-pedagogical knowledge. The main contribution of this investigation is to build a vision of the paths experienced by those who teach at a higher level, in order to inform FFP/UERJ, a place for teacher training in different areas, how its professionals perceive their own training and their practices developed in the institution.

Keywords: University Teaching. Teacher professional development. Narratives. Thematization.

New dimension of professionalization and challenges for teacher education in times of shortage

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The paper aims to answer the question of how to design university teacher education curricula, to support future graduates who will enter the profession in a changing and increasingly unpredictable environment.

Traditional teacher education included substantive and didactic preparation, supplemented by communicative, cooperative, and negotiating competencies. Such preparation was sufficient for a teacher, for whom the basis of self-determination was institutional authority or the authority of a leader: an organizer of work and promoter of progress. At present, the authority of the teacher is fluid and undefined. Various characteristics and actions can create it. The importance of authority based on tradition or law, which until recently shaped the school system of norms and values (Weber 2002), is decreasing in favor of charismatic authority, which many teachers find challenging to create (Witkowski 2013).

According to our research, conducted as part of two Erasmus+ projects (Teacher Drop Out and Teachers' Well-Being in the Times of Crisis), teachers feel exhausted and undervalued, because they were not equipped during their studies with individual skills that shape their well-being and ability to cope with difficulties in changing conditions. Although respondents rated their substantive and didactic preparation highly, they lacked competencies such as self-confidence, self-recognition, and resilience, conditioning them to build personal and professional autonomy and the type of authority that meets contemporary needs/conditions. This lack is one of the most important challenges for teacher education, and adequate teachers' preparation during their studies can be an important factor in preventing them from leaving the profession.

The analysis of deficiencies in teacher education is directly related to the conference theme and the selected strand, as its goal is to strengthen the teaching profession by improving the quality of education, in this case, introducing new elements into the curricula.

Keywords: teacher education, authority, well-being.

Teacher beliefs and practices in English language teaching: A case study at Efutu Municipality, Winneba-Ghana

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The overall aim of the study is to assess Teacher Beliefs and Practices (TBP) in English Language Teaching (ELT) exploring how these factors impact teaching effectiveness in Senior High Schools in the Efutu Municipality in the Central Region of Ghana. Studies in the last twenty years have shed light on key factors influencing the formation of TBP, overlooking the importance of culture. Despite the acknowledged importance of TBP, there remains a gap in the literature when it comes to thoroughly exploring these factors in the realm of ELT in Ghana specifically within the Efutu Municipality in the Central Region of Ghana. Current studies in Ghana have concentrated on specific elements and regions. The study adopted the Deci and Ryan's Self-Determination Theory and Cultural Relevant Pedagogy Theory by Ladson-Billings. The study utilized qualitative method and exploratory research design. Interviews and observation were employed as important data collection strategies. Data were sourced from 50 English Language teachers of Senior High Schools in the Winneba Municipality using semi-structured interviews. The study found that TBP are intriguing and culturally sensitive as they offer insights to enhance ELT. Teachers' beliefs and practices significantly influence their classroom strategies, underscoring the importance of aligning these with their syllabus and curriculum. It was discovered that TBP influences teaching effectiveness. In conclusion, the findings of the study shed light on factors shaping TBP,

emphasizing the need to understand how these beliefs and practices are culturally sensitive and impact teaching efficiency. Importantly, by connecting the exploration of TBP in ELT in Ghana with the overarching theme of Teacher Professionalism and Teacher Education, the research offers significant contributions to the professional growth and preparation of English language educators. It offers a detailed insight into the elements that foster efficient teaching techniques and backs the continual advancement of teacher professionalism.

Keywords: Teacher Beliefs.

Teacher Professional Development in Character and Citizenship Education: A Singapore Perspective

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This paper addresses teacher professional development pertaining to character and citizenship education (CCE). There has been an emphasis on CCE as a result of changing environments and the need to nurture learners with resilient character, wellbeing and strong roots in citizenship and values. The aim of this paper is to share the strategies adopted in Singapore through teacher professional development.

The theoretical framework for the discussion is based on several developing trends. In terms of methodology the approach of this paper is based on qualitative observations and synthesis of reports. Firstly, the blurring lines between artificial and human intelligence as well as the increasing pervasiveness of social media pose new challenges. How can teachers help address these issues? The growing importance of mental health and wellbeing is another trend that calls for CCE. Lastly, the rise of multidisciplinary knowledge also prepares the ground for CCE.

The above trends strongly indicate the need to better equip teachers with the skills, knowledge and values in relation to CCE. In Singapore, the most recent revised CCE curriculum made key changes such as integrating CCE into school lessons and activities, as well as enhancing mental health and cyber wellness education. In addition, the establishment of the Singapore Centre for Character and Citizenship Education (SCCE) also signifies the strong intentionality to take CCE in Singapore to the next level. It aims to inspire strong research-informed practices and policies through multidisciplinary research, as well as to focus on teachers as catalysts and schools as vehicles of change. This paper will also elaborate on how SCCCE strengthens professional development for teachers.

Teacher professional development in relation to CCE is highly relevant to enhancing teacher quality as the discussion hopes to stimulate further international exchanges to enhance policy, practice and research.

Keywords: Teacher Professional Development, Character Education, Citizenship Education.

Teacher Training for Mathematics Teachers in the Early Years: A Study Conducted in Brazil

Tamyris Caroline da Silva, Tania Teresinha Bruns Zimer and Fernando Ilídio da Silva Ferreira

This paper reports the training of teachers who teach Mathematics in the early years of Elementary Education, which is a segment of an ongoing doctoral research focused on teacher training in a school context, highlighting an example of training that addressed play. The aim of this study is to analyze the importance of dialogue among teachers sharing the same workspace and to underscore children's perceptions as essential elements for teachers' reflection during training. The study is grounded in authors such as Nóvoa (1992), André (2010), and García (2009), who consider teacher training essential in constructing teaching professionalism, fostering the emergence of professional culture among educators and organizational culture within schools. Additionally, studies by Muniz (2016), Kramer (2002), and Silvia H. V Cruz (2008) are highlighted for their contribution to understanding continuing education, professional development, ethics, and methodology in child research, as well as subjectivity and relationships in the school context. The methodology includes participant observation, field notes, drawings, photographs, semi-structured interviews, and audio recordings. The research comprised two stages: first, gathering information from a 5th-grade class about their perceptions of play during Mathematics classes; and second, providing training for teachers to reflect on the relationship between Mathematics and play. Preliminary results emphasize the importance of dialogue among teachers and the appreciation of children's perceptions. Teachers' and children's perceptions reveal opportunities for creating different strategies for Mathematics teaching, contributing to a creative and meaningful approach. This research underscores the importance of dialogue, reflection, and collaborative practice in a formative context within the school environment, essential aspects for teachers' professional development and the promotion of meaningful learning experiences for children.

Keywords: Teacher training; Mathematics education; School context.

Teachers as lifelong learners: a qualitative investigation in two Small Islands Development States

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The purpose of this study is to provide evidence on how teachers in four Small Islands Developing States (SIDS) countries develop their educational skills and practices as lifelong learners. The research focuses on four main areas - qualifications/credentials, skills and competencies, innovation and technologies, and readiness for uncertainty. The study investigates the learning practices adopted by teachers between 2019 and 2023, whether they are collective or individual, and how they relate to lifelong learning, offering insights into how the systems support teachers to continue learning.

This study employed a qualitative case study design of education policy analysis, specifically, of the efforts of the Ministries of Education and teacher education colleges in Belize and Guyana in Latin America and the Caribbean and in Solomon Islands and Fiji in the Pacific Region intending to improve the development of skills and competencies in teacher education and in-service teachers as adults who learn. It focuses on the collaborations of key organizations working in partnerships to advance this area, with a local higher education institution, and dependencies of the Ministry of Education of each country. The research methodology involved reviewing relevant literature and conducting preliminary interviews with key informants to guide the cases. These initial steps informed the approach to developing semi-structured questionnaires. Online data collection used ZOOM and Google Forms software and analysis was performed with NVIVO for content and thematic analysis.

The preliminary results show that, while efforts are being made by the education system and institutions to support teachers as lifelong learners in terms of qualifications and credentials and the acquisition of skills and competencies, there is still a need to prioritize and incorporate innovation and technologies into learning contexts and teaching practices. This would enable more relevant preparation of the teacher and an improvement in educational practices allied to changes in the perception of learning in times of uncertainty.

Keywords: Lifelong learning, comparative education, teachers.

Positive critical incidents as an answer to enhancing the teacher profession in Poland

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The teacher shortage crisis in Poland is increasingly becoming a problem. Many in-service teachers drop their jobs in the middle of their teaching careers whereas students tend to opt for other academic specializations than teaching, mainly due to the problems teachers have to face in their classrooms on a daily basis. Weighing these facts and simultaneously being inspired by the power of positive beliefs propagated in the teacher education literature, this study attempts to partially challenge such thinking by using the example of novice English language teachers. The main objective

of the study is to make English teachers at the beginning of their professional journey focus on critical events that they believed were somewhat positive. Accordingly 30 teachers were requested to describe critical incidents in their English classrooms that they considered positive. As a result, 79 'positive events' were obtained which were then subjected to thematic analysis. The findings show that for the study participants a positive critical incident is mainly related to practical issues of teaching a language and only to some of the issues identified in Positive Psychology Models, such as PERMA (Seligman, 2011) or EMPATHICS (Oxford, 2016). The study suggests that many tensions could be unpacked and discussed as 'positive' lessons in teacher education programs so as to shape novice teachers' fledgling professional identities into positive identities. The reflection on incidents, often not entirely pleasant but overall positive, can help novice teachers better understand and navigate critical moments that inevitably happen in language teaching. This, in turn, may positively affect teacher professionalism and thereby enhance the teacher profession in Poland.

Keywords: critical incidents, positivity, novice language teachers.

Preparing the Ghanaian Teacher for the 21st Century Classroom: The Case of Supported Teaching in School

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Supported teaching in school (STS) is one of the critical components of Ghana's Teacher Education Curriculum introduced in 2018 to offer student teachers school-based experience and supervised practice to teach, assess, and motivate all learners effectively. Since the introduction of the STS, there has not been a thorough assessment regarding how teacher training institutions (TTIs) are implementing it as intended. Consequently, there is limited knowledge about the integrity of the implementation process and the factors influencing its outcomes. This article examines the degree of implementation of STS in TTIs in Ghana. A multi-method research design was adopted to measure how the STS is implemented against the six fidelity implementation dimensions. In measuring the implementation fidelity, a 'Yes' response meant the dimension was being met, a 'No' meant the dimension was not in place, and 'In-part' meant some, but not all, the dimensions were in place. The results show that the overall implementation fidelity of the STS was high (above 83%), as evidenced by the percentage score for 'Yes' and 'In-part'. The higher level of implementation success was because TTIs had instituted the needed STS protocols as intended. For instance, the TTIs appointed STS coordinators, trained mentors, selected the required partner

schools and equipped student teachers with the essential 21st-century skills to internalize practices and principles inherent in the STS. The paper argues that despite some successes in the implementation, more needs to be done to get the traction it deserves. Achieving this will require the involvement of all stakeholders to monitor and review the implementation process regularly. The article contributes to the literature by enhancing the understanding of and expanding the long-held view that blending theory and practice is critical in training teachers for the 21st Century classroom.

Keywords: 21st -Century Curriculum, Student teachers, Supported Teaching in School.

Red(E)Practicum – A Training and Research Project in Early Childhood Education

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Practicum is a central dimension of teacher education programs. In the early childhood education preservice- training, guidance and specialized support, in particular, pedagogical supervision, play a central role in the professional development of students in training. Recent studies emphasize the importance of collaborative practices between supervisors and cooperative teachers.

The Red(E)Practicum project integrates the 3 High Education Institutions (HIEs) and is developed in three phases: 1st phase, a systematic literature review and documentary analysis is carried out; 2nd phase, interviews are carried out (individual and focus group) and a questionnaire will be constructed and applied; 3rd phase, the collaborative network will be designed and the results will be disseminated.

This collaborative network is a tool that facilitates the promotion of collaboration between the different actors involved in the practice, constituting a space encouraging cooperation and knowledge sharing.

The objectives of this project are: to characterize the practicum models of pre-school education master's degree in the three HEIs; to map the needs and challenges of different participants, supervisors and cooperative teachers, within the scope of the practicum; to identify models for designing and creating collaborative networks.

Preliminary results of 2nd phase gathered through interviews show: the importance of immersing students in practice contexts and the crucial role of institutional supervisors and cooperative teachers in supporting students in their learning and professional development process. They also reveal that supervision put several challenges to supervisors, such as time management to support students in their learning and

professional development process and managing different views of practice and supervision. The creation of a collaborative network operating online could respond to the difficulties identified.

The Red(E)Practicum Project and the results are in line with Teacher Professionalism and Teacher Education strand and aims to enhance quality teacher education.

Keywords: practicum, teacher education, early childhood.

Revitalizing Teacher Education in Jamaica: A Curriculum Review and Revision Initiative

Carol Hordatt; Dian McCallum; Tashane Haynes Brown; Lois George; Gentles

Like many countries across the globe, Jamaica is grappling with a shortage of teachers due to falling numbers of recruits to Teacher Education Institutions (TEIs), attrition from the profession and teacher migration. The 2021 Report of the Jamaica Education Transformation Commission suggests a strategic response to these challenges is a review of teacher education curricula by TEIs to ensure relevance and alignment with local and international standards and trends for teacher education. In response to these concerns, the School of Education, at the University of the West Indies, Mona, has embarked on a review and revision of its three-year Bachelor in Education programme. This aims to ensure that our students can benefit from a teacher education curriculum that is cutting-edge, futures oriented and responsive not only to participants' personal and professional needs, but also to changing ideas about the work and roles of teachers. This will require active revisioning of traditionally held views of the purpose of teacher education and teacher professionalism. Framed by Schon's (1991) seminal concept of the reflective practitioner and Sachs' (2000) notion of active professionalism, the paper will provide an overview of the landscape of teacher education in Jamaica and then describe the aims, objectives, philosophical underpinnings for the new programme. It will also discuss anticipated challenges to its implementation.

Keywords: Teacher education Jamaica, Active professionalism, Teacher shortages.

South African Subject Advisers' Journey with Lesson Study: Insights from a JICA Training Program

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In 2017, the South African Government sought the assistance of the Japan International Cooperation Agency (JICA) to enhance the capabilities of subject advisers in implementing lesson study, a Japanese professional development model. In

response, JICA organized a professional development program entitled "Improving Teaching Skills in Mathematics in Primary Schools," conducted in Japan. The training program was meticulously designed to furnish participants with a comprehensive understanding of the Japanese lesson study model through practical engagement in the entire lesson study cycle, encompassing Kyozaikenkyu (study of teaching/learning materials), collaborative lesson planning, lesson presentation/observation, and reflective analysis.

Guided by Kirkpatrick's four-level evaluation framework, the study employed a mixed-methods approach. Data was collected through: Pre- and post-training lesson reflection comments by participants; A program evaluation survey; Observations of participants' engagement in the training activities.

Quantitative analysis of reflection comments and survey responses assessed changes in participants' knowledge, attitudes, and skills before and after the program. Qualitative analysis of the data explored the nature and depth of lesson reflections, highlighting key insights and challenges emerged.

Results indicate that participants experienced a shift in their perception of what constitutes a good math lesson before and after the training. Additionally, there was a significant difference in the amount and level of lesson reflection among participants before and after the training. They expressed satisfaction with the course content, finding it challenging to apply their newfound knowledge. Observing Japanese mathematics lessons, rooted in a different cultural context, prompted reflection on South African classrooms and the advisers' role. However, to establish lesson study in South Africa, supportive structures must be established based on research into organizational processes facilitating effective implementation.

Keywords: lesson study, professional development, mathematics education.

Using Active Triangle Kids game to enhance learning in Early Childhood: Implications for the Digitalization of the Teacher Education profession

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Videogames in education have been proved to help children to reconstruct knowledge in recreational ways (Lacasa et al., 2011) allowing to modify and model reality in early stages (Marín & Martín-Párraga, 2013). Most of the educational games on the market aimed at Early childhood (3 to 6 years) are digital and usually interactive. However, few of them allow the manipulation of real objects that can be combined with the digital story offered by the electronic device. Manipulation is considered fundamental to guarantee significant learning in the early stages since they facilitate the acquisition

of knowledge before the activation of the figurative and abstract representation phases (Brunner, Jolly & Sylva, 1976; Vygotsky, 1979).

In this study we present the design of Active Triangles Kids (ATK), an interactive game in which children from 3 to 6 years old connect real objects with digitally animated avatars by Augmented Reality (AR) and IoT. It consists of a set of physical geometrical figures: triangles, hexagons, squares, and circles (physical component) that through their manipulation and depending on certain combinations (out of 162 possible), act as interfaces and awaken digital avatars called genies (virtual component).

A YOLO (You only Look Once) methodology was used to train the algorithms based in convolutional neural networks to let the devices (e.g., AR glasses) recognize the physical forms. By March and April 2024 is schedule to be tested in three children aged 3, 4 and 5 year old.

Expected results are that children will probably learn more naturally by the combination of Game-Based Learning methodology with IoT. This will allow moving from passive virtual learning to self-regulated and active learning in which users (children) can interact through manipulation of objects. Implications to the Digitalisation of the Teacher Education profession are considered by the use of ATK.

Keywords: Game-Based Learning; Augmented Reality; Technology in Education.

MIGRATION, DIVERSITY, INCLUSION AND TEACHER EDUCATION

Culturally Sustaining and Responsive Teacher Preparation Practices

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Building on the growing knowledge of development and learning, and of successful practices in educator preparation, this research outlines a set of design principles and accompanying examples for preparing educators to engage in equity centered practices that build on students' culture, prior knowledge, lived experiences, and funds of knowledge.

Over the last several decades, we have learned a great deal about how people learn and develop from research in neuroscience, the developmental and learning sciences, and fields like anthropology, sociology, and social psychology. Recent syntheses of this research and its implications for educational practice, published in a series of articles in Applied Developmental Science, as well as recent syntheses of advances in the learning sciences, have pointed to important transformations in teaching practice needed to ensure that children experience the secure relationships, skillful teaching, rich curriculum, helpful assessments, and personalized supports that will enable healthy development and successful lives in and out of school. We used this research base to

develop a framework that outlines how teacher preparation can best be organized to support teacher learning of these concepts.

The findings include these five principles: Curriculum rooted in a deep understanding of learners, learning, and development; Development of skills, habits, and mindsets of an equitable educator; Rich, Experiential Learning Opportunities; Pedagogical alignment and modeling; Supportive developmental relationships in communities of practice.

This research is central to the theme of the World Assembly Theme because it advances quality teacher preparation through a set of design principles that are child-centered and based in the science of learning and development (SoLD). Central to the SoLD design principles is the theme of diversity and inclusion. In addition to sharing the design principles, the research gives examples of pedagogies and curricula that support culturally sustaining and responsive education.

Keywords: culture, learning, equity.

Enhancing Diagnostic Precision in Dyslexia: Introducing the DYSLEX Platform

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Dyslexia is a specific learning disorder that manifests itself as difficulties in reading, which eventually leads to reduced text comprehension and motivation to read. Early and accurate diagnostics of dyslexia is essential for effective intervention, necessitating objective measurement methods. This paper introduces the DYSLEX platform for screening and diagnostics, which is designed to analyze and classify dyslexic readers based on their eye movements while solving verbal and non-verbal types of diagnostic tasks using machine learning techniques. The platform specifically targets primary school pupils aged 9–10 years, a critical period when children are expected to have mastered the fundamentals of reading and are transitioning to apply these skills in acquiring new knowledge throughout their educational journey. The DYSLEX platform consists of multiple modules that provide the triggering of the diagnostic battery, including the recording of eye movements, as well as the computational and classification phase of the entire diagnostic process. Subsequently, the main output of the DYSLEX platform is a clear report with classification results of the reader as well as detailed information about the reader's performance in each task. Machine learning algorithms have achieved a classification accuracy of up to 91%, representing significant progress in the field. Visualizations of results allow for detailed examination of atypical reading fixations at both line and word levels, providing insights into fixation position, duration, and dispersion—parameters crucial for understanding reading patterns but often overlooked by standard analysis tools. The DYSLEX platform can help

teachers and other pedagogical staff with detailed information about the dyslexic student and his/her ability to work with text, thus increasing teacher awareness and their preparation for working with children with reading disabilities.

Keywords: dyslexia, eye-tracking, screening.

Is there a place for Indigenous Identities in Physical Education? The case of pre-service teachers' practices in micro-lessons in South Africa

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Physical Education (PE) is a school subject tasked with dealing with health and fitness issues worldwide. Often, the practices and activities taken up in schools to improve health and fitness have Western historical roots and continue to shape how PE is practiced to date. Even when practiced in schools outside of Europe, PE still seems to follow the practices of Western education. Practising PE in the manner stated above has implications for students with non-western backgrounds, as research shows that these students often experience processes of 'othering,' exclusion, and marginalization in the subject.

This paper seeks to investigate the place of identities of students with non-western backgrounds/indigenous students in PE, how they view themselves and behave, and the activities they choose when teaching PE in micro-lessons. Also, how these students' choice of activities contributes to PE's objective of developing physically, mentally, socially, and emotionally fit citizens.

The paper will follow the ethnographic fieldwork approach by observing and interviewing students considered to have indigenous backgrounds in two PE methodology classes, third and fourth years, through a specific criterion. Bourdieu's concepts of identity and representations are crucial as theoretical concepts framing this study.

Keywords: Physical Education, identity, micro-lesson presentations.

POSTERS

Assessment in initial teacher education: views of Portuguese and Polish students

Cláudia Pinheiro, Maria Assunção Flores & Joanna Madalinska-Michalak

Drawing upon a wider piece of research, this poster focuses on assessment in teacher education programmes. It reports on data collected in five Portuguese public universities and four Polish public universities. In total, 789 student teachers participated in the study. It aims at investigating student teachers' ideas associated with assessment and the most used methods of assessment considering their experience in teacher education. The participants reported more ideas associated with a summative purpose of assessment than ideas related to a formative purpose in both countries. As for the assessment methods, data suggest that Portuguese students are assessed using a greater variety of methods, while Polish students highlight mainly the use of methods such as written tests/exams, group projects and group oral presentations.

Keywords: Teacher Education; Higher Education; Student teachers

Belize instructional coaching: efficacy and training for teacher educators

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In collaboration with the Teacher Education Unit within the Belize Ministry of Education, Culture, Science, and Technology (MoECST), The University of Texas at Tyler faculty supported the MoECST's work to improve the education through teachers' and supervisors' instructional leadership capacity building. The supervision-focused activities aimed to develop teacher educators' understanding of supervision while enriching the instructional support provided to pre-service and newly qualified teachers.

The team's work was grounded in decades of instructional supervision research. The knowledge and skills needed to effectively serve as an instructional supervisor have been outlined and studied throughout the years (Cogan, 1973; Glickman, 2014, & Zepeda, 2018). However, the team discovered that there is a gap in the literature regarding the self-efficacy of instructional supervisors to perform the tasks to facilitate teacher growth through reflective practices. Bandura (1997) defined efficacy as one's beliefs in one's abilities to perform a given task, while Tschannen-Moran et al. (1998) explored teachers' beliefs in their ability to impact student learning and behavior.

To begin to address the gap in the supervision literature related to self-efficacy, various resources were developed including the instructional supervision self-efficacy scale, supervision continuum, the new Belize teacher rubric to guide self-reflection, and an instructional supervision model. Upon the conclusion of the project, to validate the

efficacy scale, the team conducted an exploratory factor analysis using principal axis factoring with promax rotation to investigate the latent structure of the Instructional Supervision Sense of Efficacy Scale.

The proposed poster will provide the background information about the partnership, illustrate the instruments developed throughout the project, and present the results of the exploratory factor analysis. The team will also share the processes and lessons learned during the development and scaling efforts. This proposal directly aligns to the conference's theme, the enhancement of the teaching profession through supervision and research.

Keywords: teacher education; instructional supervision; supervisors' self-efficacy.

Contributions to a better integration of foreign students in educational communities: "implications for teacher professional development"

Ermelinda de Lurdes Salgado Correia & Maria Lima Ferreira, Agrupamento de Escolas de Monserrate - Viana do Castelo, Portugal

This project, part of an international project on co-creation processes, developed in a group of schools in the North of Portugal, in partnership with a Polytechnic Institute, reports an analysis of the integration of foreign students in an academic context, taking place in the 2022/2023 academic year.

In the study, where various information collection strategies were carried out, such as contemplation, research, surveys and debates, students from secondary education (5) and higher education (1) participated.

The main objective was to reflect on the conditions present to integrate foreign students into the school community, namely, learning and socialization procedures.

The participating students stated that, in general, their integration was harmonious, with the support of the School Board and their native colleagues. They also stated the capital importance of technologies, in terms of platforms, specifically online translators, in covering aspects inherent to linguistic communication, as well as social media in remote communication with family and friends.

As constraints to their integration, the students presented several aspects, such as not knowing the Portuguese language, the weather, gastronomy, cultural customs, among others.

The results mainly indicate the need to deepen the integration process of foreign students, since the phenomenon of migration has led to changes in society, in general, and in schools, in particular, resulting in new learning contexts. Teachers, and future teachers, encountering new problems in their practices and not being able to solve

them through current paradigms, feel the need to update to new approaches. Consequently, the role of training will become crucial, in order to contribute to better integration and inclusion of their foreign students.

Keywords: Cultural diversity, inclusion, professional development.

Digitalization and teacher education: enhancing online pre-service teacher education and development through infusing social-emotional learning

Noam Lapidot-Lefler, Oranim Academic Teacher education, Israel

This study delves into the incorporation of social-emotional learning (SEL) within online teacher education and examines its impact. The study involved 51 pre-service teachers from an Israeli college who participated in an online course integrating SEL principles. Through qualitative case analysis, the study found that online SEL (O-SEL) significantly improved both emotional experiences and cognitive learning outcomes. Additionally, the research identified various difficulties and challenges associated with O-SEL implementation during online learning. Based on the findings, the paper advocates for incorporating SEL in online teacher education models while recognizing and addressing the challenges involved. Furthermore, the research emphasizes the importance of social-emotional processes in pre-service teachers' online learning experiences and encourages integrating emotional education within teacher education's online learning.

Keywords: Teacher education; Online learning; Social-emotional learning.

Learning organization in schools: identifying tensions and fostering possibilities

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This work emerges from a broader investigation project, focusing on understanding "Why do(n't) Schools learn?". Aiming to identify the tensions that emerge in the school in its process of approaching a Learning Organization, a Systematic Literature Review (PRISMA) was conducted to address three objectives:

O1 Identify the emerging tension of learning claimed by the school (staff, teachers, leaders, students, families) and that which is required by normative guidelines from central administration.

O2 Identify the tension between the demands of individual learning and organizational learning.

O3 Identify the tension between the learning required by endogenous factors (inside/inside/school) and exogenous factors (outside/outside/cultural genotype of the community/environment in which the school operates).

Four criteria were considered in the review process, namely: (1) scientific journal articles and conference papers, (2) published between 2018 and 2022, (3) in Portuguese, Spanish and English, (4) in two databases: Web of Science and Scopus. In the first phase, 236 studies were identified. After the screening stage, a total of 34 studies were considered for the final analysis.

This article focuses on the results relating to the tension between the demands of individual learning and organisational learning. According to the data collected, teachers' agency emerges, along with that of leadership, as a catalyst for organisational learning and, therefore, for school improvement efforts. At the same time, we can see that the focus of most of the research projects included in this RSL is on teacher professionalism and teacher training models. There is a significant number of studies that attempt to dissect the different paradigms of initial and in-service teacher training, shedding light on their weaknesses and potential. In this respect, models of personal and professional socialisation, work organisation and professional development and the implementation and sustainability of Professional Learning Communities play a fundamental role in understanding the different dimensions of this problem. A preliminary conclusion can be drawn from our analysis: school improvement plans will have to have a situational logic as well as be anchored in sustainable teacher training and professional development programmes.

Keywords: Systematic Literature Review; School culture; Organizational culture; Learning organization; Learning leadership; Teacher Training; Professional learning; Transformational learning.

Using critical incidents to enhance reflection among student teachers

Eva Lopes Fernandes, Maria Assunção Flores, Teresa Vilaça & Cristina Parente,
University of Minho, Portugal

Critical incidents are situations that can challenge participants' perspectives or beliefs, leading to surprise or confusion. These situations have great potential for learning, as they are intensely remembered and provide an opportunity to systematically reflect on the topics they address. In the context of teacher education, critical incidents can encourage student teachers to reflect and can be used as a strategy to clarify students' beliefs and professional values. Despite its importance for professional learning in Initial Teacher Education, the critical incident technique is not always utilized in teacher education programs, especially before practicum. The present study analyses

Portuguese student teachers' individual and group reflections over a video-recorded case in the context of an Erasmus research project entitled: "Digital Practicum 3.0: Exploring Augmented Reality, Remote Classrooms, and Virtual Learning to enrich and expand preservice teacher education preparation (2020-1-ES01-KA226-HE- 096120)". It aims to analyse the instructional potential of critical incidents for student teachers' professional development in the context of online practicum. A cohort of 39 student teachers reflected upon a critical incident video. Data were collected through 39 written reflections and five focus groups. The research identified various categories closely connected to the strategic aspects of teaching practice, such as skills related to task orientation, the conditions necessary for smooth pedagogical activity, students' digital literacy, creating contingency plans, collaboration with other teachers and staff, and student behavior. The use of real-life critical incidents through video clips from teaching practice situations helped student teachers to raise important questions about classroom decisions and activities, the teacher's role, and pedagogical situations, and how they relate to professional development opportunities. This shows that critical incidents can be a key strategy for developing critical reflection skills in pre-service teacher education.

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Keywords: Critical incidents, practicum, reflection, teacher education

WORKSHOPS

Teacher Preparation as a Learning Challenge: How Do Equity-Focused Teacher Preparation Practices Spread Across Complex and Distinct Organizational and Institutional Contexts?

Jessica Charles, Bank Street College of Education, Thomas Philip, University of California, Jamy Stillman, University of Colorado, USA

As teacher educators and teacher education researchers representing five institutions across four U.S. states, who belong to a professional network of institutions committed to strengthening equity-focused teacher preparation (TP), our nascent research focuses on the contextual conditions that shape the degree to which and how programs can realize equity goals, and the role that professional networks play in such efforts. Specifically, our workshop will focus on developing a conceptual framework and research design to study: 1) interactions between efforts to instantiate equity-focused practices and pedagogies, and the institutional and organizational contexts wherein teacher education programs are situated; and 2) how TP programs learn from one another in ways that enable strong, equity-minded practice to take root in institutions with varying histories, geographies, cultures, demographics, and sizes.

Our session responds to urgent calls to transform teacher education from a normative, status-quo perpetuating enterprise, into a status-quo disrupting one. Recognizing that one-size-fits-all, replication models have not worked in transforming teacher education, and that there is an absence of good models for “spreading” (Coburn, 2003) equity-oriented practice, we aim to identify and address barriers to cross-program learning that can then be used to develop frameworks, tools and processes to support learning across 27 programs in our professional network.

Keywords: equity-focused, transformative, institutional spread.

Transformative Play: Shaping the Future of Teacher Education

Christina L. Hancock; Alka Townend; Karen Hall, University of Sussex, England

Recent recruitment campaigns for teachers in England reflect the playful and creative opportunities that await prospective candidates when they enter the classroom. As the profession evolves and diversifies to meet the needs of students and teachers, perhaps it may be opportune for teacher-educators to explore their role in nurturing these creative and playful pedagogues of the future. Whilst the historical importance of play in the lives of children is extensive, its significance in adult education has been aggregating increasing awareness in recent times with recognition for its potential to support learning, creativity, and well-being. Furthermore, playful approaches to teaching promote inclusion by replacing the formality of content laden learning with an opportunity to explore the imagination and co-construct innovation. Although playful

learning frameworks are gaining momentum in Higher Education, the role of play specifically within Initial Teacher Education (ITE), is more limited. Given the continuously evolving and challenging landscape facing educators, it is imperative to accord priority to play and playfulness within ITE.

Through the use of a questionnaire to Universities in England, this research investigated the conceptualization, application, and impact of playful pedagogies across ITE. The results reflected a myriad of interpretations in how this form of pedagogy was perceived by teacher educators. Furthermore, the results revealed the transformative and playful learning methods which are being utilised across ITE. These methods are being deployed with an understanding that they deeply engage and equip the next generation of teachers with the skills for longevity and resilience in the profession.

This research will be used to inform the subsequent workshop and will focus on key aspects of playful pedagogies exploring the diverse characteristics of play and playfulness within ITE. In addition, we will disseminate three specific approaches through the lens of inclusive practice.

Keywords: Play, playfulness, teacher training.

University-School Partnerships for Research: curiosity, creativity, confidence

Linda la Velle, Caroline Whiting, Darren McKay, Bath Spa University, UK

This workshop will be an online link up via MS Teams to a Partnership Conference being held at Bath Spa University (BSU) on Saturday 15th June. Aspects of the work of BSU's Research Centre for Policy, Pedagogy and Practice will be presented to ICET WA delegates who are interested in fostering international collaborative relationships for university-school partnership in teacher education. Delegates will have the opportunity to meet mentor teachers and teacher education academics from England in the virtual space to hear more about their research interests and develop conversations about internationalising their own local, regional and national research endeavours.

Keywords: Partnership Collaboration Internationalisation.