WFATE
Conference
2018

Transformative Teacher Education
in Local and Global Contexts

Conference Handbook

World Federation of Associations for Teacher Education (WFATE)
Fifth Biennial Conference

9 - 11 July 2018

Australian Catholic University (ACU)

115 Victoria Parade, Fitzroy,

Victoria, Australia, 3065

Table of Contents

Conference Information

Registration Desk: We will be located in the Front Foyer, Ground Level, Mary Glowrey Building **420** Please see the Registration Desk for any queries or assistance you may need throughout the Conference. Please note, upon request we are able to provide you with a Certificate of Attendance.

Wi-Fi Password: The Wi-Fi access is available. The password can be found in your conference satchel.

Tech Assistance: See volunteer in first instance. ACU tech support can be contacted on 9956 3237 in business hours if necessary.

Morning tea, Lunch and Afternoon tea: Front Foyer, Ground Level Mary Glowrey Building **420**

Sponsor/Display tables: Front Foyer, Ground Level Mary Glowrey Building **420**

Twitter Users: Please get tweeting about the Conference and use **#wfate2018** in your tweets.

Facebook: Please 'Like' our WFATE Facebook page: www.facebook.com/WorldFATE/

ACU Campus Maps: Are available at the below link, pages 94 & 95 of the Handbook and we also have printed copies at the Registration Desk.
ACU Campus Maps

All about WFATE Conference 2018

The World Federation of Associations for Teacher Education (WFATE) will for the first time hold its fifth biennial Conference in Melbourne "the world's most liveable city" - from 9th-11th July 2018.

The overall theme of WFATE 2018, Transformative Teacher Education in Local and Global Contexts, will explore four enduring sub-themes that have been selected to offer universal appeal to teacher educators over the three days of the Conference:

- Theme 1 - Social Justice, Inclusion and Diversity in Education
- Theme 2 - Transformative Teacher Education
- Theme 3 - Pedagogy and Curriculum
- Theme 4 - Policy and Partnerships in Teacher Education.

Delegates will explore together each other's contemporary experiences in teacher education. What are the challenges and opportunities? How can we contribute to building the necessary research evidence, wisdom, and commitment to meet the complexities of teacher education in an ever-changing world? How can we share insights and learn together so that innovative teacher education is available for all communities?

The Conference will offer opportunities for teacher educators to connect and engage in a rich community of practice that will cater for a range of special interests and provide opportunities to share research and practice in a variety of formats, such as oral presentations, workshops, symposia and poster presentations.

Education students are strongly encouraged to participate in the Conference, and the final day of the Conference has been designated as "Higher Degree and Education Student day" and Teacher Education students are particularly encouraged to attend on that day, and to present research posters to share their work with their colleagues.

The WFATE 2018 Executive Planning Committee combined with the WFATE board, matches international experience with local teacher education expertise and knowledge. Federation University (FedUni) as Conference host, is leading the team of eight teacher educators from four Australian universities, all located in the State of Victoria, and is pleased to partner with Deakin University, Australian Catholic University and Victoria University in the planning of this event, to be held at the ACU Melbourne Campus.

Take the time to look at Visit Victoria at: http://www.visitvictoria.com/Regions/Melbourne/Things-to-do

Important details and contacts

- World Federation of Associations for Teacher Education (WFATE) Fifth Biennial Conference: *Transformative Teacher Education in Local and Global Contexts* 9-11th July 2018 www.federation.edu.au/wfate2018

- World Federation of Associations for Teacher Education (WFATE) www.worldfate.org/

Conference Partners

Conference Sponsors

Acknowledgment of Country

In continuing ACU's commitment to Reconciliation and in line with Aboriginal and Torres Strait Islander tradition, it is customary to acknowledge country as we pass through.

Today we acknowledge and pay our respects to the First Peoples, traditional custodians of the lands and waterways the Wurundjeri people in Melbourne and thank them for their continued hospitality.

We acknowledge and celebrate the continuation of a living culture that has a unique role in this region.

We also acknowledge Elders past and present as well as our emerging leaders of tomorrow and thank them for their wisdom and guidance as we walk in their footsteps.

Welcome from Dr Mireia Montané, President of WFATE

On behalf of the World Federation of Associations for Teacher Education, WFATE, I warmly welcome you to Melbourne for the Fifth Biennial Conference held from 9th - 11th July 2018, at the Australian Catholic University, Melbourne Campus.

The theme of the 2018 biennial meeting, *Transformative Teacher Education in Local and Global Contexts* resonates with the challenges facing educators today in a global society and echoes the WFATE mission to promote quality teacher education through the presentation of effective practices and research.

Conference convenor Jenene Burke and the conference executive planning team have selected an exciting line up of speakers and events for this 2018 biennial WFATE meeting. Dynamic keynote speakers, stimulating subthemes, our reframed Research and Development Groups (RDGs) and many special sessions have been included in the program. The 2018 WFATE Conference will host international teacher educators from across the world, including members of ATEE-Europe and ATE-USA.

I wish to thank the 2018 WFATE organizers for their tremendous effort, commitment and hard work in putting together an outstanding Conference. I also thank each of you for your role in WFATE: Board of Directors, RDG chairs, editors of the WFATE Journal, and all of you for attending the WFATE 2018 Conference.

In Melbourne, let us renew, grow, and engage in a social re-imagining of teacher education preparation under a democratic vision, and develop and support education as one of the best goods for preparing new educators as active members of our democracies in a global society.

Please, spend some time looking through the entire schedule so you can participate in as many events possible. We are very excited about the possibilities the future holds, as developing international working groups devoted to special interest themes will provide the opportunity for you all to enhance your professional experiences.

Enjoy your time in Melbourne and thanks for coming.

Mireia Montané, WFATE President

Directora, Centre de Programes Educatius Internacionals
Col·legi de Doctors i Llicenciats en Filosofia i Lletres i Ciències de Catalunya

mireiamontane@me.com

WFATE Conference 2018
Transformative Teacher Education in Local and Global Contexts

Welcome from the Conference Executive Planning Team

Welcome to the beautiful city of Melbourne for the Fifth Biennial Conference of the World Federation of Associations for Teacher Education Conference (WorldFATE), and to our international guests, welcome to Australia. We are delighted to be hosting delegates from the international teacher education community from 17 different countries.

From nearly 90 submissions we have developed a stimulating program that includes 50 paper presentations, one symposium, three workshops and seven poster presentations. It is pleasing to see the rich work being conducted across the world by our fellow teacher educators.

We thank our keynote speakers, Professor Julian Sefton-Green, Professor Tania Aspland and Faye Snodgress for their generosity in being part of our conference and for their thought-provoking addresses.

It has been a challenging undertaking to work with colleagues locally and across the globe to put our conference in place. We would like to thank the WorldFATE Board of Directors, led by President Dra Mireia Montané, for their support, involvement and encouragement over the last two years as we have worked to organise the conference. Particular thanks goes to WFATE Secretary Dr Ann Shelly, and Treasurer, Dr Jim Alouf for their work in collating and peer-reviewing conference submissions, setting up the conference registrations and responding to our almost daily requests and enquiries, and to the WFATE board for peer-reviewing the conference submissions.

We would also like to thank ACU for making their magnificent campus available to us as our conference venue. We acknowledge all four partnership universities, Australian Catholic University, Federation University Australia, Victoria University and Deakin University for their involvement and support over the last 18 months to enable us to bring the conference to you. We would also like to extend a special thank you to our Conference Administrators, Hailey Wood, who has worked tirelessly in keeping the executive planning team on track with her timely reminders and attention to detail, and Briony Cleveland for her work in drawing our conference systems and documentation together. Thanks also to Joey Hutchinson and Paul McKenna from FedUni for designing our conference webpage.

We thank our sponsors, Springer and Bankfirst, for their support of the conference.

We look forward to reconnecting with those of you we know and we offer a special welcome to those of you who are attending WorldFATE for the first time. We hope you take every opportunity to connect with your colleagues and to extend your networks and friendships while here at the conference.

You will see us throughout the conference, but if you need to find us, please contact the registration desk or email: b.cleveland@federation.edu.au or js.burke@federation.edu.au

Please get tweeting about the conference and use **#wfate2018** in your tweets.

We hope that you will find the conference thought-provoking and inspiring and wish you all the best for a successful and enjoyable conference experience.

Jenene Burke, Conference Convenor, and **Maxine Cooper, Mellita Jones, Jo Ryan, Marcelle Cacciattolo, Linda Hobbs, Dianne Toe and Tony Watt,** the WFATE 2018 Conference Executive Planning Team.

WFATE 2018 Conference Executive Planning Team – (List)

Assoc Prof Jenene Burke	School of Education Mt Helen Campus Federation University Australia	js.burke@federation.edu.au	(03) 5327 9332 0409 863 027
Assoc Prof Maxine Cooper	School of Education Mt Helen Campus Federation University Australia	maxineclaire.cooper@gmail.com	(03) 5327 9713
Assoc Prof Linda Hobbs	School of Education, Geelong Waurn Ponds Campus Deakin University	l.hobbs@deakin.edu.au	(03) 5227 2661 0407 881 765
Assoc Prof Dianne Toe	School of Education, Geelong Waurn Ponds Campus Deakin University	d.toe@deakin.edu.au	(03) 5227 1455
Dr Mellita Jones	School of Education, Ballarat Campus, ACU	mellita.jones@acu.edu.au	(03) 5336 5372
Dr Josephine Ryan	School of Education Building 460 250 Victoria Parade East Melbourne	jo.ryan@acu.edu.au	(03) 9953 3260
Assoc Prof Tony Watt	College of Arts and Education Victoria University	anthony.Watt@vu.edu.au	(03) 9919 4119
Assoc Prof Marcelle Cacciattolo	College of Arts and Education Victoria University	marcelle.Cacciattolo@vu.edu.au	(03) 9919 5903
Hailey Wood Conference Administrator	School of Education Mt Helen Campus Federation University Australia	h.wood@federation.edu.au	(03) 5327 9624
Briony Cleveland Conference Administrator	School of Education Mt Helen Campus Federation University Australia	b.cleveland@federation.edu.au	(03) 5327 9926

WFATE 2018 Conference Executive Planning Team – (Bios)

Associate Professor Jenene Burke – *Federation University Australia*

Associate Professor Jenene Burke, PhD, is the Associate Dean (Learning Quality) in the School of Education and Chair of the Higher Education Curriculum Committee at Federation University Australia. She is the Victorian representative of the National Associate Deans Learning and Teaching in Education (NADLATE) Steering Group and an Ordinary Member of the Executive of the Australian Teacher Education Association (ATEA), currently responsible for coordinating the ATEA awards and grants.

Jenene has a secondary teaching background and 20 years' experience in Higher Education as a teacher educator. Her learning and teaching interests centre on spatial inclusion and educational responses to student diversity, through an inclusive education and disability studies in education lens.

Jenene was the recipient of an Office of Learning and Teaching (OLT) *Citation for Outstanding Contributions to Student Learning,* in 2013 in the Australian Awards for University Teaching, and was awarded the sole 2012 *Award for Teaching Excellence*, University of Ballarat Vice-Chancellor's Award for Contributions to Student Learning.

Associate Professor Maxine Cooper - *Federation University Australia.*

Associate Professor Maxine Cooper is an experienced teacher, teacher educator, researcher and academic with a distinguished career in developing and delivering innovative programs and projects. Maxine was the President of the Australian Teacher Education Association in 2006-8 and 1991-2. She was the inaugural President of the World Federation of Teacher Education Associations from 2012 to 2014. Her research projects have included being a lead researcher on an ARC Discovery Project entitled *Renewing Rural Teacher Education: Sustaining Schooling for Sustainable Futures.* More recently her research has involved examining what is meant by being 'classroom ready' and becoming social and culturally inclusive teachers through developing intercultural empathy and global citizenship through learning and teaching experiences in China, Timor L' Este and Nepal.

Associate Professor Linda Hobbs – *Deakin University*

Associate Professor Linda Hobbs, is an Associate Professor in Education (Science Education) at Deakin University. She teaches units in the Bachelor of Education Course and Graduate Certificate of STEM Education. Her research interests include partnerships in primary teacher education, teachers learning to teach out-of-field in secondary schools, and teacher and school change particularly in the context of STEM education renewal. She has led a number of funded projects looking at critical issues associated with university-school partnerships, teachers learning to teach out-of-field nationally and internationally, and teacher and school change. She has delivered a number of professional development programs for primary science teachers and secondary STEM teachers.

Associate Professor Dianne Toe – *Deakin University*

Professor Dianne Toe is the Deputy Head of the School of Education and Director of Professional Practice in the Faculty of Arts and Education at Deakin University. In this role, she works closely with schools as part of the Alliance partnership model to enhance experience of preservice teachers.

Dianne is also a coordinator of the National Exceptional Teaching for Disadvantaged Schools program which places the highest performing preservice teachers in low SES schools and prepares them to work as graduates with vulnerable learners.

Dianne has a strong commitment to the preparation of teachers to work inclusively in diverse educational settings.

Dr Mellita Jones - *Australian Catholic University*

Dr Mellita Jones is the Deputy Head of Education Victoria and International Community Engagement Coordinator for the National School of Education. Mellita is based at the Ballarat campus of Australian Catholic University, where she also teaches in Science Teacher Education. Her research is concerned with effective teacher education where her focus has been on school-university partnerships, reflective practice and personalising learning. Her recent work has involved practicum partnerships for rural and regional teacher education courses and reflective theory and practice in teacher education. Mellita also has a strong interest in working with teachers in the Pacific region and has had significant involvement in the Solomon Islands, and more recently, in Kiribati. Mellita has won a number of teaching excellence awards including an Australian Learning and Teaching Council Citation for Outstanding Contribution to Student Learning and has reviewed and written teacher education units for UNESCO's teacher education program for the Pacific region.

Dr Josephine Ryan – *Australian Catholic University*

Josephine Ryan is Senior Lecturer in English/Literacy Education at Australian Catholic University, Melbourne campus. Her lifetime engagement with English teaching has led to publication on reading in the contemporary multimodal text environment.

As a committed teacher educator, she is currently researching successful approaches to teacher education, especially on the significance of school partnerships and technology to enhance professional knowledge.

Her leadership of an Office of Learning and Teaching project, Preservice Teacher Education Partnerships: Creating an effective practicum model for rural and regional preservice teachers, led to a focus on the value of reflective practice in the online space to develop pre-service teacher

learning. In 2014, with ACU colleague, Mellita Jones, she published and edited collection called Successful Teacher Education: Partnerships, Reflective Practice and the Place of Technology (Sense) and in 2017 Springer published Reflective theory and practice in teacher education (Eds. Brandenburg, Glasswell, Jones & Ryan).

Associate Professor Anthony Watt – *Victoria University*

Anthony Watt is working as the Deputy Dean, Director of Learning and Teaching, and Associate Professor of Physical Education in the College of Arts and Education at Victoria University in Melbourne, Australia. During 2008 and early 2009 he served as a Senior Researcher and Head of the Motor Behaviour Research Unit at the University of Jyväskylä, Finland. He has an Honours degree in Education, majoring in physical and special education. His first thesis examined the area of self-concept and self-esteem of children with motor skill difficulties. Through this work he has developed an interest in the design and development of measurement instruments in physical education and sport psychology. Anthony has also completed a number of post-graduate course work units in education that focussed on research methods and assessment. In 2004 he completed a Graduate Diploma in Psychological Studies. He has been an author or co-author on 55 journal articles, supervised 15 doctoral theses, and is currently involved in research in the areas of physical education pedagogy, children's physical activity, and sport imagery.

Associate Professor Marcelle Cacciattolo – *Victoria University*

Marcelle is a sociologist and an Associate Professor in the College of Education at Victoria University. She received her PhD from Monash University in 2002. Over the last twenty years her research has been cross-disciplinary involving health sciences and education-based research. Other research projects that Marcelle has been involved in include young people and their wellbeing, refugee relocation, social justice and authentic teaching and learning pedagogies within tertiary settings.

Marcelle is a senior researcher in the Standpoint project and works closely with schools in the Western Region to examine how inclusive pedagogies can support children and families who are the least advantaged. She is also the Chief Investigator in the NETDS Program at Victoria University. Marcelle teaches in both undergraduate and postgraduate units in the School of Education.

Hailey Wood – Federation University Australia

Hailey Wood is the Conference Administrator for the WFATE Conference 2018.

She holds an Associate Diploma of Travel, Tourism and Business Studies and began her career in the Hospitality and travel industries. Over the last 25 years she has also worked across the Recruitment, IT, Health and Education sectors as a personal assistant and an office administrator.

Briony Cleveland – Federation University Australia

Briony Cleveland is the Conference Administrator for the WFATE Conference 2018.

During Briony's time with the University she has been in roles such as Research Assistant, Web Design and currently as a School Services Officer. Briony has been the Conference Administrator for five other major Conferences.

Briony enjoys part time employment so that she can also operate a small on-line Business and get their son to Soccer and Karate practice.

WFATE 2018 Board

Mireia Montané	Catalonia College of Arts, Letters and Sciences, Barcelona, Spain	WFATE President
Paul Paese	Indiana University Kokomo, Indiana, USA,	WFATE President Elect/Elect 2018-2020
Jane McCarthy,	University of Nevada, Las Vegas, Nevada, USA	WFATE President 2014-2016
Ann Converse Shelly	Ashland University, Ohio, USA	WFATE Executive Secretary
James Alouf	Sweet Briar College, Virginia, USA	Business Officer
Frances van Tassell	College of Education, University of North Texas	Recording Secretary
Åsa Morberg	University of Gävle, Sweden	ATE-E President
Joana Salazar-Noguera	University of the Balearic Islands, Palma, Spain	ATE-E President 2013-2016
Karen Embry-Jenlink	Stephen F. Austin State University, Texas, USA	ATE-US President2017-2018
Shirley Lefever	Wichita State University, Wichita, Kansas, USA	ATE-US President 2016-2017
Laura Stachowski	Indiana University, Bloomington, Indiana, USA	ATE-US Council for International Education
Maxine Cooper	Federation University Australia, Victoria, Australia	WFATE President 2011-2014
Joan Stewart	Federation University Australia, Victoria, Australia	Board Member
Jenene Burke	Federation University Australia, Victoria, Australia	Board Member

Peer-Review Team

We would like to thank the Board of Directors who were the primary reviewers of the conference proposals. A special thanks to Ann Shelly and Jim Alouf.

WFATE Members

Mireia Montané **WFATE President**	Barcelona, Spain	mireiamontane@me.com
Jim Alouf **WFATE Business Officer**	Virginia, USA	jla47@embarqmail.com
Ann Shelly **WFATE Executive Secretary**	Ohio, USA	acshelly@aol.com
Frances van Tassell **Recording Secretary**	Texas, USA	francesvt@aol.com
Bill Dixon **WFATE Advisor**	Illinois, USA	bgdixon@siu.edu
Paul Resta **WFATE Advisor**	Texas, USA	resta@austin.utexas.edu
David Ritchey **WFATE Advisor**	Virginia, USA	dritchey@ate1.org
Kim Mefcalf **WFATE Advisor**	Nevada, USA	kim.metcalf@unlv.edu
Elijah Omvenga **WFATE Honorary Member**	University of Nairobi, Kenya	eomwenga@uonbi.ac.ke
Therese Laferrier **WFATE Honorary Member**	Université Laval, Canada	tlaf@fse.ulaval.ca
Teng Xing **WFATE Honorary Member**	University of Nationalities	xingteng531229@yahoo.com
Jian Wang **WFATE Honorary Member**	Texas Tech University, Texas	jian.wang@ttu.edu
Faye Snodgress **Affiliate Member**	Kappa Delta Pi. USA	faye@kdp.org
Rosemary Papa **Affiliate Member**	Educational Leaders Without Borders	Rosemary.Papa@nau.edu
Kim Metcalf **Affiliate Member**	University of Nevada, Las Vegas	kim.metcalf@unlv.edu
Carlos Casto **Affiliate Member**	Ashland University, Ohio	ccampo@ashland.edu
Maxine Cooper **Affiliate Member**	Federation University, Australia	maxineclaire.cooper@gmail.com
Paul Paese **Affiliate Member**	University of Saint Thomas, Houston	paesep@stthom.edu

WFATE 2018 Keynote Speaker:
Professor Tania Aspland

Dean, Education Policy and Strategy, ACU

Professor Tania Aspland has been employed in the university sector since 1980. She has focused her expertise around several areas of scholarship. These include:

- leading teacher education reform nationally and internationally;
- leading teacher education and education policy and government relations
- leading teacher formation and professional growth and learning in teacher education and higher education;
- leading organizational change in school education and higher education contexts;
- developing a critical frame of supervision and leadership in education and higher education for social justice;
- leading reform in conceptualizing of curriculum in higher education

Tania Aspland is currently Professor in Teacher Education at the Australian Catholic University in Sydney and Dean, Education Policy and Strategy. She is an advisor to the Vice Chancellor on teacher education, governance and policy. She is also President of the Australian Council of Deans of Education and sits on a number of Boards for the Australian government. She works closely with Directors and leaders of school education in government, Catholic and the independent sector. She has evidence-based success with action research as a project-based learning strategy in developing countries, advanced systems of education such as Singapore and locally in Australia across many universities and schools. Her research focuses on educational policy, leadership and reform, higher education curriculum and teacher education.

Abstract

Transforming teacher quality in Australia: Dilemmas, contradictions and possibilities for teacher education.

Several national and international key reports are currently impacting on teachers, teaching and teacher education in Australia. Three key reports (TEMAG, 2015; Gonski Review 2018; OECD Report 2018) will form the basis of this presentation and they will be deconstructed to highlight the dilemmas and contradictions for teacher education in particular and the teaching profession more generally. It will be instructive to critique which of the sets of findings are evidence based and which are based more on ideological and political positioning, particularly in Australia. Each of the contradictions and dilemmas will be examined in depth highlighting the challenges facing our professional communities. In the latter part of the presentation, and through a discourse of reconstruction and hope, a suite of possibilities will be explored that may be instructive for those thinking about policy and partnerships in education and transformative teacher education from a national and global perspective. It anticipated that such possibilities could form the basis of further discussions throughout the conference.

WFATE 2018 Keynote Speaker: Professor Julian Sefton-Green

Professor of New Media Education, Deakin University

Julian Sefton-Green is Professor of New Media Education at Deakin University, Melbourne, Australia. He has worked as an independent scholar and has held positions at the Department of Media & Communication, London School of Economics & Political Science and at the University of Oslo working on projects exploring learning and learner identity across formal and informal domains. He has been an Honorary Professor of Education at the University of Nottingham, UK and the Institute of Education, Hong Kong and he is now a Visiting Professor at The Playful Learning Centre, University of Helsinki, Finland.

He has been the Head of Media Arts and Education at WAC Performing Arts and Media College - a centre for informal training and education - where he directed a range of digital media activities for young people and co-ordinated training for media artists and teachers. Prior to that he worked as media studies teacher in an inner city comprehensive London; and in higher education teaching undergraduate and postgraduate courses, leading teacher training degrees in media education.

He has researched and written widely on many aspects of media education, new technologies, creativity, digital cultures and informal learning and has authored, co-authored or edited 12 books. Recent volumes include *The Class: living and learning in the digital age (*New York University Press 2016*)* and *Learning Identities, Education and Community: young lives in the cosmopolitan city* (Cambridge University Press 2016*).* He has directed research projects for the Arts Council of England, the British Film Institute, the London Development Agency, Creative Partnerships and Nominet Trust and has spoken at conferences in over 20 countries.

[View Professor Julian Sefton-Green's webpage](#)

Abstract

Teachers, schools and the everyday digital: An awkward and uneven process of change

Just as John Dewey formulated the principles of education for democracy in the context of violent industrialisation, rapid urbanisation and unprecedented social change in a new and emerging nation, so the global effects of computerisation and the digital are going to transform the wider purposes of education in liberal democratic societies. But as mobile and connected digital practices reshape social, interpersonal and learning relationships, how can teachers and schools keep pace with rapid change - how these technologies are actually being used in everyday life- in order to know and respond to the ways in which the digital is woven in and around children's worlds and family lives?

Digital technologies pose a threat to the Deweyian vision of how schools educate for democracy at a number of levels. AI and automation cut deeply into accepted notions of skills, the value of labour and the future of work in many societies. Politically and socially the datafication of interpersonal interactions and the changing nature of the private individual self as surveilled and commodified by supra-national global technology companies has enormous consequences for what we want young people to learn and how to behave as citizens in the reconfigured power relations between the individual, the state and the market.

This presentation will address these questions through reflection on a recent project working with a group of 16 teachers from primary and secondary sectors across Barwon South West and Melbourne, in Victoria, Australia. The project aimed to help teachers' research their own school communities' digital experiences the academic partners introduced the landscape for young people growing up today embedded in digital culture.

Teachers were encouraged to work with their pupils in a contemporary "funds of knowledge" approach sharing and testing their emerging findings with their students in order both to validate this kind of knowledge but also to ensure that students and their families could feel confident that their informal and everyday media use is understood by the more formal world of the school. The project then shifted focus to bring teachers together to consider what kind of curriculum and what kind of pedagogical innovation could stand as an appropriate response to this new kind of knowledge about the school communities' use of the digital every day.

The presentation will reflect on the difficulties of working with teachers in this way, the implications for teacher education and the role of the University in continuous professional development as well as considering the possibilities and limits for the deep educational change needed for our times.

WFATE 2018 Keynote Speaker: Faye Snodgress

Executive Director, Kappa Delta Pi

Abstract

Sustainable development goals in teacher education

"KDP's ideals of high standards and integrity, unbiased thinking and teaching, and service are timeless. It is an honor to advocate for and support educators and the teaching profession, which continuously changes lives for the better."

faye@kdp.org

WFATE 2018 Keynote Speaker: Ada Okika

Executive Director, UNESCO Centre for Global Education, New York

Abstract

5Ps of the Development Agenda and Transformative Teacher Education in classroom communities

In line with the 2030 Development Agenda, we wish to provide transformative guidelines for teachers in addressing quality and inclusive education for lifelong learning from global to community classrooms.

Our presentation will focus on the five Ps of the development agenda to provide knowledge, techniques and tools to develop skills and challenges in attitudes, growth and development behaviour. These intended to effect human development and collective transformation towards teachers empowering knowledge building and hands on practical education skills for community classrooms.

unescocforge@gmail.com

WFATE Research Development Groups (RDG)

The World Federation of Teacher Education Associations (WorldFATE) has a new opportunity for you. At the WorldFATE 2016 conference in Barcelona a number of Research and Development Groups were initiated as part of setting up ongoing dialogues about research. This year in Melbourne the idea has now been incorporated into the bylaws (or constitution as we refer to it as in Australia I think!).

Do you have a special research interest or a topic that you would like to bring interested people together to discuss or take forward in a way that international research can be initiated and undertaken? Development of such RDCs could lead to exciting research in teacher education, schools, systems and universities in diverse settings.

Since our previous conference in Barcelona the WFATE bylaws were amended to include RDGs:

ARTICLE IX – Research Development Groups
A group of ten or more members of the Association, having a common special interest, can be officially recognized by the Association as a Research and Development Group (RDG) by fulfilling the following requirements:

1. *All Research and Development Groups (RDGs) shall file a statement of purpose with the WorldFATE Board.*
2. *Each chair of a RDG shall file a biennial report with the Recording Secretary within 56 days of the conclusion of the biennial meeting of World Fate.*
3. *Each RDG shall meet at each biennial meeting.*
4. *All persons meeting with an RDG must be registered for the full WFATE Conference.*

If you would like to form such a group, please let Ann Shelly acshelly@aol.com Maxine Cooper maxineclaire.cooper@gmail.com or President Mireia Montané mireiamontane@me.com know as soon as possible.

There will be a notice and an announcement at the Conference about the various RDC meetings.

Maxine Cooper, Jenene Burke, Ann Shelly and Mireia Montané for the WFATE Melbourne Conference.

WFATE Research Development Groups (RDG)

For development at WFATE Conference in Melbourne, Australia 2018.

This document is developed and adapted from the initial ideas put forward about potential research development groups when participants met at the WorldFATE conference in Barcelona in 2016.

In Barcelona it was argued that Teacher Education must target 21st century skills and go beyond them to address the needs of a knowledge society. WFATE is therefore making an international effort to build educational and social and cultural capacity for all.

We have also been engaged and stimulated with the work of UNESCO and the Incheon Declaration of 21 May 2015. The Incheon Declaration constitutes the commitment of the education community to the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development and to ensure inclusive and equitable quality education and lifelong learning opportunities for all. WorldFATE shares this vision and is working towards this through transformations in teacher education.

Possible research development groups will meet to discuss and to put together a proposal to form an RDG.

To become a formal group the RDG will need to comprise a group of 10 or more members of WorldFATE who will develop a statement of purpose to present to the WorldFATE Board.

Already we have been notified of the following potential groups who plan to meet at the Melbourne Conference - These groups are listed on the following page.

So if you are interested in working in any of these groups or would like to create a new research group there will be information available at the conference and we will meet in small research groups on Tuesday afternoon at 3.30 as part of the conference program.

Maxine Cooper, Jenene Burke, Ann Shelly and Mireia Montané for the WFATE Melbourne 2018 Conference.

WFATE Research Development Groups (RDG)

1. **International-local Teacher Education networking models for Knowledge Building innovation**
   Chairs: Mireia Montanè, Jo Ryan, Mercè Gisbert

2. **Teacher Education Curriculum and School Curriculum**
   Chair: Ann Shelly

3. **Teacher Education Partnerships: School-University-System collaborations for learning**
   Chairs: Maxine Cooper, Frances van Tassel, Kay Livingston

4. **Health, Sport, Physical and Arts Education**
   Chair: Paul Paese, Anthony Watt

5. **Change and innovation in Initial Teacher Education and in ongoing Teacher professional Learning**
   Chairs: James Alouf, Åsa Morberg, Elsa C. Price

6. **6. Supporting Science, Mathematics and Technology (STEM) Education through Teacher Preparation and Professional Learning**
   Chairs: Linda Hobbs, Mellita Jones, Araceli Ortiz

7. **The Transformation Society and Information 4.0 Consortium**
   Chairs: Ray Gallon, Neus Lorenzo

8. **Disability Studies, Inclusion and Social Justice in Teacher Education**
   Chairs: Jenene Burke, Marcelle Cacciattolo, Dianne Toe

9. **Innovation in Teacher Education for Early Childhood Education**
   Chairs: Barbara Chancellor, Majida Mehana, Karen Felstead

Programme

Programme Pre-conference: Saturday 7 July 2018 (Email Jenene Burke js.burke@federation.edu.au to register)

09.16 am	Catch the 9.16 am train from Southern Cross Station (Melbourne) to Ballarat (arrives 10.40 am) where you will be met by your hosts, Jenene Burke, Mellita Jones and Barbara Chancellor		Return train fare to Ballarat AUD$30.24 Please note: You will need a MYKI Card* (purchase at Southern Cross Station just before travel to Ballarat)
10.40 am	Catch bus to Ballarat Wildlife Park Koala viewing 11.30am (Due to Victorian Laws you are unable to hold or carry the Koala however you can get in nice and close). The park specialises in native Australian animals and a wide variety of exotic reptiles - from free roaming kangaroos, koalas, wombats, Tasmanian devils, crocodiles, and snakes.		AUD$28.00 Entry to the park
01.30 pm	Sovereign Hill		AUD $57.00 Free to VIT registered teachers
	Return to Melbourne on train or Stay overnight in Ballarat Sovereign Hill accommodation and take part in Sovereign Hill Blood on the Southern Cross sound and light show or Christmas in July		Blood on the Southern Cross sound and light show $59.50 or Christmas in July free with day entry ticket $55.00

*We recommend that international visitors purchase a MYKI Explorer Pack, which consists of a MYKI travel card plus discounts to Melbourne tourist attractions.

Programme Pre-conference: Sunday 8 July 2018

	Return from Ballarat if involved in overnight stay	
Morning	Private sight-seeing in Melbourne. We can connect you to other delegates if you email a request to us.	We suggest: • ACMI • Arts Centre Melbourne • City Circle Tram • Eureka Sky Deck 88 • Immigration Museum • MCG and National Sports Museum • Melbourne Aquarium • Melbourne Museum • Melbourne Star Observation Wheel • Melbourne Zoo • National Gallery of Victoria • Old Melbourne Gaol • Puffing Billy • Queen Victoria Market
02.00 pm	Meeting of WFATE Directorate	Charles Marsh Room, Melbourne Metropole Central Hotel, 44 Brunswick St, Fitzroy VIC 3065
04.00 pm	Meeting of WFATE Executive Planning Team	Charles Marsh Room, Melbourne Metropole Central Hotel, 44 Brunswick St, Fitzroy VIC 3065
06.00 - 7.00 pm	Pre- Registration Informal drinks and find friends for dinner	Charles Marsh Room, Melbourne Metropole Central Hotel, 44 Brunswick St, Fitzroy VIC 3065

*We recommend that international visitors purchase a _MYKI Explorer Pack, which_ consists of a MYKI travel card plus discounts to Melbourne tourist attractions.

Programme Day 1: Monday 9 July

Australian Catholic University (ACU), Mary Glowrey Building (Building 420), 115 Victoria Parade, Fitzroy, Melbourne, Australia

08:00	**Registration,** Front Foyer, Ground Level, Mary Glowrey Building (420)

09:00	**Official Opening,** Front Foyer, Ground Level, Mary Glowrey Building (420)
	• *Welcome to Country*
	    Uncle Colin Hunter, Wurundjeri Elder
	    Woraback Dancers
	• *Welcome from host universities*
	    Dr Matthew Zbaracki, State Head of Education (Victoria), Australian Catholic University (ACU)
	• *Welcome from WFATE President*
	    Dr Mireia Montané, WFATE President, Spain

10:30	**Morning tea,** Front Foyer, Ground Level, Mary Glowrey Building (420)
11.00	**Plenary 1:** Room 404.G.09 (Mercy Lecture Theatre) • *Teachers, schools and the everyday digital: an awkward and uneven process of change* **Professor Julian Sefton-Green**, Deakin University, Melbourne, Vic, Australia
12.30	**Lunch,** Front Foyer, Ground Level, Mary Glowrey Building (420)
01.30	**Parallel Session 1: Symposium, oral presentations and workshop,** Modular Buildings (Building 400)

	Stream 1: Oral Presentations	Stream 2: Symposium	Stream 3: Workshop
	Chair: Maxine Cooper		
	Invited presentation: *The sun shines outside schools and universities* **Maureen Ryan,** Victoria University, Melbourne, Vic, Australia *Teacher education in refuge environments: A multi-institutional collaborative approach to Teacher Education in Dadaab Refugee Camp, Kenya* **Lorrie Miller**, The University of British Columbia, Vancouver, BC, Canada Cynthia Nicol**,** The University of British Columbia, Vancouver, BC, Canada	*Transformative teacher education – Supporting teacher identity through design and making* **Araceli Martinez Ortiz**, Texas State University, San Marcos, TX, USA **Vedaraman Sriraman**, Texas State University, San Marcos, TX, USA **Shaunna Smith**, Texas State University, San Marcos, TX, USA	*How can teacher education courses prepare graduates to understand and appropriately respond to gifted students in their classrooms? Results from a longitudinal case study* **Margaret Plunkett,** Federation University Australia, Churchill, Vic, Australia **Leonie Kronborg**, Monash University, Vic, Australia

	Teaching peace, sustainability and global citizenship in a partnership school in Nepal **Maxine Cooper,** Federation University Australia, Mt Helen, Vic, Australia Kate Peel, Briagolong Primary School, Briagolong, Vic, Australia Carolyn Johnstone, Federation University Australia, Mt Helen, Vic, Australia		

03.00	**Afternoon tea,** Front Foyer, Ground Level Mary Glowrey Building (420)

03.30 - 5.00 — **Parallel Session 2: Oral presentations**

Stream 1	Stream 2	Stream 3	Stream 4
Room 400.G.01	Room 400.G.02	Room 400.G.05	Room 400.G.06
Chair: Anthony Watt	Chair: Mireia Montané	Chair: Josephine Ryan	Chair: Dianne Toe
Advancing equity to transform teaching: Connecting across contexts **Sandra Hardy,** Hardy Education Resources, Carbondale, IL, USA	*Teacher candidates leading for change: Transformative leadership practices for students and communities* **Deborah Romero,** University of Northern Colorado, Greeley, USA **Aldo Romero,** University of Northern Colorado, USA	*Partnering on state, district, university, school and teacher levels* Linda Quinn, University of Nevada, Las Vegas, NV, USA **Lois Paretti,** University of Nevada, Las Vegas, NV, USA Jane McCarthy, University of Nevada, Las Vegas, NV, USA **Karen Grove,** University of Nevada, Las Vegas, NV, USA	*Revisiting the role of practicum in bridging the gap between theory and practice in ITE* **Maria Assunção Flores,** University of Minho, Minho, Portugal
Teaching as a profession: Implementing partnerships to support diversity in teacher education **Sandra Browning,** University of Houston – Clear Lake, League City, TX, USA	*Situated cognition and teachers' professional development: Towards a continuous improvement model for teacher empowerment and competency development through workplace learning* **Saeid Safaei Movahhed,** University of Tehran, Tehran, Iran	*Pathways to partnerships: The story of an interdisciplinary university service project with habitat for humanity* **Sheila F. Baker,** University of Houston-Clear Lake, Houston, TX, USA **Debbie Shulsky,** University of Houston-Clear Lake, USA Houston, TX, USA	*Identifying placement challenges through the use of shadowed data: What can we learn from administrator perspectives of student professional experience?* Deanna Grant-Smith, Queensland University of Technology, Brisbane, QLD, Australia **Jenna Gillett-Swan,** Queensland University of Technology, Brisbane, QLD, Australia
Points to consider when having conversations about equity, social justice and education **Connie S. Schrock,** Emporia State University, Emporia, KS, USA	*Transforming classroom behaviour management courses in teacher education* **Karen Peel,** University of Southern Queensland, Toowoomba, QLD, Australia	*A cross-national study of teacher professional standards: Reflective practice as regulation and transformation* **Josephine Ryan,** Australian Catholic University, Melbourne, Vic, Australia **Kathryn Glasswell,** Department of Reading, California State University, Fullerton, CA, USA	*Investigating final year preservice teachers' professional experience in alliance and non-alliance schools at Deakin University* **Dianne Toe,** Deakin University, Geelong Waurn Ponds, Vic, Australia Christine Ure, Deakin University, Vic, Australia Damien Blake, Deakin University, Vic, Australia

05.30	**Welcome Reception,** Front Foyer, Ground Level, Mary Glowrey Building (420)

Programme Day 2: Tuesday 10 July

Australian Catholic University (ACU), Mary Glowrey Building (420), 115 Victoria Parade, Fitzroy, Melbourne, Australia

08.30	**Tea and coffee on arrival,** Front Foyer, Ground Level, Mary Glowrey Building (420)

09.00	**Plenary 2,** Room 404.G.09 (Mercy Lecture Theatre)
	• *Transforming teacher quality in Australia: Dilemmas, contradictions and possibilities for teacher education*
	  Tania Aspland, Dean, Education Policy and Strategy, ACU
	• *Research and Development Groups: Overview*
	  RDG Chairs

10.30	**Morning tea,** Front Foyer, Ground Level, Mary Glowrey Building (420)

11.00	**Parallel Session 3: Oral presentations**			
	Stream 1	Stream 2	Stream 3	Stream 4
	Room 400.G.01	Room 400.G.02	Room 400.G.05	Room 400.G.06
	Chair: Linda Hobbs	Chair: James Alouf	Chair: Paul Paese	Chair: Lorraine Ling
	The "Perfect Score": The burden of educational elitism on children in out-of-home care **Jacqueline Z Wilson,** Federation University Australia, Vic, Australia Andrew Harvey, Latrobe University, Vic, Australia Pearl Goodwin-Burns, Federation University Australia, Vic, Australia	*The effect of portfolio learning on students' motivation in learning English* **Lok Kan LAW,** Delia Memorial School (Glee Path), Hong Kong, China **Lai Shan HUI,** Delia Memorial School (Glee Path), Hong Kong, China	*Self-interest Vs ethical practice agendas in an international teaching practicum* **Graham Parr,** Faculty of Education, Monash University, Clayton, Vic, Australia Dr Julie Faulkner, Faculty of Education, Monash University Mr Craig Rowe, Monash South Africa	*Transformative teacher education in local and global contexts: Including life skills curricula* **Elsa Price,** Faulkner University, Montgomery, AL, USA
	Helping people stay in teaching: A Brite approach to building teacher resilience in Australia **Caroline Mansfield,** Murdoch University, WA, Australia Susan Beltman, Curtin University, Australia	*Global inclusive education in early childhood: Too little, too late?* **Majida Mehana,** Federation University Australia, Vic, Australia	*Encouraging global citizenship in the curriculum* **Timothy Fry,** Washburn University, Topeka, USA	*Young mothers' perspectives of a Young Parent Program* **Karen Felstead,** Federation University Australia, Vic, Australia
	Intercultural field placements enhance teacher preparation: The conditions and structures to maximize success **Laura Stachowski,** Indiana University, Bloomington, IN, USA	*The effect of global privatization initiatives on teacher education* **James Alouf,** Sweet Briar College, USA **Ann C Shelly,** Ashland University, USA	*Preparing pre-service teachers for a global society* **Paul C. Paese,** St Thomas University, Houston, TX, USA	*Teacher education as a supercomplex endeavour* **Lorraine Ling,** Victoria University and La Trobe University, Vic, Australia **Kay Livingston,** University of Glasgow, Glasgow, Scotland, UK

12.30	**Lunch,** Front Foyer, Ground Level, Mary Glowrey Building (420) • *Informal portfolio presentations,* **Students,** Delia Memorial School (Glee Path), Hong Kong, China

01.30	**Parallel Session 4: Invited presentations and workshops,** Modular Buildings (Building 400)		
	Stream 1: Invited presentations	Stream 2: Workshop	Stream 3: Workshop
	Room 400.G.08	Room 400.G.02	Room 400.G.06
	This session is sponsored by Springer Convenor: Marcelle Cacciattolo , Victoria University, Melbourne, Vic, Australia *Community engaging at St Albans Primary School* **Joanne Richmond,** St Albans Primary School, St Albans, Vic, Australia **Ilham Abouelwafa,** St Albans Primary School, St Albans, Vic, Australia *Valuing the importance of support staff* **Belinda Webb,** Broadmeadows Special Developmental School, Broadmeadows, Vic, Australia **SWIRL program: The story of story writing in remote locations** **Lawrence V Mahon,** Victoria University, Melbourne, Vic, Australia	*Inclusive policies for humanistic digital transformation* **Ray Gallon**, The Transformation Society, Universitat de Barcelona **Neus Lorenzo Galés,** The Transformation Society, Universitat de Barcelona	*Using Productive Dialogue as a transformative classroom management technique in teacher education* **Vijaya Tatenini**, Federation University Australia , Mt Helen, Vic, Australia **Jenene Burke**, Federation University Australia, Mt Helen, Vic, Australia
03.00	**Afternoon tea,** Front Foyer, Ground Level, Mary Glowrey Building (420)		
03.30 - 5.00	**Network meetings - Research and Development Groups,** (Modular Buildings – Rooms TBA)		
06.30 for 07.00	**Gala Conference Dinner,** *Masani,* 313 Drummond Street, Carlton		

Programme Day 3: Wednesday 11 July. Higher Degree and Education Student day*

Australian Catholic University (ACU), Mary Glowery Building, 115 Victoria Parade, Fitzroy VIC 3065, Australia

08.30	**Tea/coffee on arrival,** Front Foyer, Ground Level, Mary Glowrey Building (420)			

09.00	**Plenary 3,** Room 404.G.09 (Mercy Lecture Theatre)
	
	• *Sustainable Development Goals in teacher education*
	   Faye Snodgress, Kappa Delta Pi, Indianapolis, IN, USA
	• *5Ps of the Development Agenda and Transformative Teacher Education in classroom communities*
	   Ada Okika, Executive Director, UNESCO Centre for Global Education, New York			

10.30	**Morning tea,** Front Foyer, Ground Level Mary Glowrey Building (420)			
11.00	**Parallel Session 5: Oral Presentations,** Modular Buildings (Building 400)			
	Stream 1	Stream 2	Stream 3	Stream 4
	Room 400.G.01	Room 400.G.02	Room 400.G.05	Room 400.G.06
	Chair: Mellita Jones	Chair: Maxine Cooper	Chair: Barbara Chancellor	Chair: Ann Shelly
	Transforming teacher education for global challenges: Education abroad and education exchange **Alison Witt**, University of Illinois, Urbana-Champaign, IL, USA	*How does initial teacher education support the development of teacher identity* **Maria Assunção Flores**, University of Minho, Portugal	*Empirical research on English language attrition of students studying non-English majors in a Chinese university* **Boli Li,** Chongqing Business and Technology University, China	*Passport to perspectives: Building cross-cultural connections through global conversations* **Debbie Shulsky**, University of Houston-Clear Lake, Houston, TX, USA **Sheila F. Baker,** University of Houston-Clear Lake, Houston, TX, USA
	Global teacher education: From local to global **Mireia Montané,** Col·legi de Doctors i Llicenciats en Filosofia i Lletres i Ciències de Catalunya, Barcelona, Spain	*A social realist approach to investigating transformative teacher education* **Denise E. De Souza,** Nanyang Technological University, Singapore	*French primary (student) teachers and foreign languages: Un-transformative government-induced stress* **Jeanny Prat**, Lyon 1 University, ESPE, Bourg-en-Bresse, France	*Learning about students' cultural and linguistic trajectories through engagement and reflection* **Madeline Milian**, University of Northern Colorado, Greeley, CO, USA
	Can an international practicum program serve a global justice and equity agenda? **Mellita Jones**, Australian Catholic University, Ballarat, Vic, Australia **Renata Cinelli**, Australian Catholic University, Melbourne, Vic, Australia	*Challenges from the first year of teaching: Reflections on becoming teacher in 1968 and 2018* **Joan P Stewart,** Federation University Australia, Vic, Australia **Maxine Cooper,** Federation University Australia, Vic, Australia Kate Peel, Briagolong Primary School, Briagolong, Vic, Australia	*Taking curriculum and pedagogy beyond classroom walls: Preparing teachers for the complexities of children's outdoor play* **Barbara Chancellor,** Federation University Australia, Mt Helen, Vic, Australia	*Struggles in partnership in language teacher education through work integrated learning* **Thi Hong Nhung Nguyen**, University of Western Sydney, Kingswood, NSW, Australia
12.30	**Lunch,** Front Foyer, Ground Level Mary Glowrey Building (420)			

01.15	**Poster session,** Front Foyer, Ground Level Mary Glowrey Building (420)			
	Clinical partnership: One university's journey, **Dona Gibson**, Friends University, Wichita, KS, USA *Perceptions of Chinese international students and their lecturers - A literature review*, **Boli Li,** Federation University Australia, Mt Helen, Vic, Australia *Teachers learning to teach STEM: Effect of a professional development program*, **Linda Hobbs,** Deakin University, Waurn Ponds, Vic, Australia *An analytic framework for developing reflective inclusive educators*, **Amy Claughton,** Federation University Australia, Mt Helen, Vic, Australia *Student mobility and the unique challenges for inclusion*, **Kerry Murrell,** Federation University Australia, Mt Helen, Vic, Australia *Exploration of journey as a means of rich learning about scripture*, **Alice Youlden,** Australian Catholic University *Teachers' affective domain and transformation in team-based learning,* **Leigh Witney**, Australian Catholic University, Brisbane, QLD, Australia *Investigating the story writing in remote locations (SWIRL) Program,* **Lawry Mahon,** Victoria University, Vic, Australia			
02.00	**Parallel Session 6: Oral Presentations**			
	Stream 1	Stream 2	Stream 3	Stream 4
	Room 400.G.01	Room 400.G.02	Room 400.G.05	Room 400.G.07
	Chair: Jenene Burke	Chair: Marcelle Cacciattolo	Chair: Frances Van Tassell	Chair: Dianne Toe
	Australian professional standards for teachers: Exploring impact, implementation and ideological issues **Mary Gallagher,** Australian Catholic University, ACT, Australia	*Observable changes in teaching: Impact of in-Service training on teaching examined by lesson observation* **Anisa Saleh Al Maskari,** Muscat, Oman Abdulaziz Alomairi, Oman	*Purposeful strategies in a transformative world* **Jody Dontje**, The Help Nepal Appeal	*Teachers matter: Preparing innovative teachers* **Lynda Cavazos,** Texas A&M Corpus Christi, San Antonio, TX, USA
	Understanding the Influence of culturally reflexive contexts on teachers' engagement in professional development **Kay Livingston**, University of Glasgow, Scotland, UK **Gaele McFarlane**, University of Glasgow, Scotland, UK	*Learning to teach music within online spaces – the pre-service teacher experience* **Sara Warren**, Federation University Australia, Mt Helen, Vic, Australia	*ACTIFE - A didactic approach for inclusive teacher training programs to meet diversity* **Herald Hofmeijer,** University of Applied Sciences Amsterdam, Amsterdam, Netherlands	*Development and evaluation of the digital teaching competence from a transformative perspective* **Mercè Gisbert Cervera**, Universitat Rovira, Virgili, Tarragona, Spain José Luís Lázaro Cantabrana, Universitat Rovira, Virgili, Tarragona, Spain
	Responding to student diversity by teaching for inclusion **Anitra Goriss-Hunter,** Federation University Australia, Mt Helen, Vic, Australia **Jenene Burke**, Federation University Australia, Mt Helen, Vic, Australia	*Arts integration and teacher preparation* **Molly Zhou**, Dalton State College, Dalton, GA, USA	*Disruptive practice in Saudi EFL student teachers' learning to teach through flipped classroom and rehearsal: A grounded theory study* Mai Alfahid, Imam Mohammad Ibn Saud University, Saudi Arabia	*Preparing teachers to teach in the digital age. Where, what and how do student teachers learn?* **Louise Starkey,** Victoria University of Wellington, Wellington, New Zealand Anne Yates, Victoria University of Wellington, Wellington, New Zealand
03.30 - 4.00	**Closing Ceremony** Room 404.G.09 (Mercy Lecture Theatre) • Announcement of recipients of PhD poster competition • Closing Address • Announcement of location and theme for Sixth Biennial Meeting of WFATE 2020			

* Higher Degree and teacher education students are encouraged to join conference delegates

Programme Social: Thursday 12 July, starting from National Gallery of Victoria, Federation Square, Melbourne

An opportunity to visit art galleries, especially those that feature the work of children and young people. Tour hosts: Maxine Cooper and Maureen Ryan			
09.45	Meet at "Top Arts 2018" National Gallery of Victoria, Federation Square Melbourne. Top Arts showcases the exceptional work of secondary students who have completed Art or Studio Arts as part of their Victorian Certificate of Education. Comprising work selected from applicants across Victoria, the exhibition encompasses a range of media, including drawing, painting, printmaking, sculpture, digital and mixed media.	Top Arts 2018, National Gallery of Victoria, Federation Square Melbourne	Free entry
11.30	Then as a group we will walk across to Flinders Street Station to travel to Sunshine to visit Gallery Sunshine Everywhere. We will visit an exhibition of Primary School students' art work at Granary Cafe, 2 Devonshire Road Sunshine, as part of an exhibition by the Inspiring Kids to Create Primary Arts Programme: Meet Carmen Borg who coordinates Inspiring Kids to Create and Maureen Ryan, Director, Gallery Sunshine Everywhere. Lunch available at Granary Café Gallery.	Gallery Sunshine Everywhere exhibition	**Cost:** Return train fare Southern Cross to Footscray Station $AUD4.30; Free entry to Gallery: Purchase lunch at Granary Café. Please note: Participants will need to purchase a MYKI Card at Flinders Street station just before travel to Sunshine if they do not already have one.
02.00	Return by train to Flinders Street Station.		
03.00	Walk from Flinders St Station to National Gallery of Victoria: an opportunity the collection, special exhibitions and children's holiday events.	National Gallery of Victoria	**Cost:** Entry to National Gallery is variable and depends if you want to buy a ticket for particular exhibitions.
05.00	Galleries day complete, but if participants want to have dinner as a group we can go together to a restaurant in Southbank by the Yarra River	Dinner	

If you wish to take part in the social event, you can add your name to the sign-up sheet during the conference. Friends and family members are welcome to join in.

Abstracts

Day 1: Monday 9 July

Parallel Session 1
Stream 1: Oral Presentations

Invited Presentation: The sun shines outside schools and universities
Sub-theme: Social Justice, Inclusion and Diversity in Education

This paper will describe the work of Gallery Sunshine Everywhere, a small not for profit community based organization that shows the art work of kindergarten, primary school and secondary school students. Formality (through curated exhibitions, framing of the work, opening events) and accessibility (through coordination of exhibitions in a local coffee shop) are combined in acknowledgment of the needs and diversity of the suburban area in which Gallery Sunshine Everywhere works.

Within the broad sweep of Gallery Sunshine Everywhere activities and events, two will be chosen as case studies for this presentation. In one case study, the annual local Neighbour Day celebration will be discussed while in the other, the Words and Pictures project will be discussed. This latter project has brought together the words and pictures of local children and those from Sudan, China, India, Sri Lanka and the Solomon Islands in the books Gallery Sunshine Everywhere has produced.

Maureen Ryan, Victoria University, Melbourne, Australia
Maureen.Ryan@vu.edu.au

Teacher education in refuge environments: A multi-institutional collaborative approach to Teacher Education in Dadaab Refugee Camp, Kenya.
Sub-theme: Transformative Teacher Education

Dadaab Kenya is known as the world's largest protracted refugee camp, currently home to over 300,000 people, and at one point close to half of a million adults and children, some of whom have lived more than 20 years in the camps. In the Dadaab refugee camps there are presently 7 high schools and 23 primary schools. This is also the site where the first post-secondary teacher education program was offered to untrained teachers from the camps and the host community. A unique multi- institutional collaboration began in 2009 between The University of British Columbia, Canada; Moi University, Kenya, offering the first courses to those in the Secondary Teacher Education diploma program in 2014. This project was under the broader umbrella program, BHER: Borderless Higher Education for Refugees, housed out of York University's Center for Refuge Studies. http://dadaab.educ.ubc.ca/

Also in Dadaab, there are related research projects including the work of Dr. Cynthia Nicol and Dr. Karen Meyer - as they sought to better understand notions of living, learning and teaching in this particular refugee camp. http://lltd.educ.ubc.ca/ Ultimately, this research seeks to identify ways of improving learning and teaching in such environments.

The teacher education program was offered in two and three-year cycles, with students specializing in at least two curriculum areas within either the sciences or humanities. The courses were delivered in several formats: on-site face-to-face, on-line, and also a variety of blended courses with components of the two.

By the summer of 2018, about 90 students had graduated from the Moi University - UBC diploma, had continued teaching or in related fields, had gone onto pursue university degrees, and in some instances, began their own

schools. Follow-up surveys and interviews have provided insights to · student experiences in this program, and into how this program has impacted them, their lives, as well as their students and communities. We are just beginning to understand the ripple effect of program.

In November 2017, Jama Ahmed Mohamed, an alum who graduated from the Moi-University- UBC diploma in Teacher Education in 2016 while living in Dadaab Refugee Camp, opened a primary school in Kudhaa Somalia, his home town, where previously the children had no access to formal education. Today there are more than 800 girls and boys attending this new school. He and his team have launched a non- profit organization in Somalia, secured the use of former army buildings, and hired eight teachers.

This presentation will provide an overview of this program, and initial look at the impact and implications of this unique teacher education program. Teacher leadership, such as Jama's, is truly transformative for both the school and community. We have much still to learn. By continuing to investigate best practices for teaching in challenging environments and listening to those who are teaching and learning in the field, we hope to better inform future education programs, develop curriculum, and policies surrounding those most at risk, those living and teaching in emergency contexts.

Lorrie Miller, The University of British Columbia, Vancouver, BC, Canada
lorrie.miller@ubc.ca

Cynthia Nicol, The University of British Columbia, Vancouver, BC, Canada
cynthia.nicol@ubc.ca

Teaching peace, sustainability and global citizenship in a partnership school in Nepal.
Sub-theme: Social Justice, Inclusion and Diversity in Education

This research project, entitled 'Teaching peace, sustainability and global citizenship in a partnership school in Nepal', draws initially on the UNESCO Sustainable Development Goal #4: Quality Education. This education target was developed to ensure that by 2030, 'all learners acquire the knowledge and skills needed to promote sustainable development, … through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. This is a huge, complex, almost impossible task in the current political and economic context. Nevertheless, all children have the right to dignity, equality and fairness and a quality education.

For the purposes of this current presentation we relate sustainable development and global citizenship to experiences in initial teacher education in a partnership school in rural Nepal. The research question for this first stage of the project is 'How can an Australian partnership with a school in Nepal enhance students and Preservice teachers (PSTs) understandings, learning and teaching about peace, sustainability and global citizenship. The overseas part of the project was undertaken from 30.10.2017 to 19.11.2017. Funding for the Australian PSTs return travel to Nepal was through the New Colombo Plan and the funding for the research elements and Kate Peel's travel was through the Nancy Shelley Bequest Fund (NSBF). Kate Peel was a final year PST who had been to Nepal on the New Colombo Plan in October- November 2016 and had maintained an ongoing relationship with the principal and teachers at the school as well as the Sherpa family where we had accommodation.

This presentation will give an initial overview of the first stage of the project with some examples of the PSTs reflections on their experiences of learning and teaching about peace and sustainability in a culture very different from their own. The theoretical framework is based Bourdieu's ideas of structure and agency and social and cultural capital and will build on the idea of professional capital. The research methodology is qualitative involving a case study of a partnership between a School of Education in an Australian University and

a school in rural Nepal. Shared lesson plans and reflections by Preservice teachers on their lessons, including school student's narratives of peace and sustainability expressed in various ways such as by videos, story books and art work will be a part of the presentation.

Initial findings and future stages of the project will be discussed particularly in relation to commonalities and differences in ways of learning about peace, sustainability and global citizenship. One of the longer terms outcomes of the project is for the research findings and learning resources to be freely available to enhance the work of teachers in Nepal and in Australia.

Maxine Cooper, Federation University Australia, Australia
maxineclaire.cooper@gmail.com

Kate Peel, Briagolong Primary School, Briagolong, Australia
katepeel00@gmail.com

Carolyn Johnstone, Federation University Australia, Australia
c.johnstone@federation.edu.au

Parallel Session 1
Stream 2: Symposium

Transformative teacher education - Supporting teacher identity through design and making
Sub-theme: Transformative Teacher Education

The LBJ Institute for STEM Education & Research at Texas State University, a large Hispanic Serving Institution in the United States, proposes a three-paper symposium that explores approaches for the identity development of teachers by involving them in designing and "making" activities. The researchers will present transformative teacher preparation approaches that integrate design-based, making experiences for pre-service teachers that focus on teamwork, self-efficacy, communication, and identity formation.

The three presentations will include:

1.   Review of research in teacher preparation and professional identity development

2.   Transformative teacher preparation course redesign involving design and making

3.   Overview of digital fabrication projects effective in teacher preparation courses

Preliminary findings regarding the impact of "Maker Spaces", novel learning environments that utilize high and low technologies, will be presented. Quantitative and qualitative data from pre-service teachers in various courses will be presented. The insights gained from this research will enable local and global institutions to restructure design-based education preparation courses so as to enhance student teacher success by incorporating makerspace-based design projects. We propose a low cost and replicable approach to prepare technologically savvy teachers supported by a fundamental research foundation. This research work is funded by the National Science Foundation 2015-2018.

Araceli Martinez Ortiz. Texas State University, San Marcos, TX, USA
araceli@txstate.edu

Vedaraman Sriraman, Texas State University, San Marcos, TX, USA
vs04i@txstate.edu

Shaunna Smith, Texas State University, San Marcos, TX, USA
shaunna_smith@txstate.edu

How can teacher education courses prepare graduates to understand and appropriately respond to gifted students in their classrooms? Results from a longitudinal case study
Sub-theme: Pedagogy and curriculum

This presentation outlines the findings from a research project conducted over 7 years (2008-2014) with almost 600 pre-service teachers who completed an elective unit in gifted education at a major Australian university across both metropolitan and regional campuses. In Australia, most teachers enter the profession without having completed any dedicated undergraduate studies pertaining to gifted education, yet many go on to teach gifted students in either mainstream or specialised educational settings.

Research suggests that specific education relating to giftedness enhances attitudes and practices that are conducive to appropriate provisioning for gifted students (Fraser-Seeto, 2013; Geake & Gross, 2008; Lassig, 2009; Kronborg & Meyland, 2002; Plunkett 2000; Trowclair, 2013).

Introduced as an elective in 2008, 'Gifted Education' quickly became the most popular unit within the Faculty of Education at this university, with approximately 150 students completing it in most years. The undergraduate unit introduced students to the theory and practice underpinning appropriate educational responses to high ability or gifted students. The purpose of the unit was to provide a framework for students to understand giftedness and the practices associated with gifted education from a theoretical perspective, and through the assessment tasks to provide opportunities for both critically reflective appraisal and practical application of new understandings. The unit provided an overview of current conceptualisations relating to giftedness and gifted behaviour and outlined a range of pedagogical and curricular responses which have been found to be effective in meeting the specific educational and social needs of highly able students. a specific focus was the development of differentiated curricula suitable for engaging students of all ability levels and gifted students in particular. The main topics covered in the unit included: Attitudes towards and changing conception of giftedness; Characteristics and identification of giftedness; Underachieving gifted; Organisational provisions for gifted; Grouping and acceleration; Curricula provisions for gifted; Differentiation; Special gifted groups; and Social/Emotional aspect of giftedness.

Through pre and post testing using a validated survey instrument entitled Opinions about the Gifted and their Education Gagne & Nadeau, 1985), participants were able to record their attitudes and beliefs in relation to giftedness and gifted education both prior to beginning the unit and then again on completion of the unit. They also submitted written reflections on their survey results, providing a large quantity of qualitative data to add depth to the quantitative data from the surveys.

Pre-service teachers who participated in this project reported a significant growth in awareness of the challenges associated with giftedness, and were genuinely surprised at their limited understanding of the needs of gifted students at the start of their course. Respondents particularly highlighted the value of an informed understanding about the challenges associated with teaching gifted students, with the vast majority strongly recommending gifted education as a compulsory part of all teacher education programs. This presentation will highlight the areas where attitudes underwent significant change and outline some of the benefits and challenges associated with confronting the complexities of gifted education at the pre-service level.

Margaret Plunkett, Federation University Australia, Churchill, Australia
margaret.plunkett@federation.edu.au

Leonie Kronborg, Monash University, Australia
leonie.kronborg@monash.edu

Advancing equity to transform teaching: Connecting across contexts
Sub-theme: Transformative Teacher Education

Transformative teacher education occurs at all stages of the teaching continuum. Each stage influences the others. Novice educators often bring new ideas to the local contexts that may then transform teacher education for the novice and veteran alike. As well, veteran educators with professional development and experience serve to transform education and often support formally or informally the novice teachers' transformation in further learning to teach.

This presentation stems from the meta-syntheses of three original research studies pertaining to further understanding induction needs if novice teachers within and across local contexts. The purpose of these three separate studies and the subsequent meta-analysis is to better meet the needs of novice teachers in the induction period as to inform their teacher education programs to transform teacher education that advances equity and connectivity across contexts.

The three research studies employed a multiple case study methodology and were constructively derived as follows: (1) Dissertation of 4 in-depth case studies of novice teachers, each within a unique local context; (2) Induction Program Development and Needs Assessment for a P-12 public school district involving 18 teachers new to the district of which 12 were novice teachers; (3) Higher Education Teacher Education interview and survey of 38 P-12 educators.

Data triangulation of the three research studies served to identify, enhance, and confirm common themes and sub-themes across cases and local contexts. Findings suggest theoretical and practical applications relevant to improving induction efforts as well as and in connection to teacher education programs. Such findings may have further implications that extend to and from global contexts to further connectivity that transforms teacher education.

Sandra Hardy taught for over 20 years in the public school system. She was primarily a special education teacher with additional licensure in language arts, social sciences, and elementary education, as well as education administration. Dr. Hardy taught all ages from two years of age in pre-school through adults in graduate school classes. For the past 19 years she has been an active member in the Association of Teacher Educators (ATE) where she serves on committees and commissions. Her most recent work with the Commission on the Classroom Teacher as Associated Teacher Educators led to the Commission publishing three works, which Dr. Hardy co-edited and served as a chapter author and co-author: Teacher to Teacher Mentality; Dynamic Principles of Professional Development; and Redefining Teacher Preparation. Most recently, Dr. Hardy was nominated into the Leadership Academy for ATE. She also continues to serve as Vice President to the Board of Directors for the Science Centre of Southern Illinois as well as program and staff developer. Dr. Hardy's research interests include induction, program development and evaluation, and advancing equity in education.

Sandra L. Hardy, Hardy Education Resources, Illinois, USA
Hardyeducation@aol.com

Teaching as a profession: Implementing partnerships to support diversity in teacher education
Sub-theme: Social Justice, Inclusion and Diversity in Education

This presentation will describe how the University of Houston-Clear Lake (UHCL) in the southwest area of the United States is meeting the challenges of serving the growing Hispanic population and creating opportunities for Hispanic students to explore teaching as a profession. Many higher education institutions are challenged with educating an increase in minority populations. In the southwest area of the United States, the growth of the Hispanic population has established the need for universities and colleges to seek ways to best serve this population. Yet the percentage of Hispanics earning bachelor's degrees is significantly less than the percentage of Anglo and Asian Americans (Brown, Santiago, & Lopez, 2003; Maton, Hrabowski, & Schmitt, 2000; Miller & Garcia, 2004; Santos Jr. & Santos, 2003).

For higher education institutions, this presents many challenges but also great opportunities. The challenges include meeting the various needs of these students within the constructs of the university setting. Yet many opportunities also present themselves including the prospect of meeting the ever-growing need for bilingual teachers to serve public school students in Texas for whom English is their second language. The growth in the Hispanic population, in general, necessitates an increase in Hispanic teachers to be role models for the school children. To address the challenge of producing effective classroom teachers to meet the need for bilingual public-school teachers, a collaborative partnership between UHCL, four area public school districts involving six high schools, four local community colleges, non-profit organizations, and several businesses was formed.

The collaborative connections between public schools, community colleges, and UHCL create a shared vision of encouraging diverse and capable students to overcome challenges, graduate from high school, prepare to become highly effective teachers for area schools, and become role models for their communities. Prospective students are recruited from both the area high schools and community colleges through this collaborative partnership. The goals are met by providing scholarships, academic advising, professional training, mentoring, and several field experiences. With the support systems in place, the students graduating from the university enter the teaching profession fully prepared to effectively serve the students of today.

UHCL graduates travel full circle by giving back as they enter a highly rewarding teaching career, become strong role models in the public schools, and serve as mentors for incoming UHCL students hoping to become teachers. UHCL graduates become leaders, positively impacting their communities by helping others realize that a college degree is possible and obtainable. UHCL is, thereby upholding the important mission of serving as a student-centered, community minded, partnership-oriented university to enhance the educational, economic, and cultural environment of the region with a commitment to community engagement through partnerships with educational institutions, businesses, government agencies, and non-profit organisations.

Dr Browning has worked in education for 47 years as a teacher, district curriculum writer, state education specialist, program coordinator, professional developer, educational consultant, and university professor. She has conducted professional development in public, private and charter school settings as well as institutions of higher education for over 35 years. She holds a Ph.D. from the University of the Incarnate Word and is an Associate Professor at the University of Houston Clear Lake where she teaches both undergraduate and graduate courses. She has taught or mentored over 2500 teachers through public school leadership roles, courses taught, and professional development presentations.

Sandra Browning, University of Houston - Clear Lake, League City, TX, USA
browning@uhcl.edu

Points to consider when having conversations about equity, social justice and education
Sub-theme: Social Justice, Inclusion and Diversity in Education

One of our roles as teacher educators is to prepare our preservice teachers to have conversations with parents, stakeholders and media who oppose their position on equity and social justice. The definition of these terms is not definitive and conversations become arguments very quickly. We will share suggestions to help us as teacher educators and our preservice teachers prevent conversations from escalating to volatile arguments. It is our goal to prepare educators that know education is important for all learners regardless of the students they serve. All students have the right and all teachers have the responsibility to move all learners forward, regardless of their challenges.

The following ten key points will be discussed with examples of how to work with your teacher educators.

1.   Know your talking points.

2.   Listen to the question.

3.   Look for shared values.

4.   Show your passion.

5.   Try not to argue.

6.   Avoid language that might be misunderstood.

7.   Try not to assign blame.

8.   Do not overwhelm with research.

9.   Anticipate questions and rehearse your responses.

10.   Try not to take the criticism personally.

After exploring the key points, we will discuss the definitions of relevant terms and ask participants to share how they deal with these issues. We will look at the different perspectives and how issues are treated in different counties.

During the disasters that have plagued both the United States and world this year a newscaster said, "These are all hands-on deck moments." We saw pictures of people helping people regardless of any of the barriers the individuals might have previously held. I believe that improving teacher education and ultimately student learning across the world is now an 'all hands on deck' moment. It will require us to have honest conversations with people of all beliefs and backgrounds. We must work together and prepare our teacher educators for these critical conversations. We will succeed together regardless of our political leaning, countries and positions because we must believe in high quality teaching and learning every day for each and every learner.

Connie S. Schrock, Emporia State University, Emporia, KS, USA
cschrock@emporia.edu

Teacher candidates leading for change: Transformative leadership practices for students and communities.
Sub-theme: Transformative Teacher Education

This paper presents a critical analysis and discussion of English as Second Language (ESL) teacher candidates' transformative learning and development of professional leadership skills. The paper supports the conference theme of Transformative Education by examining the particular ways in which a co-curricular teacher preparation program serves as a unique model to recruit, support, and graduate aspiring teachers to work with English language learners in the U.S. The presentation and analysis focus on the distinctive program design and its relation to features of U.S. professional standards for teacher preparation, and an examination of the leadership projects that teacher candidates designed and implemented in communities locally and globally.

This research is premised on socio-constructivist notions that transformative education requires learners to identify, critically reflect, and then act upon an object of knowledge and particular ways of being (Freire, 1987). Accordingly, learners experience significant shifts in individual behavior or consciousness (Mezirow, 1996), but that these occur through human interactions, especially with aspects of social justice and equity (Garde-Hansen & Calvert, 2004, Taylor & Granton, 2012).

As the number of English language learners in the local school district reaches 25%, compared to national average of 9.4% (NCES, 2017), we face increased pressure to prepare future teachers and ensure their readiness. This necessitates not only creating meaningful opportunities for candidates to meet the standards for classroom and content instruction, including knowledge of language and culture, skills in planning, delivering instruction and conducting assessment, but also ensuring that candidates are prepared as professional agents of change and educational leaders.

Specifically, ESL teacher candidates are required by the Teaching English to Speakers of Other Languages (TESOL) Professional Standards to demonstrate ability to "work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families." (p. 63). In addition, teacher candidates must demonstrate that they know how to build partnerships, serve as a community resource and understand how public issues impact the education of English learners. However, designing and providing occasion for candidates to develop leadership skills, within the scope of traditional academic professional programs, is not without challenge.

The discussion focuses on the scope and design of candidate's leadership project produced as part of the co-curricular program requirements. These community engaged projects, designed as high impact practices (Ku, 2008) provided mutually beneficial learning experiences for the candidate teachers and the students, families and community partners (Rameley, 2000) with whom they engaged. The leadership projects ranged from the organization of events and services to support K-12 students and their families in the U.S. and abroad, to the design and implementation of co-curricular activities in schools, including multiliteracies, athletics, and tutoring. We present video examples of candidates' presentations on their leadership projects illustrating their critical reflections and transformative learning. We invite audience discussion about how through these experiences candidates experienced significant shifts in their understanding of social issues, especially with regards to diversity, power relations, and self-consciousness about their place and role as change agents.

Dr Deborah Romero serves as faculty director of Community and Civic Engagement at the University of Northern Colorado (UNC), and professor of Culturally and Linguistically Diverse Education. She has over 25 years' experience across K-12 and higher education in the U.S. and abroad. Romero's engaged scholarship agenda focuses on collaborations with in service teachers, teacher candidates, and culturally and linguistically diverse immigrant communities, supporting and understanding multilingualism, literacies and identity development,

and the scholarship of engagement. She has published peer reviewed scholarly articles and book chapters in both English and Spanish.

Dr Aldo Romero serves as Director of the Cumbres Teacher Preparation program in the College of Education and Behavioral Sciences since 2014. Previously, he was assistant director for 7 years. During his 20-year career in higher education, he has assumed many diverse leadership positions at the University of California at Santa Barbara (UCSB), the Universidad Autonoma de Queretaro (UAQ), as well as leadership roles in city, state and federal government agencies in Mexico. He initiated and leads collaboration through partnerships with external stakeholders, including school districts, superintendents, and school administrators to provide applied learning and career opportunities for graduates.

Deborah Romero, University of Northern Colorado, Greeley, USA
deborah.romero@unco.edu

Aldo Romero, University of Northern Colorado, Greeley, USA
aldo.romero@unco.edu

Situated cognition and teachers' professional development: Towards a continuous improvement model for teacher empowerment and competency development through workplace learning
Sub-theme: Pedagogy and Curriculum

Situated cognition contributes to a growing body of research in human sciences that explores the situated character of human understanding. It takes as its focus the relationship between learning and the social situations in which it occurs. Although this theory has changed our approach towards how learning happens and how training should be conducted, but its potential for professional development of teachers remains unexplored. Hence, this study aims initially at arguing and justifying the implications of this theory for teachers' development in order to put forward a prescriptive model for that purpose. According to the related literature, situated cognition may denote the following implications for professional development of teachers: workplace authentic learning, continuous improvement, teachers' empowerment, and gradual competency development. Hence, the following model is prescribed to meet the aforementioned implications: Onboarding (when self-awareness and context awareness should be fostered among would-be teachers), Gradual Ascension (when amenable PDPs should be adopted to help teachers move from a novice actor to an expert practitioner), and off-boarding (when now expert teachers mainly focus on mentoring the new and developing teachers). This model deems professional development as a continuous improvement process which should cover the whole life cycle of a teacher, so Dryfus continuum of competence development (novice, advanced beginner, competent, professional, expert) underlies the developmental nature of the model as well. Additionally, various learning strategies are suggested at each level which focus mainly on authentic workplace contexts and consider learning as enculturation. Methodologically, the study may be deemed as theoretical inquiry as it aims at developing a new conceptual model for planning teacher education curricula. To gather data, the researcher focuses on years of experience in teacher education and receives input from other seasoned teacher educators to modify and develop the final version.

Saeid Safaei Movahhed, University of Tehran, Tehran, Iran
safaei.movahhed@ut.ac.ir

Transforming classroom behaviour management courses in teacher education

Sub theme: Transformative Teacher Education

Australian initial teacher education (ITE) graduates are expected to enter the profession as classroom ready teachers (Teacher Education Ministerial Advisory Group, 2014) with the knowledge and practical skills to design, instruct and organise effective student learning within supportive and safe learning environments (AITSL, 2017). Classroom behaviour management is a designated priority area for ITE programs in Australia and can impact on pre-service teachers' confidence to teach, and on the quality of the students' learning.

However, research has indicated that many pre-service teachers do not feel prepared for managing the demands of student behaviours (Freeman, Simonsen, Briere, & MacSuga-Gage, 2013) and teachers have reported difficultly in managing the prevalence of frequent low-level disruptive behaviours in classrooms (Sullivan, Johnson, Owens, & Conway, 2014). This paper proposes an evidence-based approach to transform classroom behaviour management for teacher education that is intended to impact subsequently on student learning.

The Australian Professional Standards for Teachers (APST), when considered collectively, challenge the perceived aim of classroom behaviour management beyond the teacher maintaining acceptable standards of behaviour and call for a more democratic approach to creating environments for learning. Recommendations in the United Kingdom proposed the "3Rs of the behaviour curriculum" (Bennett, 2016, p. 5) to prepare pre-service teachers in classroom behaviour management through teachers developing: Routines, Relationships and Response strategies. Yet, it is argued that there is a serious omission that represented the fourth R: teaching students to take Responsibility for their learning. Similarly, the United States Council on Teacher Quality (NCTQ) identified five key strategies for effective classroom management that include: rules, routines, praise, consequences for misbehaviour and active student engagement (Greenberg, McKee, & Walsh, 2013). Once again, the ideal of students sharing the responsibility for their learning with their teachers was not included as a future priority and yet is supported by research.

This paper presents a course design to equip pre-service teachers early in their ITE program with practices for effective classroom behaviour management. This comprehensive approach focuses on preparing pre-service teachers to be classroom ready and committed teachers, through their development of knowledge and skills to: (1) promote pro-social behaviours that empower students to take responsibility for their learning and behaviour; (2) build rapport with students through being a relational teacher; (3) establish classroom expectations and procedures; (4) acknowledge productive behaviours, and redirect and correct for low-level unproductive behaviours; and (5) recognise the causes of and respond to challenging behaviours.

Australian Institute for Teaching and School Leadership (AITSL). (2017). Australian Professional Standards for Teachers. Retrieved from: http:// www.aitsl.edu.au/australian-profession-astlandards-for-teachers.

Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2013). Pre-Service Teacher Training in Classroom Management: A review of state accreditation policy and teacher preparation programs. Teacher Education and Special Education, 37(2), 106-120. doi:10.1177/0888406413507002

Greenberg, J., McKee, A., & Walsh, K. (2013). Teacher prep review: A review of the nation's teacher preparation programs. Washington, DC: National Council on Teacher Quality (NCTQ).

Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom. Australian Journal of Teacher Education, 39(6), 43-56. doi:10.14221/ajte.2014v39n6.6

Teacher Education Ministerial Advisory Group. (2014). Action now: Classroom ready teachers. Retrieved from: https://docs.educat ion.gov.au/ system/files/ doc/other/ action now classroom ready teachers accessible.pdf.

Karen Peel has extensive experience in curriculum design and implementation of practices for effective teaching and learning. Most recently, drawing on her research, Karen has designed and led course teaching teams in the area of Classroom Behaviour Management to contribute to pre-service teachers developing classroom readiness and meeting the AITSL Graduate Standards (Australian Professional Standards for Teachers.) As an experienced scholar in this field, she ensures that research and theory underpin practical approaches to teaching and learning. Karen has contributed scholarship to improve understanding about pedagogy for teachers' professional learning related to promoting students' self-regulated learning within supportive learning environments.

Karen Peel, University of Southern Queensland, Toowoomba, Australia
karen.peel@usq.edu.au

Parallel Session 2
Stream 3: Oral Presentations

Partnering on state, district, university, school and teacher levels
Sub-theme: Policy and Partnerships in Teacher Education

Administrators and faculty from a large school district in the Southwestern United States, two institutions of higher education, and a college of education collaborated to develop a program that supports beginning K-12 teachers and the teacher leaders who volunteered to serve as coaches for the beginning teachers. This paper examines the potential for professional growth of beginning teachers when they engage in a partnership of continuous dialogue and reflection on teaching practice. The program is made possible through a state department of education grant to support teacher retention and teacher leaders.

Teachers leave schools not students. Research indicates that the dramatic increase in teacher turnover can be attributed to three major factors: leadership, collegial relationships, and school culture (Johnson, et.al., 2012, Ladd, 2011). Ashkanasy et. al., (2011) found that teachers placed in schools with positive climates (e.g., strong professional collegial environments, supportive leadership) were more likely to decide to stay in teaching. The National Center for Education Statistics (NCES), 2011), suggests the following ways to solve the problem of teacher turnover. This paper addresses directly two of these suggestions.

1. Stop the flow of teachers from the profession,

2. Keep teachers in their schools and the profession with the support of mentoring and ongoing professional development by their teaching peers,

3. Maintain communication between school districts and teacher preparation programs, and

4. Recognize teacher importance and a teacher's contributions to society through incentives.

Since there is no quick fix to learning to teach, beginning teachers need focused, ongoing professional development through a highly structured process of practice, documented feedback, and reflection on their performance as teachers. This partnership targeted the new teachers' immediate needs whether in planning or in being able to implement instructional methods that address the variety of individuals in their classrooms, or in evaluating student learning.

Participants

One hundred eight-seven beginning teachers participated in this partnership. Through a series of seminars, classroom coaching visits, focus groups, and online communication the teachers were able to experience timely and critical support for current classroom issues and instruction. During ongoing attention to their professional

practice by teacher leaders, supervisors and college faculty, the beginning teachers' instructional knowledge and skills grew exponentially.

Twenty experienced teachers served as teacher leaders for the beginning teacher group. These teacher leaders had frequently served as cooperating teachers and as university supervisors for teacher education candidates. Each teacher leader supported a small group of beginning teachers with like teaching assignments. The support was in the form of face-to -face small group and individual meetings, classroom coaching and web-based observations of practice.

Methodology

Data were collected from questionnaires directed toward perceptions of professional growth by participants to include pre-and post-documentation of level of concerns. New teachers posted videos of their teaching to other members of their small group and to their mentor coaches. Feedback from these videos was reviewed to ascertain growth in teaching practices.

Linda F. Quinn, University of Nevada, Las Vegas, USA
linda.quinn@unlv.edu

Lois Paretti, University of Nevada, Las Vegas, USA
lois.paretti@unlv.edu

Jane McCarthy, University of Nevada, Las Vegas, USA
Jane.mccarthy@unlv.edu

Karen Grove, University of Nevada, Las Vegas, USA
grove@unlv.nevada.edu

Pathways to partnerships: The story of an interdisciplinary university service project with habitat for humanity
Sub-theme: Policy and Partnerships in Teacher Education

Early experiences with literature within the home are imperative for children (de Jong, 1998; Fives, 2016; Leseman & Jong, 1998; Skwarchuk, Sowinski, LeFevre, 2014; Su, Peyre, Song, Mcride, Tardiff, & Shu, 2017). Early exposure to reading is an indicator for overall success in school and nurtures a love for reading that extends beyond the classroom into adulthood. Sadly, not all children have access to books in the home.

Seeking ways to bring books into the homes of young children was the inspiration for a service-learning project within a College of Education in Texas. This vision resulted in an interdisciplinary service-learning project, including professors of Reading, Social Studies, and Library Science; undergraduate, graduate and alumni students; teacher candidates and school librarian candidates; Habitat for Humanity, and local community partners. This presentation articulates the project's journey, including the imperative need for the integration of service¬ learning within university settings, and the power of committed community partnerships. The presenters hope participants will be inspired to lead and implement similar service-learning opportunities and partnership coalitions within their own courses, colleges, and communities.

Service-learning, as a pedagogical approach, echoes the work of Dewey (1916; 1938) through the intentional marriage of learning and community service. As a form of experiential learning, service-learning offers layered opportunities for learners to deepen knowledge, providing meaningful connections that move beyond the confines of a university course. Such experiences aid in the cultivation of citizens who are critical and reflective thinkers, and civically responsive (Lin & Bates, 2015).

In the context of teacher education, service-learning is an invaluable tool in bridging the gap between theory and practice (Lin & Bates, 2015). This linkage is deepened through action, as addressed in the fulfilment of the service project. This demonstrates what Kincheloe (2005) denotes as praxis, "the complex combination of theory and practice resulting in informed action" (p.110). In this sense, service-learning can, potentially, provide experiences that empower teacher candidates and their students to become agents of change within their communities.

Deeply embedded partnerships provide the most powerful service learning experiences. Rich community partnerships are imperative to universities bridging learning to the real-world application of engaged citizenship. The Association of Teacher Educators (2008) promotes collaboration as a required focus of teacher education programs in the United States, "Accomplished teacher educators adopt a collaborative approach to teacher education that involves a variety of stakeholders (e.g., universities, schools, families, communities, foundations, businesses, and museums) in teaching and learning" (p.6).

This presentation links directly to the WFATE conference theme as it strongly brings together a community of stakeholders committed to making a difference in the learning of children and the guardianship of those requiring support within our communities. More specifically, the presenters share a powerful example of a pedagogical model that created an authentic partnership with the international organization, Habitat for Humanity, which created unforeseen ripples throughout the community. Our goal is to begin a conversation that inspires others to create impactful partnerships within their own teaching contexts in order to build global communities linked to teacher education.

Sheila Baker

Dr. Sheila Baker is an Assistant Professor and Program Coordinator of the School Library and Information Science program in the College of Education at the University of Houston-Clear Lake in Houston, Texas. Having taught for over twenty years in public schools, she currently empowers teachers and pre-service school librarian candidates to expand their knowledge of information and digital literacies. In a world where many borders and barriers to worldwide information have been virtually eliminated, she teaches students how to connect with others for the purpose of seeding acceptance, inclusion, and the nurturing of global citizens.

Debby Shulsky

As a social studies educator of over twenty years, University Houston-Clear Lake Associate Professor, Dr. Debby Shulsky designs learning experiences for EC-12 undergraduate teacher candidates to explore pedagogies that cultivate the essential literacies and habits of mind required of critically-engaged global citizens. Based in social justice, her body of work illuminates practical classroom strategies that empower young learners to see themselves as change agents, readied to take critically informed action in their communities and the world at large.

Sheila F. Baker, University of Houston-Clear Lake, Houston, TX, USA
bakers@uhcl.edu

Debbie Shulsky, University of Houston-Clear Lake, Houston, TX, USA
shulsky@uhcl.edu

A cross-national study of teacher professional standards: Reflective practice as regulation and transformation

Sub-theme: Transformative Teacher Education

Teacher reflection has seen as having transformative potential in creating new educational experiences for students (Dewey, 1916). Yet reflective practice is a mandatory skill within many educational jurisdictions. This presentation is concerned with the construction of reflective practice within the teacher professional standards of six countries.

Taking as its focus the contemporary phenomenon of the inclusion of reflective practice in the national teacher standards in a range of countries, the presentation analyses the standards of Australia, England, New Zealand, Scotland, Singapore and the United States of America (USA). It documents the various ways in which reflective practice is characterised by their policy makers, showing the theoretical and everyday elements evident in these constructions of reflective practice.

Presenting our analysis in the context of the current discussion about both standards and reflective practice, we propose that standards documents written by policy makers present a range of perspectives on reflective practice, which can be analysed and interpreted. For us any productive definition of reflective practice must include ideas about thoughtful analysis of experience and consideration of multiple perspectives leading to improved action; and it must also include exploration of personal and social values without which judgement and action can lack direction .

We are concerned to ask whether some professional standards documents are more helpful than others in terms of guiding teachers towards what research and theory tell us about the potential of reflective practice to encourage teachers to engage with issues relating to the social, moral, political, and ethical purposes of teaching.

The method in this investigation was to undertake a Thematic Analysis approach (Braun & Clarke, 2006) to explore the way in which reflective practice was constructed within each document. Coding and theme development was deductive, based on latent concepts and assumptions underpinning the data (Braun & Clarke, 2006).

Our findings indicated that there is a tension in mandatory standards documents between the expectation that teachers are to be encouraged to be critically aware of teaching practices and the standards' purposes as documents of regulation. That is while the standards promote critical reflection they rarely suggest that teachers be reflective about the larger socio-political aspects of schooling and education systems.

Josephine Ryan, Australian Catholic University, Melbourne campus, Australia
jo.ryan@acu.edu.au

Kathryn Glasswell, Department of Reading, California State University, Fullerton, CA, USA
kglasswell@Exchange.FULLERTON.EDU

Revisiting the role of practicum in bridging the gap between theory and practice in ITE
Sub-theme: Transformative Teacher Education

This paper looks at the theory and practice in initial teacher education (ITE) and the role of practicum, based upon an international literature review and the experience of practicum at the University of Minho, Portugal. A look at existing international literature reveals that the location, length and focus of the so-called practice (which is largely viewed as the practice teaching component of ITE) varies according to the philosophy of the programme and the contexts in which it occurs. Practicum is seen as a key component of the ITE curriculum but it is marked by ambiguity and diversity. A recent survey conducted in Portugal, after the implementation of the new legal framework as a result of the Bologna process, focusing on practicum or professional practice indicates that the most problematic aspects relate to the lack of articulation of the different modules and their connection to professional practice at school, lack of time to design and implement the pedagogical project, lack of coordination amongst the teacher educators involved in the professional practice, and inadequate modes of assessment within each module (Vieira, 2014). Despite this, the practicum is largely viewed by student teachers as the most meaningful experience in their ITE programme in terms of professional learning through which the articulation of theory and practice is seen to take place. The opportunity the practicum offers makes it possible for student teachers to get to know the 'real world' of schools and classrooms and what it means to interact with students, their problems and challenges. Although there is consensus concerning the vital importance of teaching practice in the process of learning to teach, there is less agreement with regard to its aims, the approaches to education and professional training underpinning it, the strategies and professional competencies to be developed, the role of the various key players, and the location and articulation of teaching practice with regard to other components of the ITE curriculum. However, simply considering location of practice as being confined to schools is not sufficient when it comes to going beyond the so-called theoretical knowledge. A different understanding and role of practice within ITE is needed which may be fostered by an emphasis on the research orientation. In fact, the research dimension has been identified as a way of moving beyond the theory-practice divide in ITE curriculum programmes.

Maria Assunção Flores, University of Minho, Minho, Portugal
aflores@ie.uminho.pt

Identifying placement challenges through the use of shadowed data: What can we learn from administrator perspectives of student professional experience?
Sub-theme: Social Justice, Inclusion and Diversity in Education

Realising the benefits of professional experience placements can often come at a cost to students. However, students' desires to be seen as professional can lead them to keep their personal circumstances as private as possible, which has implications for administrators' ability to provide the level of support that may be needed by students. Recent research has attempted to uncover the impacts of placements on student wellbeing through the use of online surveys and focus groups, however, it is possible that those experiencing the most difficulties combining practicum and their other caring, study and paid work responsibilities may be least able to participate in research about their experiences. This paper explores the perceptions of faculty involved in the administration of practical experiences to access shadowed data that is likely only known to those involved in the administration of placements. Their intimate experiences also have the potential to identify interventions that could be useful for addressing these challenges. At the invitation of the President and Secretary, a workshop was conducted session at the 2016 nation al conference of the National Association of Field Experience Administrators. Forty-eight placement administrators from Australian and New Zealand universities participated in the workshop

which was designed to provide insight into difficulties experienced by students and the types of institutional support available and required.

Administrators identified that students participating in a placement often experience a mismatch between their expectations of the role and the realities of practice. They also confirmed prior research that students find the amount of knowledge and the speed with which it must be acquired for their placements to be overwhelming and a further contributor to these mismatched or conflicting expectations between the student, placement location, and university. Some staff commentary was also made on poor behaviour by students, who, they believed, had the capacity to reflect poorly on the university and to impact the relationship between the university and the placement workplace. These included a lack of appropriate professional etiquette displayed by some of the student cohorts while participating in placement activities.

The relationship between the placement location and university was identified as critical to the success of a student's professional experience, without which, expectations, support, and intended outcomes may not be achieved. For example, administrators identified that some workplaces did not provide a high- quality learning experience for participants and the opportunity to practice what they have learned in university in the workplace. This is particularly problematic for disciplines such as education, where the role is highly reliant on developing skills, confidence, and capability in the practical application of university knowledge. In addition to creating an environment which is not conducive to learning, the administrators highlighted the impacts on student self-confidence, self-efficacy and feelings of worth and value within the workplace which is supported in the literature. Placement administrative matters which may impact the student placement were also emphasised as they impacted on both the student and administrator in varying ways. Administrators also argued that placement preparation is equally important for supervisors and workplaces to ensure that the expectations of all parties are clear, understood, and supported. Ensuring that all stakeholders are clear on the expectations for the placement and have received appropriate training and support, will create a better synergy between the different expectations, and increase the likelihood of ensuring the work provided is at a standard suitable for the student based on their level of knowledge and stage of study. Each of the issues and strategies discussed by the administrators can be seen as universal issues impacting work-integrated learning practices across disciplines. The key factors highlighted through administrator perspectives have particular implications for education who rely on professional experience as a core and integral part of the initial teacher education process and ways that current practice may serve to exclude those most in need of support.

Deanna Grant-Smith, Queensland University of Technology, Brisbane, Australia
deanna.grantsmith@qut.edu.au

Jenna Gillett-Swan, Queensland University of Technology, Brisbane, Australia
jenna.gillettswan@qut.edu.au

Investigating final year preservice teachers' professional experience in alliance and non-alliance schools at Deakin University

Sub-theme: Social Justice, Inclusion and Diversity in Education

The School of Education at Deakin University has developed an innovative model of supporting preservice teachers in schools while building enduring partnerships between the university and our school communities. The three teaching academies in Melbourne, Geelong and Warrnambool in Victoria, Australia are comprised of clusters of up to 10 schools (Alliances) including primary, secondary and special schools. A site director, employed as an academic staff member by Deakin University, works as a boundary crosser in each the 12 alliances to support mentor teachers, foster shared projects, and support preservice teachers though inductions, visits and unique learning conversations known as assessment circles. Assessment circles bring Preservice teachers (PSTs), school mentors, school leaders and academics together from across the Alliance to support PSTs to unpack some of their experiences on placement and make connections to the graduate Australian Professional Standards of Teaching (APST) (AITSL, 2011}. Assessment circles foster rich conversations about the work of teachers and support meaningful reflection by all participants about student learning in a range of different contexts.

At the end of 2017, we invited all completing PSTs in 11 Initial teacher education courses at Deakin University to complete a survey of about their experiences on professional placements during their final year of their teacher education course. The survey explored aspects of their relationship with mentors, opportunities for reflection, preparation for the workforce and their understanding of the graduate teaching standards. In addition, survey participants were invited to take part in follow up interviews. The aim of the study was to compare the experiences of the PSTS who had been placed in Alliance schools with the experiences of PSTs who were placed in Non-Alliance schools. Both Alliance and Non-Alliance PSTs were visited by Deakin staff members and supported by staff in the Professional Experience Office.

This paper will share the findings from this study. Overall, PSTs were very positive about their experiences on their placement regardless of the Alliance status of their school. Differences were observed in the level of perceived support and their capacity to unpack and apply the APST to reflect on teaching and learning. This focused research project provides us with an opportunity to reflect on the impact of an enhanced professional placement model and how this theoretical framework can transform professional experience in close partnerships with schools. In addition, we will reflect on the implications of this study for the positioning of Professional Experience in Initial Teacher Education in terms of current trends and government policy.

Dianne Toe, Deakin University, Geelong Waurn Ponds, Victoria, Australia
dtoe@deakin.edu.au

Christine Ure, Deakin University, Victoria, Australia
c.ure@deakin.edu.au

Damian Blake, Deakin University, Victoria, Australia
damian.blake@deakin.edu.au

Day 2: Tuesday 10 July

Parallel Session 3
Stream 1: Oral Presentations

The "Perfect Score": The burden of educational elitism on Children in out-of-home care
Sub-theme: Social Justice, Inclusion and Diversity in Education

The Australian school year extends from late January to December. Every December witnesses a minor media frenzy focused on students and schools that have produced the most outstanding results in the final year of secondary education (Year 12), as measured by their tertiary entry scores. This annual spotlight on elite performance by individuals and institutions promotes and perpetuates a narrow perception of the value of such statistical achievement as a measure of education, intellectual character, and academic potential. It also perpetuates an exclusionary elitism that leaves disadvantaged students, and the schools they attend, effectively stigmatized by their apparent inability to achieve at such levels of excellence.

Various disadvantaged groups benefit from equalising processes built into the senior-year system, but two groups have been conspicuously omitted from those processes: children in, or recently discharged from, out-of-home care, and adults whose childhood was spent in such care. Neither qualifies per se as an "equity" group. The percentage of successful completion of secondary school and subsequent progress on to higher education by care-leavers is among the lowest of any group in Australia -and worldwide -and those who go on to complete postgraduate studies comprise vanishingly small numbers.

In this paper we argue that a significant contributory factor in these academic lacks and comparative failures of children in care and care-leavers is the elitist ethos embraced by the education system at senior secondary level and legitimised by the media. As a dual case study we analyse media reportage of final secondary results for a given year, juxtaposed with the experiences of a number of care- leavers currently attending a regional university, as gleaned from in-depth interviews and enrolment data-analysis. These accounts consistently affirm an array of systemic and cultural obstacles to the successful pursuit of their education.

Jacqueline Z Wilson, Federation University Australia, Ballarat, Australia
jz.wilson@federation.edu.au

Andrew Harvey, La Trobe University, Australia
Andrew.Harvey@latrobe.edu.au

Pearl Goodwin-Burns, Federation University Australia, Ballarat, Australia
p.goodwin-burns@federation.edu.au

Helping people stay in teaching": A BRiTE approach to building teacher resilience in Australia
Sub-theme: Transformative Teacher Education

Teacher resilience research has flourished over the past 15 years and interest in supporting teacher resilience has increased as the teaching profession, governments, teacher educators and researchers have shared concern about teacher wellbeing (Fleming, Mackrain & LeBuffe, 2013)[1], quality teacher retention (Gu & Day, 2013)[2], and teacher commitment (Fransson & Frelin, 2016)[3]. While much of the existing research has been focused on practicing teachers there is emerging evidence that resilience related skills and strategies can be enhanced during pre-service teacher education (authors, in press). This paper describes a unique and transformative approach to supporting the resilience of teacher education candidates.

The Building Resilience in Teacher Education (BRiTE) project (authors, 2016a) aimed to help pre-service teachers build awareness of the skills and practices that will support resilience in their teaching career. Five online learning modules were developed: Building resilience, Relationships, Wellbeing, Taking Initiative and Emotions (www.brite.edu.au). The content of the modules was informed by an evidence based conceptual framework and latest research in the field (authors, 2016b). The structure of the modules was developed to maximize user engagement through a range of interactive activities, alignment with professional resources, connections to latest research and personalization through self-quizzes and development of a personal resilience toolkit.

Since being launched in 2015, the BRiTE modules have had over 5,000 users and are being widely used across Australia. Three studies have investigated the perceived impact of the modules, with initial highly positive evaluations (x = 4.17 on a 5 point scale) from pre-service teachers (n=144) and others (n=37) regarding module content and design. A small intervention (n=49 pre-service teachers) showed that completing the modules before and during professional experience enabled development of knowledge and skills for resilience. Follow up interviews also highlighted how module content enabled increased awareness of personal resilience, reminders and validation of strategies, confidence during professional experience and intentional use of particular approaches in challenging times.

This presentation will provide an overview of the modules and the research conducted regarding module impact. Illustrations of how the modules are being embedded in teacher education programs and teacher professional learning in Australia and internationally will be shared. In the context of transformative teacher education in local and global contexts, the presentation will highlight the potential of self -paced, personalized online learning in the future and possibilities of using online experiences to develop complex skills.

[1] Fleming, J. L., Mackrain, M., & LeBuffe, P. A. (2013). Caring for the caregiver: Promoting the resilience of teachers. In S. Goldstein & R. B. Brooks (Eds.), Handbook of Resilience in Children. New York: Springer Science+Business Media.

[2] Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. British Educational Research Journal, 39(1), 22-44. doi:10.1080/01411926.2011.623152

[3] Fransson, G., & Frelin, A. (2016). Highly committed teachers: what makes them tick? A study of sustained commitment. Teachers and Teaching, 1-17. doi:10.1080/13540602.2016.1201469

Caroline Mansfield, Murdoch University, Australia
caroline.mansfield@murdoch.edu.au

Susan Beltman, Curtin University, Australia
s.beltman@curtin.edu.au

Intercultural field placements enhance teacher preparation: The conditions and structures to maximize Success
Sub-theme: Policy and Partnerships in Teacher Education

Many teacher education programs offer intercultural and international field placements to prepare teacher candidates for classrooms increasingly characterized by diversity in terms of race, culture, and/or language. However, mere placement in another community or country is not enough to ensure that candidates develop the skills and perspectives necessary to experience success in crossing cultures and in learning to explore below the surface of the "cultural iceberg," where underlying core values influence the observable aspects of culture. Such programs must include preparation spanning adequate depth and breadth, and structured on-site requirements, in both school and community contexts, that enhance candidates' experiences by contributing to deep cultural learning, an expanded worldview, and the development of "perspective consciousness" and cultural intelligence. Mere placement without carefully planned scaffolding and structure does a disservice to everyone involved in the experience, and may simply reinforce stereotypes and a surface-level approach to the children and families of diverse backgrounds whom our candidates will encounter in their future classrooms and communities. The purpose of this presentation is to describe a program for intercultural/international student teaching that incorporates key elements designed to maximize participants' success. Specific examples will be provided to illustrate the structured preparatory and on-site requirements that guide student teachers' learning. The "Six C's" of cultural immersion will be introduced, serving as a guide for the development of programs that have the potential for launching participants on a trajectory of continued professional development and personal growth, long after the experience itself is over.

Laura Stachowski, Indiana University, USA
stachows@indiana.edu

Parallel Session 3
Stream 2: Oral Presentations

The effect of portfolio learning on students' motivation in learning English
Sub-theme: Pedagogy and Curriculum

Background: English is a frequently used foreign language in Hong Kong. A teacher-directed learning environment is commonly observed in English lessons of Hong Kong. Teachers design and assign the learning tasks for students to absorb texts passively, which may hamper the development of students' self-directed learning skills because of the lack of opportunity to reflect of their learning progress and outcomes.

Portfolio learning has been advocated by teachers to extend students' learning by encouraging them to construct, document and evaluate their own performance and decide for further action to improve performance. It is commonly used as a learning tool for teaching, learning and assessment of writing in English as a Secondary Language setting (Lam, 2014).

Theoretically, portfolio learning in classroom level makes students experience the responsibility for their learnings, which can stimulate their affective motivation (De Bruin, Van der Schaaf, Oosterbaan, & Prins, 2012).

Purpose of the Study: The purpose of the study is to compare the motivation of students in learning English between portfolio learning and teacher-directed learning. The hypothesis of the study is that, compared with teacher-directed learning, students have a higher motivation in learning English if they are instructed by portfolio learning.

Participants: The participants in this study were students from secondary 1 to secondary 3 (aged 12 to 14) in different local secondary schools in Hong Kong. The students were mainly from the Southeast Asia and their cultural backgrounds were diverse, including Pakistani, Indian, Filipino, Nepalese and Chinese.

Programme: Portfolio learning is a defined as a documentary of the students' artefacts created over time to display their efforts, growth and achievements (Genesee & Upshur, 1996). The rationale of portfolio learning is to encourage independent learning and self-monitoring at different stages of learning process. The portfolio will demonstrate a student's accomplishment over time and across a variety of experience. Rubrics of the assessment of the learning portfolio are issued and students are guided to set goals at the beginning of the school semester and artefacts are documented as evidence of the learning process. Reflection is another important component of the portfolio learning that requires students to evaluate the learning process they have used and personal progress towards goals. Students are requested to present the self-reflection at the end of the school semester and different stakeholders, including themselves, teachers and parents will judge the quality of students' learning portfolio through the examination of documented processes and provide feedback for the development of the next portfolio.

Research Design: A quasi-experiment designed was adapted in the research. A group of students was instructed to compose the learning portfolio in the teaching curriculum for 2 school semesters, but another group of students was instructed with the teacher-directed learning style throughout the academic year with the same teaching curriculum. After the completion of the academic term, they were invited to complete the MSLQ questionnaire (Pintrich, 1991), which was a 31-item questionnaire commonly used for assessing students' motivation in learning in term of their expectancy, value and affection of learning on Likert scale.

Data Collection and Analysis: To assess students' motivation for portfolio learning, the result of the motivation of MSLQ was statistically analyzed by SPSS. T-Test was performed to compare the motivation of 2 groups of students in learning English in term of expectancy, value and affection of learning.

Findings and Conclusions: Up to this moment, the collection of data is still in progress because the first school semester is yet to finish. Students in the learning portfolio group are constructing their learning portfolio for reflection and feedback. The process is assumed to be finished upon February 2018.

De Bruin, H. L., Van der Schaaf, M. F., Oosterbaan, A. E. & Prins, F. J. (2012). Secondary- school students' motivation for portfolio reflection. Irish Educational Studies, 4(31), pp. 415-431.

Genesee, F. & Upshur, J. A. (1996). Classroom-based evaluation in second language education. Cambridge University Press.

Lam, R. (2014). Promoting self-regulated learning through portfolio assessment: testimony and recommendations. Assessment & Evaluation in Higher Education, 2(39), pp. 699-714.

Pintrich, P.R. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire. Washington, DC: National Center for Research to Improve Postsecondary Teaching and Learning, ann Arbor, MI.

AUTHOR NOTE

Mr Lok Kan LAW

Mr LAW is a secondary school science and biology teacher of Delia Memorial School (Glee Path) in Hong Kong. He studied Bachelor of Science (Biochemistry) and Master of Education (Education psychology) at the Chinese University of Hong Kong (CUHK). He has authored publications with professor in CUHK about curriculum design and teaching methodology including Using Knowledge Forum (KF) for Scientific Inquiry: A Sharing of School Based E- Learning Project in Hong Kong. He was invited to speak in The University of Hong Kong and interviewed by South China Morning Post about bilingual education of secondary school in Hong Kong.

Ms Lai Shan HUI

Ms HUI is the Head of Administrative Affairs and Life and Society Teacher in Delia Memorial School (Glee Path) in Hong Kong (a bilingual secondary school). She is the administrator who starts to enrol ethnic minority students with the principal at her school. Furthermore, Ms HUI has been leading a school-based programme, Immersion Pilot Scheme, funded by Quality Education Fund of HK.SAR Government. She was invited by University of Hong Kong to share her experience of the Scheme with more than 60 teachers from more than 30 schools.

Lok Kan LAW, Delia Memorial School (Glee Path), Hong Kong, China
lklaw@deliagroup.edu.hk

Lai Shan HUI, Delia Memorial School (Glee Path), Hong Kong, China
lshui@deliagroup.edu.hk

Global inclusive education in early childhood: Too little, too late?
Sub-theme: Social Justice, Inclusion and Diversity in Education

Description: The presentation examines global issues in inclusive education in early childhood.

Relevance: The conference presents a significant opportunity to share information about inclusive education in early childhood. With little research conducted for this age period, sharing research findings with conference participants from many countries will advance global understanding of inclusive education in early childhood settings. The topic fits with the theme, "Social Justice, Inclusion, and Diversity in Education".

Proposal: It is estimated that around 10% of children globally might have a special need. In 2012, approximately one billion children were under 8 years old. This translates into around 100,000,000 (100 million or 10%) children who fall in this category (Munoz, 2012). In Australia, in 2012, 4% of 0- 4 and 9% of 5-12 year old children had a disability (Productivity commission, 2014). In New South Wales, Australia, in 2013, 9 % percent of children enrolled in community preschool had a disability or a special need and 85% of educators worked with at least one child with disability (Centre for Education Statistics and Evaluation, 2014).

Article 24 of the UN Convention on the Rights of Persons with Disabilities required states to ensure that persons with disability have equal access to primary and secondary education with appropriate materials and supports. Although early childhood education was not specified as a distinct period, it is expected that younger children should have equal access. However, with many children needing support, this paper explores the issues surrounding inclusive education in early childhood settings. Barriers, challenges, and benefits will be discussed based on recent research.

Although policies and legislations make a difference when implemented, research indicates that they often do not translate into practices (Lyons, 2013). Cultural contexts and current practices could be exclusive (Purdue, 2011).

The components of quality inclusion encompass indicators for access, supports, and participation. In early childhood classrooms, it was found that high quality programs, effective learning activities, supportive interactions, and teacher qualifications, and teacher engagement are among the indicators for successful inclusion.

However, challenges amount and act as barriers to successful implementation. Teachers' attitudes about inclusion, the type of need, teacher preparedness, and in-service training could present challenges to inclusion. Family-centered practices need to be emphasised and parents need to be seen as significant partners in success.

Parents deal with many socio-cultural and emotional issues depending on the child's need. To come to terms with the child's needs and to reach out for support are milestones for many parents.

The paper concludes with recommendations that would focus on a strength-based approach and would aim at enhancing inter-collaboration among all stakeholders. All children should achieve what they are capable of using available resources (Underwood, Valeo, & Wood, 2012).

Majida Mehana received her Ph.D. from Pennsylvania State University in Early Childhood Education. She has served as program coordinator and lecturer in curriculum and instruction, early childhood education, human development, research design, and practicum courses to BA and Teaching Diploma students of different backgrounds and in multicultural settings including USA, Lebanon, Gulf countries, and Australia. Her recent publication examines the early childhood education systems in Lebanon, Qatar, Oman, and United Arab Emirates. She is currently a program coordinator and a lecturer at Federation University Australia.

Majida Mehana, Federation University Australia, Australia
m.mehana@federation.edu.au

The effect of global privatization initiatives on teacher education
Sub-theme: Social Justice, Inclusion and Diversity in Education

In a recent book entitled, The Privatization of Education: A Political Economy of Global Education Reform (2016), Verger, Fontdevila, and Zancajo analyze current educational policy developments from an economic perspective. Citing "different rationales," the authors explore private sector involvement by examining six paths toward privatization that depend largely on political, economic, and social factors.

In this presentation, we review the six paths toward privatization globally, identifying the rationale for each path and analyzing how these changes might influence teacher education. For instance, privatization efforts in the United Kingdom have had a demoralizing effect on "teacher professionalism." (Duong, 2014). We will provide examples of the influences for each of the six paths toward privatization.

The presentation relates to the conference theme of Social Justice, Inclusion, and Diversity in Edu cation since research indicates that privatization efforts marginalize or restrict access to high quality education and may also segregate students by social status and race. We will examine potential social justice issues as we analyze the six clusters identified in the literature.

James L. Alouf, Sweet Briar College, USA
jla47@embarqmail.com

Ann C. Shelly, Ashland University, USA
acshelly@aol.com

Self-interest Vs Ethical Practice Agendas in an International Teaching Practicum
Sub-theme: Transformative Teacher Education

For several decades, globalisation and technological advances have promoted the movement of peoples, practices and cultures across national and international borders. This movement has sometimes facilitated education projects where culturally diverse groups have been able to work together to address local and global issues (Isar, 2014; UNESCO, 2011). For more culturally homogeneous groups, though, increased interaction with diverse 'others' has sometimes generated distrust and fear, as seen in the rise of political movements founded upon nationalistic rhetoric and/or xenophobia (Wodak, 2015). In the face of these disturbing developments, governments across the world have urged higher education institutions to play a role in developing greater transcultural understanding and appreciation of difference in their graduates (de Wit et al., 2015).

Faculties and schools of education have responded through the development and expansion of international practicum programs, where pre-service teachers, as part of the initial teacher education studies, undertake a teaching practicum in some international setting (Cantalini-Williams et al., 2014; Fitzgerald, Parr & Williams, 2017). Many studies have argued that participating in such practicums has potentially transformative effects on pre-service teachers and the academic leaders who work with them (e.g., Quezada, 2010; Parr & Chan, 2015). Such practicums are typically promoted by institutions as valuable for the development of individual pre-service teachers and universities themselves, and also for addressing the needs and interests of the 'other' in international settings. This paper portrays these differing perspectives as, on the one hand 'self-interest agendas', and on the other hand 'ethical praxis agendas'. The authors draw upon almost a decade of experience leading and researching a practicum program in which Australian pre-service teachers undertake a 3-4 week placement in Johannesburg, South Africa. They show how the two types of agendas are often in uneasy tension with each other, and that there is an ever-present danger that ethical praxis agendas can be muted or outweighed by self-interest agendas.

The paper employs narrative-based inquiry methods (Parr, Doecke & Bulfin, 2015) to explore the lived experiences of three co-leaders (from Australia and South Africa) of the South African practicum that was/is developed according to dialogic praxis principles (Shor & Freire, 1987; Kemmis & Smith, 2008). Using Bakhtinian dialogic theory (e.g., Bakhtin, 1981, 1984), the authors generate alternative interpretations of reflective narratives they have written, in order to examine evidence of self-interest and ethical praxis over the years this teaching practicum has run. The authors conclude that there are valuable synergies when a practicum programme and individuals in that practicum are aware of the dangers of narrowly self-interested agendas and yet are willing to engage in genuine transcultural dialogue across difference and reflection about the possibilities of ethical praxis.

Bakhtin, M. (1981). The dialogic imagination: Four essays by M.M. Bakhtin (M. Holquist (Ed.), C. Emerson & M. Holquist. Trans.). Austin: University of Texas Press.

Bakhtin, M. (1984). Problems of Dostoevsky's poetics. In C. Emerson (Ed. & Trans.), Theory and history of literature (Vol. 8). Minneapolis: University of Minnesota Press.

Cantalini-Williams, M., Cooper, L., Grierson, A., Maynes, N., Rich, S., Tessaro, M. L., & Wideman-Johnston, T. (2014). Innovative practicum models in teacher education: The benefits, challenges and implementation implications of peer mentorship, service-learning and international practicum experiences. Toronto: Higher Education Quality Council of Ontario.

De Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015). Internationalisation of higher education. Study. Brussels: European Union.

Isar, Y. (2014). Engaging the world: Towards global cultural citizenship. Luxembourg: European Union.

Kemmis, S., & Smith, T. (Eds.). (2008). Enabling praxis: Challenges for education. Rotterdam: Sense Publishers.

Parr, G., & Chan, J. (2015). Identity work in a dialogic international. Teaching Education, 26(1), 38–54.

Parr, G., Doecke, B., & Bulfin, S. (2015). Stories: A common currency. Changing English, 22 (2), 135–141.

Quezada, R. (2010). Internationalization of teacher education: Creating global competent teachers and teacher educators for the twenty-first century. Teaching Education, 21(1), 1–5.

Shor, I., & Freire, P. (1987). A pedagogy for liberation: Dialogues on transforming education. Westport: Bergin & Garvey.

UNESCO. (2011). New cultural policy agenda for development and mutual understanding. Key arguments for a strong commitment to cultural diversity and intercultural dialogue. Paris: UNESCO.

Graham Parr, Faculty of Education, Monash University, Australia
graham.parr@monash.edu

Julie Faulkner, Faculty of Education, Monash University, Australia
Julie.faulkner@monash.edu

Craig Rowe, Monash South Africa
craig.rowe@monash.edu

Encouraging global citizenship in the curriculum
Sub-theme: Pedagogy and Curriculum

With increased globalization a reality, it is imperative that teacher educators prepare teachers that can promote global competencies in their classrooms. Through the study of culture as a concept, students are allowed to balance the differences and commonalities that make us human. The concept of multiple perspectives allows P-12 students to realize the many different perspectives there are in the world and allows them to understand the importance of accepting and affirming difference. The curriculum must also provide P-12 students the opportunity to explore the world beyond their local environment, ideally to be able to collaborate with other citizens of world in solving urgent problems we are facing on our planet. Science and a STEM curriculum can address many critical international issues including sea level rise, depletions of pollinating insects with overuse of pesticides, and the pollution problems of huge deposits of plastic in the world's oceans. The United Nations is one such institution addressing many world-wide problems and the U.N. could use more attention in the P-12 Curriculum. The results of a survey of college student in introductory 100 and 200 level classes at a mid-western university in the United States showed little exposure to the United Nations in their P-12 curriculum. These college students had little background on when or why the U.N. was created and the many programs the U.N. has in place to make the world a better place. The session will explore results of the U.N. survey along with several valuable resources for including the United Nations in the curriculum. The session will conclude with participants able to share initiatives they are doing to promote global learning at their institution.

Timothy Fry, Washburn University, USA
tim.fry@washburn.edu

Preparing pre-service teachers for a global society
Sub-theme: Transformative Teacher Education

The session is relevant to the conference theme/sub-theme because of the need to transform the preparation of teachers in the 21st century to meet the changing global world.

As we prepare today's teachers it is imperative that they are prepared for an interconnected world. The 21st century, characterized by expanding internationalization, globalization, and technological interconnectedness has shifted philosophical perspectives in teacher education from domestic multiculturalism to global internationalism (Siebel & Mantel, 2012). Teachers in the 21st century must teach their students to be global citizens with a knowledge, understanding and appreciation of other cultures and traditions

Today in the USA and other countries, many teacher education programs narrowly focus on teacher preparation in terms of classroom knowledge and teaching strategies aimed at test scores and increased accountability measures, ignoring internationalizing the K- 12 teaching workforce (Engel& Olden, 2012). This emphasis on standardization of content across the public education system is a major obstacle to internationalization of teacher education curricula (Zeichner, 2010). This intensified focus on the local is a detriment to preparing global teachers (Zhao, 2010} and a homogenous white teaching force has little international experience or the competencies for addressing the learning needs of diverse K-12 student populations (Phillion, Malewski et.al, 2009). In preparation programs today teachers prepared for the 21st century generally must be able to think critically, identify problems and be able to solve problems. The aforementioned areas along with the practical skills such as time management, ability to work in teams and the capacity to adapt effectively to changing work situations are paramount today.

The session will focus on the following major topics:

Components in revising preparation programs that internationalize teacher education i. e. (better understanding of culture, language acquisition, abroad practicums, service learning activities, etc.

- Examples of Globally Competent Prepared Teachers as Educators i.e. (knowledge of the international dimensions of their subject matter and range of global issues, appreciate multiple points of view, recognize stereotyping

- Challenges i.e.(broad based liberal education, lifelong learners, understand world problems such as national security, world poverty, promotion of human rights, preservation of ecological well-being, overall health/wellness, etc.

- Internationalizing teacher education with the goal of globalizing schools has the potential to impact or fail to impact skills needed for children today to succeed in a global society." Those that succeed will penetrate the opportunity structure and those that fail will be locked-out?" (Suarez- Orozco & Qin-Hilliard, 2004)

- The session will also foster questions on internationalizing teacher preparation and examples from the audience participants.

Paul Paese, University of St Thomas University, Houston, USA
paese23@yahoo.com; paesep@stthom.edu

Transformative teacher education in local and global contexts: Including life skills curricula
Sub-theme: Transformative Teacher Education or Pedagogy and Curriculum

Because of the stress associated with uncertain times in life both locally and globally, teacher education programs need curricula which includes life skills for both teachers and students. These life skills include classes which teach communication skills, coping or stress management and anger management. The ability to identify stressors and symptoms of stress in children and adults and the ability to identify and teach others appropriate methods to prevent, avert, and alleviate these stressors and stress are needed life skills for teachers and students. By incorporating lessons in these life skills into the teacher education program curricula will make the teacher education program truly transformative.

The presentation will include ways to identify signs and symptoms of stress and appropriate child and adult coping strategies which will alleviate the negative aspects of stress, ways to channel these aspects into positive actions, and how to use teach these strategies to others. These strategies or techniques include both mental and physical activities such as the use of music, art, and visual imagery training, as well as, developing positive mental attitudes, deep breathing methods, and muscle contraction relaxation exercises. The presentation fits with the conference's general theme and provides tools to be used by both professors, teachers, and students from elementary through college level.

Elsa C. Price, Faulkner University, Montgomery, USA
eprice@faulkner.edu

Young mothers' perspectives of a Young Parent Program
Sub-theme: Social Justice, Inclusion and Diversity in Education

Young motherhood is framed as a negative outcome and manifests as a social concern in academic literature, policy and public discourses. Invariably, the focus is on low educational attainment, increasing the likelihood of welfare dependence and poverty, with little opportunity for future employment. This paper presents an account of a Young Parent Program situated in a regional city, west of Melbourne in Victoria, Australia that began operation in 2006. Drawing on interview data from a larger study, the paper explores the perspectives of seven young mothers who attended the program. The young mothers, aged 15 to 19 at the birth of their baby, had experienced problematic events in their lives; some had engaged in risk-taking behaviours, while others had unsafe living arrangements and complicated relationships. None of the young mothers had been able to complete their secondary education in a mainstream setting, prior to or during their pregnancy, indicating physical, social and emotional barriers to attending school or being excluded from school. Through individual interviews, the young mothers related the positive aspects of the program that allowed them to continue and work towards completing their schooling in an educational setting specifically designed to meet their needs. The setting drew on external community resources to support the program, and employed trained personnel, including teachers to work with the young mothers. Childcare was provided at the location enabling the young mothers to focus on their studies. A strengths-based model with individual learning plans provided flexibility in the learning environment. Further to this, from the young mothers' perspective, the program was a catalyst for further education possibilities or employment and had been a turning point in their lives.

Karen Felstead, Federation University Australia, Australia
k.felstead@federation.edu.au

Teacher education as a supercomplex endeavour
Sub theme: Transformative Teacher Education.

Teaching and teacher education as social and political activities have always been complex, however we have now moved from a complex era into a supercomplex era (Barnett 1998). A complex era is characterised by an overload of information and data such that we have difficulty accommodating them within existing frames of reference using existing resources. A supercomplex era is one where the frames of reference within which we attempt to make sense of our world and our place in it are constantly shifting, blurring and even breaking and are in tension with each other and constantly being interpreted and re-interpreted in multiple ways. Thus we are faced with an ontological problem as to what it means to be a teacher or teacher educator. It is argued that in times of supercomplexity we need to live and be comfortable with uncertainly, fragility, unknowns and strange and awkward spaces. Thus to be a teacher educator in such a context, provides some potentially exciting and perverse challenges given the highly regulated professional environment of teacher education where accreditation requirements, standards, government policy and compliance requirements, audits, reviews and demands for evidence of impact and performance, are the order of the day. These characteristics of teacher education sit somewhat uneasily beside uncertainty, fragility, strangeness, risk taking, and the need to be imaginative and creative to deal with our unknown and unknowable futures. In approaching and being excited about these perverse challenges we will explore here what they mean for the being of a teacher, the being of a teacher educator, and the potential of networks and partnerships in transforming teacher education.

Our research is situated within a supercomplex research paradigm. It will revolve around an exploration and investigation of policy and the tensions between a highly regulated activity that is reviewed, audited, accredited, and measured against performance indicators, yet we are undertaking this activity in an era of local and global (glocal) supercomplexity. However, considering unknowns and unknowable, fragility and uncertainty, strangeness and awkwardness is in itself a seductive challenge which we believe could yield exciting potential imaginings of what it is to be a teacher educator or teacher in such an era. We will take a comparative case study approach, examining the policies and processes influencing teacher education in Scotland and Australia and the impact of those elements on the role of teacher educators and on learning and teaching in teacher education. New partnerships with schools and other external bodies and networks, and the pedagogical and philosophical underpinnings of teacher education will be explored. This will include investigating the changing nature of academic work to take account of new forms of work undertaken by "Third Space Workers" who span elements of both academic and professional staff roles. Through our investigation we aim to propose what teacher Education could look like and be and what opportunities it provides for transformation and new possibilities.

Lorraine Ling is Emeritus Professor at La Trobe University, Australia. Professor Ling conducts research on the changing nature of academic work; research paradigms and methods in education; education policy, leadership and management.

Kay Livingston is a Professor at the University of Glasgow, Scotland Professor Livingston conducts research on teacher education, professional development of teachers; educational change and development; interaction between education research, policy and practice.

Lorraine Ling, Victoria University and La Trobe University, Australia
l.ling@latrobe.edu.au

Kay Livingston, University of Glasgow, Scotland, UK
kay.livingston@glasgow.ac.uk

Community engaging at St Albans Primary School
Sub-theme: Social Justice, Inclusion and Diversity in Education

St Albans Primary School is a culturally diverse, socio economically disadvantaged community located in the municipality of Brimbank. The student population is currently 325 and is characterized by an SFO index of 0.79 and an SFOE of 0.62 with high LBOTE (including refugees), and transience. The school community values education highly and is mutually supportive. The school has an outpost program of the Western English Language School with four classrooms currently operating four days a week.

St Albans Primary School operates with composite classes except at Prep where there are two straight classes. Staffing includes Principal, Assistant Principal, 2.6 EFT Leading Teachers, 20.4 EFT generalist teachers, a Business Manager, ES staff (Learning Support), Multicultural Aides and Administration Support staff. The school's curriculum is aligned with the Victorian Curriculum and focuses on improvement in teaching and learning through the provision of programs and teaching strategies, which engage students and create a sense of belonging. The school's programs reflect improved student learning outcomes in literacy, numeracy along with high levels of student engagement. In addition, St Albans Primary School has a strong commitment to staff and student welfare. The school's Welfare Officer oversees and implements a range of programs including a daily breakfast club, before and after school sports programs.

This presentation focus on a Community Hub that has been established by the school to address community capacity building and wellbeing. The Community Hub delivers a range of parent programs and activities that develop parents' skills to build their capacity to help their child reach their full potential, as well as strengthen links between parents and the school. Community Hubs bring local information, services including health, community and settlement, into a familiar and friendly place. Parents and families are also engaged in a range of activities and programs that build parent involvement in the school and the broader community. These include English classes, playgroups, cooking programs and information sessions. Our hub leader coordinates activities and programs as well as building links with the parent community.

Involvement in the Hub provides parents with opportunities to connect and develop new skills at St Albans Primary School. Such involvement has seen a new arrival parent gain employment at the school as a Multicultural Education Aide. To further build community links the school works closely with a range of community agencies including The Smith Family, Keillor View Club, Baptcare, ISIS Primary Care and Good Shepherd Community House???. These agencies assist the school through volunteering and implementing a range of programs and activities to support our diverse community.

Ilham Abouelwafa was born in Morocco Casablanca and speaks Arabic and French. In Morocco, Ilham was an Accountant. She immigrated to Australia in 2005 with her family. Ilham first became involved at St Albans Primary School through our Kinda Kinder program in 2012. The establishment of the hub provided Ilham with opportunities to engage with parents and she became an active school council member. Ilham has been working as an Education Support staff member since 2016.

Joanne Richmond, St Albans Primary School, Australia
Richmond.joanne.j@edumail.vic.gov.au

Ilham Abouelwafa, St Albans Primary School, Australia

Valuing the importance of support staff
Sub-theme: Social Justice, Inclusion and Diversity in Education

Belinda Webb is a Special Education Teacher who has been working in the field of Special Education for over 12 years. She is currently working as a Learning Specialist, Graduate Teacher Mentor and Behaviour consultant at Broadmeadows Special Developmental School, which caters for a diverse range of students with intellectual and physical disabilities and different cultural backgrounds. The school currently has over 230 students across two campuses with 132 staff comprising of Teachers, Educational Support (ES) Staff, therapists and trainees. In addition to this Belinda works as a Sessional Lecturer at Victoria University, teaching Pre-service teachers about working with students with disabilities and runs her own consultation business 'The Resource Kit', working with schools and families on managing behaviour.

During this workshop, Belinda discusses how she works closely with support staff at Broadmeadows Special Developmental School to achieve student outcomes, and the importance of creating value, respect and encouragement of all ES Staff. She shares first hand experiences of ES staff and their valuable contribution to achieving student outcomes and student wellbeing. This workshop provides real accounts of ES staff who have demonstrated excellence in their work with students and staff at Broadmeadows Special Developmental School.

Belinda Webb, Broadmeadows Special School, Australia
webb.belinda.j@edumail.vic.gov.au

SWiRL program: The Story of Story Writing in Remote Locations.

SWiRL is a four-week program held during teaching periods where Victoria University staff and pre service teachers live in remote Indigenous communities in the Northern Territory and work with Aboriginal children on literacy projects. Approximately 20 pre service teachers participate in SWiRL each year.

SWiRL has at its core the belief in the power of respectful relationships, diversity, and inclusion. The pre service teachers help children create literature, which relates directly to the children, to help express a sense of meaning in their daily lives.   SWiRL encourages the use of Aboriginal languages in the creation of texts that children will use in their quest for alphabet literacy wherever possible.

The SWiRL project believes in the capacity of the young people to become fully involved in their learning when it holds significance for them.

The age-old practice of "telling stories" of the inhabitants of the local environment, in that environment, contributes to the construction of texts that are daily examples of the lives of the Indigenous young people. The children are the experts, and the pre service teacher are the learners.

This paper will cover the history of the program in its historical colonial context, its development over the years, some of the outcomes it has achieved, as well as its future possibilities.

Mr Mahon has had a close working relationship with school and industry groups in ongoing research and development, linking the work of teacher education with the use of emerging technology in schools in a variety of innovative ways.   These include Story Writing in Remote Locations (SWiRL), animation, and video conferencing. The SWiRL project is an ongoing project with Aboriginal communities in remote sections of the Northern Territory, where pre service teachers in the College of Arts and Education at Victoria University spend a teaching practicum of six weeks implementing a literacy enhancement and re-engagement program for Aboriginal children. The aim of the project is documenting, and publishing the local children's stories and

activities, in both traditional and electronic forms, for use in their classrooms and homes. Where possible, children's home languages are included in the books the children produce. Lawry officially retired in 2016, although wished to continue involvement in education in non-mainstream environments. Lawry is currently working with the Victorian Department of Education, the Brotherhood of St Laurence, and Anglicare, on projects aimed at encouraging young people to re-engage, or continue their education in meaningful and appropriate ways. 2018 is the 23rd year of SWiRL.

Lawrence V Mahon, Victoria University, Melbourne, Australia

Parallel Session 4
Stream 2: Workshop

Inclusive policies for humanist digital transformation
Sub-theme: Policy and partnerships

Educational policy-making needs to develop sustainable strategies for digital inclusion, now that technology plays an expanding role in decision-making processes. In 2017, The European Union committed to 20 key principles to effectively defend the rights of citizens. For the first time, the European Pillars of Social Rights recognized access to digital communication as an essential service, together with access to water or sanitation. Virtual alternative economies, artificial intelligence agents, and hyper-connected human- machine interactions are shaping an Industry 4.0 that requires a deep transformation of educational systems.

In this workshop, we examine the practical policy priorities that institutional education will need to face in a world of autonomous, intelligent machines working in neural networks. We also explore ongoing processes in digital communication, and propose practical implementations in teacher education and lifelong learning.

Participants will take part in connectivist techniques to:

• Identify relevant contingent elements of digital inclusion that connect teacher education with Artificial Intelligence, Augmented and Virtual Realities, and hybrid communities involving human and non-human agents, among others

• Share and correlate information at micro, meso, and macro levels (educational Big Data and Information 4.0)

• Generate a think tank process to further initiatives to implement Education 4.0 within Information 4.0 initiatives.

This structured sequence correlates with the types of generic competences from the International Tuning Project:

• Instrumental competences: cognitive, methodological, technological, and linguistic abilities

• Interpersonal competences: both individual and social skills for social interaction and co-operation

• Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and   knowledge; prior acquisition of instrumental and interpersonal competences required).

To encourage creative sharing, attendees will experiment with strategies that are changing the educational paradigm:

• Gamification

• Visual thinking

- Analytical correlation

- SAMR (Substitution, Augmentation, Modification, Redefinition)

- Design thinking

- Agile methodology

An expected collective outcome is the creation of a think tank of expert professionals interested in developing inclusive educational policies to implement the humanist side of technological transformation.

This WFATE workshop connects to the Information 4.0 Consortium's (www.information4zero.org) intention to form an education working group, with synergies between individual experts and communities of interest already working on teacher education, instructional design, distance learning, and other lifelong learning activities.

Individual takeaways include:

- Greater awareness of the epistemological and ethical questions raised by Industry 4.0 technologies

- Specific knowledge of the emerging research on information 4.0, with tasks and activities to integrate inclusive digital communication into teaching, research and networking

- Opportunities to join Education 4.0 networks.

These correlate directly with three main fields of action-research in teacher educators' expertise. Teaching, mentoring, and networking provide the micro, meso, and macro scopes for professional excellence through research, assessment, and meta-reflection. The OECD relates these strengths to the UNESCO 2030 sustainable development goals, presenting them as follows:

- Facilitating the exchange of Knowledge and Data

- Supporting sector-specific initiatives and partnerships

- Dismantling intellectual and policy silo

The European Pillars of social Rights in 20 Principles: https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

Tuning Educational Structures in Europe, http://www.unideusto.org/tuningeu/competences.html

Better Policies for 2030 - An OECD Action Plan on the Sustainable Development Goals, https://www.oecd.org/dac/Better%20Policies%20for%202030.pdf

Ray Gallon, The Transformation Society, Universitat de Barcelona
ray@transformationsociety.net

Neus Lorenzo Galés, The Transformation Society, Universitat de Barcelona
neus@transformationsociety.net

Using Productive Dialogues as a transformative classroom management technique in teacher education
Sub-theme: Transformative Teacher Education; Pedagogy and Curriculum

Teachers, regardless of the setting they are working in, frequently find themselves facing complex interpersonal predicaments involving various stakeholders such as their students, colleagues and community. Adopting positive management strategies using structured conversations that guide learning are a pro-active and useful measure to address such dilemmas. This workshop, delivered by two teacher educators, will introduce participants to the concept of Productive Dialogues as a technique to manage challenging situations that involve interpersonal relationships in educational settings. It will address possibilities for utilizing Productive Dialogues to resolve relationships in a broad range of education settings and also provide scope for teaching the techniques to Pre-Service Teachers (PSTs).

Cardno (2012) offers Productive Dialogues as a strategy and framework to manage effective relationships, in particular those that constitute 'leadership dilemmas', in education. Cardno distinguishes between leadership problems and leadership dilemmas by stating that problems can be addressed using problem-solving strategies or techniques, whereas dilemmas are thorny, multidimensional problems with competing demands that create difficult options and seemingly irreconcilable solutions. Cardno likens dilemmas to 'wicked problems' (Argyris & Schon, 1996). She advises that the practice of Productive Dialogues can assist educational leaders to manage relationships by addressing such dilemmas.

The presenters of this workshop have taken tentative steps in applying a Productive Dialogue technique, the Triple I Approach, to manage a classroom conflict involving PSTs, and found it to be a powerful strategy for managing teaching-related relationships. In addition, given that teaching is a profession where complex interpersonal relationships are part of the fabric, teaching how to use Productive Dialogues is a valuable skill for PSTs to learn as part of the curriculum and for in-service teachers to acquire as professional learning. In this workshop, participants will also be introduced to two Productive Dialogue techniques described by Cardno (2012), the Triple I Approach (Cardno, 2012), which utilises the three rules of 'inform, illustrate and inquire', and the Ladder of Inference (Argyris, 1993; Senge et al, 2000, in Cardno, 2012). The presenters will provide a case study that describes a challenging situation in a teacher education classroom where Productive Dialogue was employed to address conflict and tension between the teacher and students. The presenters will explain how the classroom dilemma was powerfully addressed using the Triple I Approach and illustrate with their observations the on-going dynamics of their classroom. The participants will work through structured education-related scenarios using Productive Dialogues that teacher educators can offer to develop PSTs' classroom management techniques. Participants will also develop and share new scenarios as teaching resources, and discuss how Productive Dialogues might be applied within their own and other teaching contexts.

Cardno, C. (2012). Managing effective relationships in education. London: Sage.

Associate Professor Jenene Burke is the Associate Dean Learning and Teaching in the Faculty of Education and Arts (FEA) at Federation University Australia. As a teacher educator, Jenene's learning and teaching and research interests centre on educational responses to student diversity, with respect to inclusive education and disability studies in education.

Vijaya Tatineni, Federation University Australia, Australia
v.tatineni@federation.edu.au

Jenene Burke, Federation University Australia, Australia
js.burke@federation.edu.au

Day 3: Wednesday 11 July

Transforming teacher education for global challenges: Education abroad and education exchange
Sub-theme: Transformative Teacher Education

Globalization is a local challenge. Education, even with its historical local orientation, is impacted by this challenge. US classrooms, for example, are increasingly characterized by intercultural interactions. The student population is becoming more racially, ethnically, and economically diverse, yet the majority of preservice teachers are whit e, middle class females (Krummel, 2013). In response, teacher preparation programs have sought various means to prepare culturally responsive teachers (Marx & Moss, 2011; Salmona, Partlo, Kaczynski, & Leonard, 2015). We assert that teacher education must be transformed by intercultural practices in order to prepare for a globalized society.

The focus of our study is on teacher preparation. We present both a quantitative and qualitative analysis of programmatic impact to identify practices that develop intercultural competence for teachers, which can then infuse local schools. Examining research from a US research institution, we present analysis of multiple short term study abroad programs in order to demonstrate the intercultural competence that can be developed in preservice teachers during study abroad. Findings include both quantitative and qualitative impact for preservice teacher participants.

Previous research suggests that study abroad enhances preservice teachers' cross-cultural awareness, knowledge of future students' background cultures, and practical ability to model future classrooms on experiences accrued through international teaching, all necessary skills to teach a diverse student population (Devillar & Jiang, 2012; Dunn, et al., 2014; Malewski & Phillion, 2009; Sleeter, 2001). However, study abroad programming also comes with a number of criticisms (Brockington & Wiedenhoeft, 2009; Chacko & Lin, 2015; Zemach-Bersin, 2008). Among these is the idea that study abroad benefits some countries over others, reproducing global inequalities and maintaining negative stereotypes of foreign countries for US students (Abelmann & Kang, 2013). In worst cases, researchers have found that rather than breaking down stereotypes, intolerance or prejudice can be reified (Doerr, 2013; Tare, 2013; Zemach -Bersin, 2008).

The purpose of this study is to qualitatively examine the photo documentation essays (PDE) and photo elicitation interviews (PEI) from participants in three study abroad programs designed for education students in a range of locations. On one hand, we examine the participants' perception of education practices at the host destination. At the same time, we analyze the extent they are able to use the fresh perspective gained through study abroad to consider systemic inequalities in their home culture related to race and gender as impacting local students, schools, communities and society.

In contrast to critical research that finds study abroad as an act of veiled consumerism or as engendering entitlement of American participants' personal advancement, participants saw themselves less as consumers or adventurers, and instead, as learners and future colleagues to the host teachers. By recognizing and questioning the global pressures impacting the host schools, these study abroad experiences allowed participants to consider culture's effect on society, schools, and even their own future students.

Allison Witt, University of Illinois, Urbana-Champaign, USA
awitt1@illinois.edu

Global teacher education: From local to global
Sub-theme: Transformative Teacher Education; Policy and Partnerships in Education

Discussion will include shared problems, issues and possible solutions.

Mireia Montané, Col·legi de Doctors i Llicenciats en Filosofia i Lletres i Ciències de Catalunya, Barcelona, Spain
mireiamontane@me.com

Can an international teaching practicum program serve a global justice and equity agenda?
Sub-theme: Social Justice, Inclusion and Diversity in Education

Preservice teachers' (PST) participation in international programs, where they can engage with education contexts that differ vastly from their own, has been found to promote cultural awareness, self-efficacy, independence, development of teacher and personal identity, and expanded worldview (Cinelli & Jones, 2017; Pence & Macgillivray, 2008; Marx & Moss, 2011; Kaliban, 2013). There is little, however, that reports the outcomes of such programs for host in-country teachers. This paper seeks to address this gap by exploring the outcomes of an Australian international practicum program for teachers in the Solomon Islands, and in particular, review the potential of such programs to serve a global justice and equity agenda, in which quality education is of primary concern.

With a Human Development Index (HDI) of 156 out of 188, Solomon Islands is among the poorest countries in the world (United Nations, 2016). Access to, and the quality of education, is markedly different to that of Australia. Tertiary education is limited, leaving many practising teachers untrained, or with only Diploma level qualifications. Very few have achieved the Bachelor level degree mandated in countries like Australia. Moreover, what formal training is available is content-focused and lacks attention to pedagogy (MEHRD, 2016), something deemed critical for quality learning (Shulman, 1986; van Manen, 2016). Exacerbating this is the absence of ongoing professional teacher learning. These factors, which are similar across low HDI countries, inform World Sustainable Development Goals, targeting inclusive and equitable quality education and lifelong learning opportunities for all (United Nations, 2015).

The Australian PST participants of the program reported here, completed a practicum in Solomon Islands in 2016, teaching in the classrooms of host-teachers. PSTs were completing the third year of their four-year degree, giving them more formal tertiary education than their host teachers. With course¬ work also heavily imbibed with pedagogy, PSTs' work served as a rare opportunity for host teachers' professional learning.

Teachers in the primary division of two partner schools were invited to participate in focus group interviews. School leaders were interviewed once, and classroom teachers twice - at the beginning and the end of the four-week practicum. Interview questions pertained to outcomes of the program for school staff and children. Data were transcribed and coded using thematic analysis.

Solomon Islander teachers and school leaders reported significant benefits from hosting Australian PSTs, including professional learning (new learning activities, ways of differentiating learning, general and student-centred pedagogy, expanded thinking); opportunities for collaboration (planning together, sharing ideas); cultural exchange; opportunities to speak English; and learning about assessment. These findings suggest that international practicum experiences in low HDI countries, can provide rich professional learning for host in-country teachers. This learning stems from the intercultural exchange, access to new ideas, and modelling of different teaching pedagogies. Given the known importance of pedagogy and professional learning for quality teaching, programs like this may help to address education issues experienced in low HDI countries, and thus support the agenda for transformative teacher education in global contexts, addressing equity and justice through quality education and lifelong learning for all.

Cinelli, R. L., & Jones, M. (2017). "We were the real teacher": Outcomes of an international practicum in the Solomon Islands for Australian preservice teachers. International Education Journal: Comparative Perspectives, 16(1), 64-77.

Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. Teaching and Teacher Education, 36, I 98- 209.

Marx, H., & Moss, D. (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. Journal of Teacher Education, 62(1), 35-47.

Ministry of Education and Human Resource Development [MEHRD]. (2010). Solomon Islands national curriculum statement. Retrieved from: http://www.mehrd.gov.sb/documents? view=download&fonnat =raw&fileId= 17

Pence, H. M., & Macgillivray, l. K. (2008). The impact of an international field experience on preservice teachers. Teaching and Teacher Education, 24(1), 14-25.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational researcher, 15(2), 4-14.

United Nations. (2015). Sustainable development: 17 goals to transform our world. Retrieved from http://www.un.org/sustainabledevelopment/

United Nations. (2016). Human development report 2016. Human development for all. New York, USA: United National Development Programme. Retrieved from http://hdr.undp.org/sites/defau lt/files/2016 human development report.pdf

Van Manen, M. (2016). The tone of teaching: The language of pedagogy. Routledge.

Mellita Jones, Australian Catholic University, Ballarat, Australia
Mellita.jones@acu.edu.au

Renata Cinelli, Australian Catholic University, Melbourne, Australia
Renata.cinelli@acu.edu.au

How does initial teacher education support the development of teacher identity?
Sub-theme: Transformative Teacher Education

This paper presents data from a broader piece of research aimed at investigating professional identity development in initial teacher education. It is based upon the view of identity as a dynamic and multifaceted process and initial teacher education as a key context for its development. Unlike many countries, in Portugal teacher surplus and unemployment amongst new teachers are two intertwined realities with implications for the recruitment of student teachers in higher education institutions and for new teachers' job expectations. This paper addresses the following research questions: How do student teachers look at their learning in ITE? How do they look back on their experiences as students? What kinds of activities and experiences in ITE context influence their journey to become teachers? Data reported in this paper draw upon a broader piece of research aimed at investigating the process of professional identity development in the context of ITE. This paper addresses the following research questions: How do student teachers look at their learning in ITE? How do they look back on their experiences as students? What kinds of activities and experiences in ITE context influence their journey to become teachers? Student teachers enrolled in ITE were invited to participate in the project and 20 volunteered. All of them were enrolled in a Master degree in Teaching in their first year first semester of the programme. In this paper data are drawn from 20 student teachers enrolled in the first semester 2013/2014 in

a Master degree in Teaching Philosophy and a Master degree in Portuguese and Spanish. Their age ranged from 22 to 28 years of age, and 19 were female. Data were collected through written narratives at the beginning and at the end of the first semester of the 2-year programme. Findings suggest that the opportunities for making student teachers' beliefs more explicit and for revisiting their own experiences as students as well as to discuss their role by clarifying their sense of purpose for being a teacher were of paramount importance. The idealistic view of being a teacher clashed with the reality of unemployment the lack of valorisation of the teaching profession and all recent policy initiatives implemented over the last few years under the austerity measures. But if the dark reality and the lack of professional prospects were acknowledged by the participants, they also stressed their sense of vocation and the personal and clear choice of being a teacher. Thus, the reflection on their professional values as teachers was of paramount importance and it revolved around the fo11owing questions: How do I see myself as a teacher? What kind of teacher am I going to be? What kind of teacher do I aspire to be? They were able to revisit their views and experiences as students but at the same time to challenge their initial beliefs about teaching and about being a teacher. Their views of becoming a teacher were constructed, deconstructed and reconstructed as they made the transition from a student towards a teacher perspective.

Maria Assunção Flores, University of Minho, Minho, Portugal
aflores@ie.uminho.pt

A social realist approach to investigating transformative teacher education
Sub-theme: Transformative Teacher Education

Researching teacher education involves understanding multiple layers of embedded, interdependent social contexts in a site of interest, their relations, and their organisation or structure. Critical realism (CR) asserts that problematic states of affairs existing in a site may be ameliorated by first identifying and explaining the social structures responsible for generating those conditions. This presentation on realist research methodology adopts clusters of ideas in Archer's morphogenetic-morphostatic approach (MM approach) within CR, to highlight the socio-cultural and social-psychological levels of processes implicated in enabling/hindering the tendencies for teacher education in Singapore to develop in a certain direction. The presentation argues that the M/M approach – which (1) considers the historical, (2) facilitates explanations about the pre-existing conditions of action in a locality, and (3) acknowledges human agency - is useful because it (a) prompts examinations into the transformative/reproductive tendencies and potentials prevailing in a context, (b) identifies what may be facilitating/constraining the transformative potential of teacher education, and the potentials of teachers as agents of social change.

At the socio-cultural level, M/M approach theorises that the process of social change comprises three overlapping analytical phases - social structural conditioning, social interaction and social structural elaboration. To illustrate this process of analysis, the presentation highlights Singapore's transformative teacher education (TTE) efforts, which focuses more on skilling teachers to prepare students to meet the economic and digital demands of the 21st century. The notion of TTE starkly contrasts with that which evolved in some parts of the United States where an explicit aspiration is to be socially and politically transformative in practice, and to bring about greater social justice and inclusiveness (rather than economic preparedness). Singapore's orientation to TTE may be explained by its socio-political conditions, and its government's ideological commitments to the principles of meritocracy and pragmatism that are actively presented as being viable alternatives to liberal democracy (Tan, 2012).

At the social-psychological level, the M/M approach proposes that humans engage in social activity because of their intentionality, knowledgeability and desires to attain specific goals. Social structural elaboration begins when individuals occupy pre-existing roles with relational networks to participate in social life, and envisage specific courses of action to undertake to achieve their goals (Archer, 2003). These anticipated pathways about

how to accomplish them, are called 'projects'. The pre-existing social structural properties however, impinge on these endeavours and may be perceived and experienced as constraints/enablements which are responded to differently by the individuals encountering them (ARCHER, 1995; Sayer, 1992). Case studies of four teachers, grappling with the conditions of action available in their schools to incorporate the use of ICT and relative to what they have been taught in teacher education, are highlighted to exemplify the application of the M/M approach in investigations of processes occurring at the social-psychological level.

This presentation concludes by arguing that for teacher education to be transformative, more investigations are needed to identify and explain the conditions of action within which teachers have to negotiate. Archer's M/M approach, within CR, enables researchers to engage in such investigations.

Dr Denise De Souza completed her doctoral degree at the National Institute of Education, Nanyang Technical University (NTU) in Singapore. She has a Postgraduate Diploma in Education (Secondary) and a Master of Education from the same institution. Formerly a teacher, she currently lectures full-time at the Language and Communication Centre in NTU. She has been involved in a range of education-related research and tends to adopt a critical realist approach in her own research. To date, she has published articles in the Journal of Educational change, Evaluation (Sage Journals), American Journal of Evaluation and the Asian Journal of Social Psychology.

Denise E. De Souza, Nanyang Technological University, Singapore
d.de.souza@ntu.edu.sg

Challenges from the First Year of Teaching: Reflections on Becoming a Teacher in 1968 and 2018
Sub-theme: Transformative teacher education

The years that have elapsed between 1968 and 2018 cover fifty years of teachers trying to be a good teacher, even the best teacher they could be from what they have learnt through the process of becoming a teacher. The first year as a classroom teacher is intensely memorable because of the need to learn so much and to test out our new learning. It can be exhausting and exhilarating! You can feel the emotions of hope, joy and fear as you progress through a series of events and times.

This presentation is a case study of two teachers and their reflections on their first year of teaching: the critical moments, the joys and the challenges. Part of the journey of discovery is that a community of learners is there to support them. Learning to be a teacher means facing the challenges of theory and practice in the classroom. The focus question is: are first year teachers classroom ready to share and learn with their students, their parents and the education system?

The AITSL professional standards for graduate teachers will be addressed and the effects of the profession of teaching. We use the two cases to reflect on the past in relation to the present and suggest ideas for the future in learning to become a confident and authentic teacher.

Joan P Stewart, Federation University Australia, Australia
Joan.p.stewart2104@gmail.com

Maxine Cooper, Federation University Australia, Australia
maxineclaire.cooper@gmail.com

Kate Peel, Briagolong Primary School, Briagolong, Australia
katepeel00@gmail.com

Empirical research on English language attrition of students studying non-English majors in a Chinese university
Sub-theme: Transformative Teacher Education

Language attrition, as the concomitant product of language acquisition, exerts significant impact on language teaching, especially on foreign language teaching. Foreign language attrition is defined as the loss of language skills by learners who have studied and then discontinued the use of a foreign language (Wang, 2010). Far-reaching educational reform in Chinese universities has reframed the English curriculum from a two-year compulsory into a one-year program. This change means that from the second year of higher education study onwards, students studying non-English majors could choose not to continue their English learning. Even though various English related optional courses are open to them, this is thought to have resulted in a deterioration of students' English competence compared with the general competency that was acquired in the past 13 years.

This research was conducted as an empirical study of English as a Foreign Language (EFL) attrition that occurred on students studying non-English Majors in a Chinese university during 9-21 months of disuse of English after their compulsory English programs were terminated. With an aim to discover the "track of attrition", this study utilised a cross-sectional method (Baltes,1968) to collect data by way of a questionnaire and a language test. A multi-part questionnaire based on Adaption of the Classic Attitude/Motivation Test Battery (AMTB) by Gardner (1985) was designed to obtain quantitative data from 350 university students in order to secure information about their use of English after they formally stopped their English course. Follow-up language tests were conducted on two student cohorts with group 1 (n1=60) stopping systematic English study for 9 months (Group 1) and group2 for 21months(n2=62),to diagnose their EFL attrition in terms of listing, reading, writing and translation. The test papers were designed based on the equivalent end-of-term exams that the students had taken when they finished their university English course, which were termed as baseline marks (Exam 1). Exams were scored (termed as Exam 2) and compared with Exam 1 through Paired T-tests in SPSS 24.0.

This study revealed that all the participants had experienced an obvious attrition in their EFL competence after the completion of systematic English study; the longer they stopped learning English, the more severe was their attrition. It was also found that students' productive skills, i.e., writing and translating are more susceptible to attrition than receptive skills such as reading and listening, which was in accordance with other findings by Spolsky (2000) and Hansen and Reetz-Kurashige (1999), although each cohort had demonstrated some peculiarities in their EFL attrition patterns. Qualitative research in this study indicated that students' language proficiency before attrition played a decisive role in their attrition, which echoes Neisser's (1984) "critical threshold hypothesis", which claims there does exist a "threshold" of language acquisition, where the students whose attainment is above are immune to attrition whereas below are vulnerable to attrition. Meanwhile, this study discovered that there exists an inverse relationship between English language exposure and EFL attrition. The longer time the students were exposed to English, t the more they were resistant to attrition. Moreover, students' motivational states and attitudes towards EFL make a difference in their EFL anti-attrition. There appears an urgent need to effectively teach English and retain students' language competence acquired in foreign language teaching in China. It is recommended that some effective strategies should be taken in order to reduce or slow the attrition on non-English majors after the completion of their compulsory English course.

Baltes, P.B. (1968) Longitudinal and Cross-sectional Sequences in the Study of Age and Generation Effects. Human Development, 11(3). 145-171

Freed, B. F. (1982). Language loss: Current thoughts and future directions. In R.D. Lambert and B. F. Freed (Eds.). The Loss of Language Skills (pp. 1-5). Rowley, MA: Newbury House Publishers.

Gardner, R., R. Lalonde & J. MacPherson. (1985). Social Factors in Second Language Attrition. Language Learning, (35): 519-540

Hansen, L. & Reetz-Kurashige, A. (1999). Investigating Second Language Attrition: an Introduction. In: Hansen, Lynne (ed.). Second Language Attrition: Evidence from Japanese Contexts. Oxford: Oxford University Press

Neisser, U. (1984). Interpreting Harry Barhick's Discovery： What Confers Immunity against Forgetting? Journal of Experimental Psychology General, (113): 32-35

Spolsky, B. (2000). Language Motivation Revisited. Applied Linguistics, 157-169.)

Wang, Xiangyun. (2010). Doctorate Thesis. Shangdong: Shangdong University

Boli Li, Chongqing Business and Technology University, China
b.li@federation.edu.au

French primary (student) teachers and foreign languages: Un-transformative government-induced stress
Sub theme: Transformative Teacher Education

Foreign languages (FL) were introduced into French primary schools in 1989 and made part of the curriculum in 2002. Based on a careful study of all the governmental documents produced since the beginning, this presentation aims at showing how each and every new governmental reform of the "concours" (competitive exam used to recruit teachers in France), every new list of professional competencies' issued, have consistently stressed personal performance over professional competence thus revealing an underlying preconception of the "necessary and sufficient" kind: if one can speak a language, then one can teach it. So much so that the leitmotiv of qualified as well as student teachers has repeatedly been, "I can't speak [English), so I can't teach it."

The consequences of this persistency on pre-service training programmes devised for French primary student teachers will be shown, too, up to nowadays when professional competence training culminates at close to nought in what is known as "the second masterisation" (2013). Where initial professional training should help student teachers transform from tentative FL speaker to beginning FL teacher, the present Teaching, Education and Training master's national framework (2013) only succeeds in non- or de-motivating them.

Jeanny PRAT was in charge of implementing foreign languages (FL) in the Lyon area, France, from 1989 to 1994. Out of her master research on the source of French primary student teachers' anxiety about FL (2008), she devised a three-semester master programme for training primary student teachers in which training in a FL was closely related to the didactics of foreign languages and the needs of the classroom. She implemented it in the Lyon area from 2010 until 2013 when the political change of government produced new counter effects. She is currently engaged in a PhD.

Jeanny Prat, Lyon 1 University, ESPE, Bourg-en-Bresse, France
jeanny.prat@univ-lyon1.fr

Taking curriculum and pedagogy beyond classroom walls: Preparing teachers for the complexities of Children's outdoor play
Sub-theme: Pedagogy and curriculum

This presentation explores Australian research about children's outdoor play in education settings and takes us to places where children drive the learning. By reimagining outdoor play through a Deleuzo-Guattarian lens using their notions of smooth and striated spaces to guide the discussion, we can view curriculum and pedagogy in outward looking, emergent ways. Using Bush Kinder and school playground research findings, I centre the discussions around affect, materialities, post human philosophies, risk taking in play and children's moral geographies. Positioned within international research, implications for teacher education are drawn and discussed.

This presentation will include audience participation and encourage discussion about connections between the Australian research being discussed and examples from their own experiences. It is relevant to discourse around transformative teacher education because it expands ideas about curriculum and pedagogy that focus on learning within classrooms and opens up ways of seeing the learning happening when children play outdoors.

Barbara Chancellor, Federation University Australia, Australia
b.chancellor@federation.edu.au

Parallel Session 5
Stream 4: Oral Presentations

Passport to perspectives: Building cross-cultural connections through global conversations
Sub-theme: Social Justice, Inclusion, and Diversity in Education

We all live in our own world. We can easily forget the humanity around us and the glaring difference of our reality to others. Broadening our consciousness to see past our "first world" problems moves beyond mere gratitude and fosters compassion for those around us. In this way, we can expand our capacity for acceptance, altruism, and empathy. In a world where borders are becoming invisible and globalization is the current paradigm, consideration of others' perspectives is imperative.

Traditionally, educators have been at the forefront of expanding learners' knowledge and thinking. The presenters suggest that the role of the educator be deepened to include the skill of facilitating a panoramic perspective of the world for learners in their classrooms. This expansive view requires the development of a perspective consciousness as defined by Hanvey (1982):

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own. (p. 162)

In other words, perspective consciousness is being awakened to one's own unique perspective and its limitations. Broadening our perspective and increasing our knowledge of others' perspectives is a fluid endeavour and enables learners to embrace others' experiences and ideas. Literature is positioned as a powerful catalyst for the expansion of perspective, acceptance of varied lived experiences, and discovery of connections between ourselves and others removed from our reality. Rochman (1993) asserts, "The best books break down borders. They surprise us - whether they are set close to home or abroad. They change our view of ourselves: they extend that phrase 'like me' to include what was foreign and strange" (p. 9).

Connection to the "foreign" and the discovery of the familiar is tantamount to cross-cultural connections that can make a difference in understanding humanity. The presenters share a model for global conversations as initiated through literature that inspires universal themes that breach across many borders. Passport to Perspectives brings together students, teachers, and librarians from different countries to engage in literature discussions. These global conversations unearth cross-cultural commonalities, an appreciation for one's lived experience in relation to others, and a deepening self-awareness of identity in the global context.

This presentation links directly to the WFATE conference theme and subtheme as it promotes a way by which the educational community can provide cross-cultural experiences for students with the pure purpose of making empathic connections that transform one's understanding of those distant from our world - a perspective required of those readied to build and live in a truly global society.

As a social studies educator of over twenty years, University Houston-Clear Lake Associate Professor, Dr. Debby Shulsky designs learning experiences for EC-12 undergraduate teacher candidates to explore pedagogies that cultivate the essential literacies and habits of mind required of critically-engaged global citizens. Based in social justice, her body of work illuminates practical classroom strategies that empower young learners to see themselves as change agents, readied to take critically informed action in their communities and the world at large.

Dr. Sheila Baker is an Assistant Professor and Program Coordinator of the School Library and Information Science program in the College of Education at the University of Houston-Clear Lake in Houston, Texas. Having taught for over twenty years in public schools, she currently empowers teachers and pre-service school librarian candidates to expand their knowledge of information and digital literacies. In a world where many borders and barriers to worldwide information have been virtually eliminated, she teaches students how to connect with others for the purpose of seeding acceptance, inclusion, and the nurturing of global citizens.

Debbie Shulsky, University of Houston-Clear Lake, Houston, TX, USA
shulsky@uhcl.edu

Sheila F. Baker, University of Houston-Clear Lake, Houston, TX, USA
bakers@uhcl.edu

Learning about students' cultural and linguistic trajectories through engagement and reflection
Sub-theme: Transformative Teacher Education

In recent years, our community has experienced a tremendous cultural, religious, and linguistic shift due to the arrival of multiple refugee groups from Eastern Africa and Southeast Asia. Many of the children entering our public schools have been raised in environments that are vastly different and unknown to most of our pre - service teachers. These differences require that teacher education programs approach preparation of their pre-service candidates in significantly different ways and that opportunities for learning about students' cultures, languages, and distinct educational needs be addressed.

Overview of the Proposal

The cultural and linguistic mismatch of the pre-service teachers enrolled in my courses and the students in our local and state public schools are the driving force of this presentation. Other scholars have also documented this mismatch as in-service and pre-service teachers continue to be monolingual, White, and female (Haddix & Price-Dennis, 2013; Zumwalt & Graig, 2005). I teach two undergraduate courses that concentrate in teaching culturally and linguistically diverse learners.

My primary goal when teaching these two courses is to provide opportunities through engaging and reflective activities that could lead to critical dialogues and consequently alter the perception and increase the knowledge pre-service teachers have of the cultural and linguistic experiences that diverse learners bring to our schools.

I am using a Case Study design (Yin 2003) that examines how components of the courses including readings, course discussions, Life Maps, biographies or autobiographies, observations in ESL and bilingual classrooms, use of multicultural books, young children's case studies, writing of instructional units using SIOP and WIDA (Echevarria, Vogt, & Short, 2007) and language and culture presentations by members of the groups represented in our schools, may inform pre-service teachers and help them understand the educational needs of our refugee and immigrant students who they will eventually teach. These activities and projects also aim to help our students reflect on their own cultural and linguistic trajectories.

The major research question for the study include: How do different components of the course serve to provide opportunities for learning about culture and language?

Data collection tools include pre-and -post test of course objectives; students' ratings of course assignments and activities; assignments; artefacts; course evaluations, and written answers to open-ended questions about each assignment.

Haddix, M., & Price -Dennis, D. (2013, April). Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms. English Education, 45(3).

Echevarria, J., Vogt, M. E., & Short, D. (2007). Making content comprehensible for English learners. The SJOP Model [3rd edition]. Boston: Pearson Allyn & Bacon.

Yin, R. K. (2003). Case study research: Design and methods. Thousand Oaks, CA: Sage.

Zumwalt, K., & Craig, E. (2005). Teachers' characteristics: Research on the demographic profile. In M. Cochran-Smith & K. M. Zeichner (Eds.), Studying teacher education: The report of the AERA panel on research and teacher education (pp. 111-156). Mahwah, NJ: Erlbaum.

Madeline Milian, University of Northern Colorado, Greeley, CO, USA
madeline.milian@unco.edu

Struggles in partnership in language teacher education through work integrated learning
Sub-theme: Policy and Partnerships

Educational partnership in formal and informal structures for mutual benefits has been used for promoting educational institutions, student recruitment, opportunities for academic knowledge exchange among students and scholars. Partnership seems to address the practice-relevance and professional learning in transformative teacher education. Over the course of the past decade, increased attention has been given to integrating work and learning in teacher education for the interests of preservice teachers, school students and the partner organisations. However, doing partnership in teacher education through work-integrated learning (WIL) tends to affect stakeholders in various ways and challenge its implementation. This study explores the nature of teacher education partnerships implemented through WIL covering questions concerning pedagogy, assessment, policies and funding. Relations of knowledge and power are brought to bear to explore the opportunities and challenges for stakeholders in seeking improvements in educating language teachers.

Evidence in this case study was collected from education policy documents, along with photo and artefact-elicitation semi-structured interviews. The process of elicitation interviews included using the copies of some articles, newspapers, policy documents or artefacts provided by research participants at the interviews. These

sources of evidence were related to the work-integrated learning teacher education programs at the research sites. The elicitation technique was to stimulate the research participants in sharing their recollections of their work experience, their views and beliefs in work-integrated learning teacher education. This study had the contributions of four groups of participants (n=32) who are university managers, academics, students and community-based staff involved in two work-integrated learning programs implemented in Vietnam and Australia. This research study had had the ethics application approval before data collection was undertaken. Findings from data analysis of the nature of multi-layer partnership with power hierarchy in this study show the challenges in educational policy practices and political struggles in implementing work integrated learning teacher education. The results also reflect how the complication of partnership affects social justice and internationalisation agenda in Higher education. The study offers some significant insights into partnership management in international education for sustainable development in local/global settings. Further research for power and gender relations in partnership will need to be undertaken.

Thi Hồng Nhung Nguyen is a PhD student in the School of Education at Western Sydney University, Australia. Nguyen's research focuses on teacher education, work-integrated learning, multilingual education and pedagogical frameworks. Her recent co-authored book is about language teacher education through service learning.

Thi Hồng Nhung Nguyen, University of Western Sydney, Australia
Thi.N@westernsydney.edu.au

Australian professional standards for teachers: Exploring impact, implementation and ideological issues
Sub-theme: Policy and Partnerships in Teacher Education

The Australian Professional Standards for Teachers (APST) are a '… public statement of what constitutes teacher quality' (AITSL, 2012). According to the Australian Institute of Teaching and School Leadership (AITSL) these Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students. These Standards have been mandated as the national standards for teaching in educational institutions across every state and territory across four career stages; Graduate, Proficient, Highly Accomplished, and Lead. As such the Standards have become the framework which guides, informs and measures teachers and principals in relation to effective teaching and leadership in classrooms and schools. They are implemented nationally across all schools in Australia through various state/territory regulatory bodies.

The presentation will explore the way in which these Standards are enacted within pre-service teacher education and schools and how this influences their implementation. There is a high degree of variance between schools and teachers. In many cases it appears that the APST are being used as a marker — defining the dimensions of performance and learning that are valued and worthy of being promoted and also as a yardstick for assessing and measuring what is actually being achieved or not. Standards are also being used as an inducement or 'carrot' for promotion and recognition of success as a teacher. The problem lies in these oppositional findings in which Standards can be seen as static and reductionist, while others see Standards as positive and empowering. (Adoniou & Gallagher, 2016)

Are the Standards the only indicators of effective teaching? Whilst comprehensive, they focus primarily on knowledge and skills, rather than values and attitudes. Dispositions and personal qualities which characterise highly effective teachers — according to professional originations throughout Australia, are not explicit within the current three domains of Knowledge, Practice and Engagement. The presentation also explores the transformative nature of Teaching Standards and the relationship to policy and partnerships with relevant stakeholders.

Mary Gallagher, Australian Catholic University, Australia
mary.gallagher@acu.edu.au

Understanding the Influence of culturally reflexive contexts on teachers' engagement in professional development

Sub-theme: Transformative Teacher Education

From the 1990s education has increasingly become an economic commodity linked to the development of social capital (Vongalis-Macrow, 2007). To contribute to the preparation of students for a more competitive, cosmopolitan marketplace and attract more international students, an increasing number of universities in non-English speaking countries, are choosing to deliver their courses in the medium of English. Many of these universities provide pre-sessional English language programmes delivered by teachers who come from a range of different cultural backgrounds. In some universities there is a requirement for these pre-sessional teachers to engage in professional learning to refresh and develop their knowledge of learning and teaching, while in other universities engagement in professional development is optional. In this presentation we explore the influences on the pre-sessional teachers' decisions to engage in professional development, particularly within culturally reflexive contexts. We draw from Hussain and Bagguley's (2015) research on "reflexive ethnicity". By adapting their analytical frame to explore the concept of cultural reflexivity with pre-sessional programme teachers, who have a wide variety of cultural and inter-cultural experiences, this study offers new understanding of pre- sessional teachers' engagement in professional development.

Methodology: A study of 20 teachers from pre-sessional English language programmes in three private universities in Turkey was undertaken to address the research question "How do culturally reflexive contexts influence teachers' engagement in professional development?" A transformative research approach was taken focusing on attempting to understand the teachers' multiple realities of learning and teaching and how working in culturally-reflexive contexts might influence professional learning.

Semi-structured interviews were carried out with the participants, who were invited to share previous experiences of professional development in different cultural contexts and their perceptions of professional learning. The transcribed data were coded to identify themes and evidence in relation to the opportunities and challenges for teacher engagement in professional development.

Expected Outcomes: The aim is to develop better understanding of the opportunities for and barriers to teachers' engagement in professional development in cultural-reflexive contexts. Drawing from the analysis of the findings the presenters share how different professional experiences in different cultural contexts appear to influence teachers' engagement in professional development. This will contribute to a better understanding of how best to provide transformative professional development for teachers working in multi-cultural contexts.

Hussain, Y. & Bagguley, P. 2015. Reflexive ethnicities: crisis, diversity and re-composition. Sociological Research Online, 20 (3), p. 18. Online at: http://www.socresonline.org.u k:/20/3/18 html DOI: 10.5153/sro.3776 (Accessed 19.01.2017)
Vongalis-Macrow, A. 2007. I, Teacher: re-territorialization of teachers' multi-faceted agency in globalized education

Kay Livingston is a Professor at the University of Glasgow. Professor Livingston conducts research on professional development of teachers.

Gaele Macfarlane is a PhD student at the University of Glasgow. Gaele Macfarlane conducts research on the professional development of teachers in English language Teaching.

Kay Livingston, University of Glasgow, Scotland, UK

Kay.Livingston@glasgow.ac.uk

Gaele Macfarlane, University of Glasgow, Scotland, UK

gaelemorag@gmail.com

Responding to student diversity by teaching for inclusion
Sub-theme: Social Justice, Inclusion and Diversity in Education

The proposed paper is highly relevant to the conference themes as it investigates responsive and informed approaches to teaching for inclusion that enable the development of a transformative pre-service teacher education. From this focus, the paper is firmly located in the sub-theme of social justice, inclusion and diversity in education and in transformative teacher education in general. That is, the authors examine the teaching approaches and pedagogical decisions made in pre-service teacher education courses that have been employed in order to promote positive change for students.

The growing emphasis on inclusive education by a range of education and government sources, locally and globally, indicates that this is an important area of concern that deserves examination. In order to support initiatives that mandate inclusion as a response to student diversity, it is crucial that a framework of inclusivity informs teaching approaches and curricula throughout Initial Teacher Education (ITE). Notions of diversity and inclusion are frequently confined to the education of students with special needs and have relied on an approach where a set of strategies are matched to an identified impairment or disorder. This approach is neither helpful nor respectful in working with a variety of individual learners. This paper investigates the ways in which academics working in ITE programs conceptualise the teaching of diversity and inclusion in terms of a framework that melds theory and practice and focuses on the learning needs of all students.

Drawing on a case study approach, the paper explores the pedagogic decisions and teaching approaches made by the authors that assisted in developing inclusive teaching strategies and practices. The paper makes use of the authors' personal narratives and reflections to examine teaching approaches that avoid a deficit model. Instead, the authors investigate teaching approaches that bring together theory and praxis with a focus on developing a thinking and emotionally aware mindset that considers multiple factors when planning for student learning. This research mode includes respectful reference to individual experience and the collaborative component of self-study acknowledges the important role of the social construction of knowledge. The inclusivity of a self-study approach and its multi-faceted nature encourages reflection, collaboration and on-going dialogue between educators and PSTs providing insights into teaching practices. From observations and reflective examination of their teaching practices and course development, the authors identify and analyse the pedagogies that are being used to achieve the aims of promoting teaching for inclusion in ITE courses. In addition to a self-study methodology, discourse analysis is used to examine formal literature and policy discussing diversity and inclusion.

Anitra Goriss-Hunter teaches in the School of Education at Federation University. Her teaching and research fields are in the following areas: inclusion, pre-service teacher education, gender and education. Her research interests focus on teaching for inclusion, gender and STEMM, pre-service teacher education and cybercultures. In 2011, Anitra was awarded the prestigious Australian Women's and Gender Studies PhD Award for the most outstanding PhD in the field of gender studies. Anitra is currently working in the Science, Engineering and Technology Women's Group at Federation University on a project aiming to improve female participation and retention in STEMM courses and careers. In addition, Anitra is working with a Victorian secondary school to develop policy and curriculum for a well-being and inclusive teaching program.

Associate Professor Jenene Burke is the Associate Dean Learning and Teaching in the Faculty of Education and Arts (FEA) at Federation University Australia. As a teacher educator Jenene's learning and teaching and research interests centre on educational responses to student diversity, with respect to inclusive education and disability studies in education.

Anitra Goriss-Hunter, Federation University Australia, Australia
a.goriss-hunter@federation.edu.au

Jenene Burke, Federation University Australia, Australia
js.burke@federation.edu.au

Observable changes in teaching: Impact of in-service training on teaching examined by lesson observation
Sub theme: Transformative Teacher Education

The development in schooling and education in Oman has been massive during the past few decades. Today, the teaching work is in the hands of professionally educated staff. Despite the progress in student access and in teacher qualifications, the school education system continues to produce poor learning outcomes when compared internationally (TIMSS and PIRLS). Due to poor achievement in meeting the policy aims in learning outcomes Ministry of Education in Oman has taken several policy measures aiming at improving the effectiveness of education system. Four new national institutions have been established: National Centre for Careers Guidance, the Centre for Educational Evaluation, the National Assessment Centre, and the Specialised Centre for Professional Training of Teachers (SCPTI). SCPTI is responsible for the training of teachers and other education professionals in the Sultanate. This presentation aims to explore the current impact of training programs conducted in SCPTI. The impact of in-service training provided in this new training centre was investigated by a research study conducted on 432 teachers covering all regions in Oman. 236 of the observed lessons were given by teachers who had participated in in-service training provided by the new training centre. In order to examine the impact of attending in the in-service training programmes, a control group of teachers was observed. The control group of 196 teachers had not recently participated in in-service training. In both groups of teachers, the same observation tool was used. The overall research problem of this article is about the impact of the newly organised professional development for teachers in Oman. Specific research questions are: What are the observable differences in the teaching between the two groups of teachers, those who had participated and those who had not participated in the in-service training? How strongly are certain structural (e.g. regional) and individual (e.g. teacher gender, teacher experience) factors associated with the performance level in the two groups of teachers, the participants and the non-participants? The analysis of the data show a big difference in teaching skills of these two groups. Teachers with recent in-service training do much better in classroom. There is a large gender difference for female teachers in meeting the professional standards. Both male and female teachers benefit from in- service training, but participation in the training has not been able to diminish the gender difference. 3. Region does not have effect on the level of teachers' professional skills, although there are quite big differences between regions in Oman. The teaching experience of trained and non-trained teachers seem to have no statistically significant difference.

The presentation discusses the implications of the research and further explores future research. It concludes by exploring how to achieve teacher training locally and globally.

The outline of the presentation:

• Presentation of the rationale of the study based on the teaching context in Oman.

• Brief overview of research study.

• Discussion of the observable changes in teaching.

• Exploration of implications for teacher training.

• Conclusion focusing on viewpoints on achieving transformative teacher education in Oman and globally.

Anisa Saleh Al Maskari, Muscat, Oman
buraimi_rtta@hotmail.com

Abdulaziz Alomairi, Oman
alomairi1983@gmail.com

Learning to teach music within online spaces – the pre-service teacher experience
Sub-theme: Pedagogy and Curriculum

Contemporary teacher education involves learning within a multitude of contexts and modalities, with learning and teaching online becoming increasingly prominent. Whilst online learning gives access to vast knowledge and opportunities within a global platform there are challenges for teacher educators in developing pedagogical approaches to cater for the complexities of pre-service teacher education. Music is a particularly complex curriculum area to be translating into the online space because it involves such embodied learning and teaching. Discovering the reality of the pre-service teacher experience of learning how to teach music within an online space gives us greater insight into the challenges faced by the students and provides insights for the curriculum and pedagogy of teacher educators in these spaces. Although there are many studies detailing effective online learning, there is a paucity of research about the experience of online generalist primary pre- service teachers learning to teach music.

In this paper I explore the experience of being an online, generalist primary pre-service teacher learning to teach music. The paper draws on a small-scale phenomenological study where one on one, in-depth semi- structured interviews were conducted as the central method of data collection. A modified version of Colaizzi's (1978) framework was used for data analysis. The participants were enrolled in an online course, undertaking a semester-long subject focused on the 'Arts'. Five key themes were generated from the data including: the perceived value of the course overall; increased pre-service teacher self-efficacy; newfound respect for music personally and professionally; the value of music in the classroom; and acknowledgement of how the course prepared them for professional practice. Participants' suggestions for potential improvements to the course included ideas for content, structure, and teacher perspectives. Adding to the body of knowledge about the online music education experiences of pre-service teachers and providing an authentic voice for pre-service teachers, this research contributes to insights into challenges faced and opportunities provided by being enrolled in a wholly online course as a pre-service teacher. Sharing insights into the authentic pre-service teacher experience can not only reinforce existing best practice, but provide teacher educators with potential innovations in online learning design and online pedagogy.

Sara Warren, Federation University Australia, Australia
s.warren@federation.edu.au

Arts integration and teacher preparation
Sub-theme: Pedagogy and Curriculum

The presentation is connected to the conference theme on transformative teacher education in that arts integration is a recent wholistic approach towards teaching and learning in the classroom. The session is connected to the sub theme of the conference in that art integration is a pedagogical approach toward teaching and learning and curriculum transformation, which will bring innovation to teaching towards active, effective, deepened, and enduring learning.

Arts integration is a recent move in teaching and learning. It is an important perspective to explore, especially after the implementation of Common Core in the US. Arts brings a lot to the classroom; arts are an essential part of the being of humanity and students' well-being. Research has indicated that arts contribute to interactive learning, culturally responsive teaching, and sustainability education. In an era, when funding and budget cuts are hitting the K-12 schools, how to creatively infuse arts into the curriculum for sustainable and innovative teaching and learning? Arts integration sheds light to that question.

By definition, arts integration means the integration of arts into a content area such as reading, language arts, math, science, and social studies. By arts, in this paper, it means a wide variety of range including music, visual

arts (2-D and 3-D arts), performing arts, literary arts (poetry, cinquin, and haiku, etc.), p.e./movements. The use of arts in the classroom has proved to innovate teaching and learning. Research concluded that arts could be used to trigger prior knowledge, engage students in active learning, and promote meaningful and enduring learning. Eventually, arts integration means deepened understanding of both arts and content knowledge.

Dewey emphasized the role of arts in whole-person approach towards education in the 20th century. Dewey (1939) expressed the value of arts in value conception and reflection process in educational and reflective teaching and learning: 1. interact with the environment; 2. reflective thinking on the meaning of the interaction; 3. based on the reflective thought, formulate values or beliefs; 4. based on reflective thinking apply the formulated values to new situations. This cycle demonstrates the value conceptualizing process for individuals and in a group setting that is closely connected to individual's and group's arts and artistic culture. Arts are an integral part of the individual or group being.

In this session, preservice teachers' reflection on arts integration will be shared based on the author's experience teaching arts integration as well. Strategies on how to select arts and arrange arts in the lessons and curriculum will be shared. As a new movement in K-12 education in the US, arts integration is gaining ground to practically innovate curriculum through the use of arts locally and globally. As a new approach, arts integration not only brings educational value to students and financial value to schools but also brings pedagogically value to teachers and educators. In this paper, the implication of this approach to education will be discussed and shared.

Molly Zhou, Dalton State College, Dalton, USA
mzhou@daltonstate.edu

Parallel Session 6
Stream 3: Oral Presentations

Purposeful strategies in a transformative world
Sub-theme: Transformative Teacher Education

In a changing world that is becoming increasingly technological and multi-cultural, with each individual's location, job and social situation changing rapidly throughout their lifetime, our future teachers need to be equipped with a variety of skills and dispositions including resilient life strategies and clarity of meaning. It is now more crucial than ever to equip teachers with the knowledge, skills and values associated with Life Coaching.

Individuals in modern developed countries have become more transient in their employment patterns. In the USA, according to the Bureau of Labor Statistics (2018), the average person changes jobs 10 to 15 times in their career, and in Canada 15 times. In Australia, young people leaving school today are expected to have 17 jobs and 5 careers in their lifetime (Australian Department of Employment, 2014). Thus, it is becoming less important to train people in terms of one job, but in terms of a mission and purpose where knowledge, skills and values are transferable. Overall happiness rates are decreasing, with America alone having only 33% of the population (18 years and over) reporting that they are 'very happy', we need to ask ourselves as educators; what constitutes happiness? Aristotle calls it 'eudaimonic', where having purpose and meaning is central to ones reflective assessment of the quality of his or her life. Therefore, future teachers are to be empowered to help others to find their life purpose and meaning. Finding one's resilience through valuing a life of unique purpose and mission is the fundamental piece of overall happiness, as was founded by a global happiness research study, the World Happiness Report (2017).

As a first generation Australian of Dutch and Chinese descent, who had to move house 16 times before turning 18 and who was subjected to racism and bullying by peers at school, the presenter has first-hand experience with struggles to identify identity, purpose and meaning in life. She has gone on to develop personal life coaching

skills that transformed her life, and has become the Founder of a non-for-profit education and empowerment charity called *The Help Nepal Appeal*, a Teacher and an International Life Coach.

As a passionate Teacher, International Humanitarian and Life Coach, who has taught in over 45 school contexts across the UK, Nepal, Cambodia and Australia, the presenter has become increasingly aware that education in schools can miss a fundamental focus of life. This focus is to allow each student to leave their schooling with a clear set of habitual life strategies, unique life values to constitute decision-making, and a deep sense of their life mission and purpose.

This presentation examines several Life Coaching techniques, such as the Wheel of Life (managing coinciding life priorities), Table Top Strategy (transforming crippling limiting beliefs into empowered beliefs), and strategies for motivation and productivity. These techniques offer opportunities to challenge teacher's thinking and to reflect on their practice. Participants will further consider the utility of such techniques and their relevance to teacher education.

Australian Government Department of Jobs and Small Business Employment. (2014) Research and Statistics. Retrieved from: https://www.jobs.gov.au/employment-researchand-statistics

United States Department of Labor. (2018). Bureau of Labor statistics. Retrieved from: https://www.bls.gov/

Helliwell, J., Layard, R., & Sachs, J. (2017). World Happiness Report 2017, New York: Sustainable Development Solutions Network.

Jody Dontje, The Help Nepal Appeal
thehelpnepalappeal@gmail.com

ACTIFE - A didactic approach for inclusive teacher training programs to meet diversity
Sub-theme: Social Justice, Inclusion and Diversity in Education

How can we prepare our students in to being teachers towards inclusive education that is adaptive to a wide range of diversion, when we don't practice this ourselves at faculties for teacher training?

The above question cannot be answered. From the principle 'teach as you preach', it is a strong condition to provide education at faculties for teacher training that is inclusive as much as possible and meets different aspects of diversity. The University of Applied Sciences of Amsterdam is located in the city of Amsterdam, home to 180 different nationalities that brings a wide range of diversity within the student population. Diversity is also mentioned as an important cause for study failure. Study dropout in the first year is   particularly high among students coming from vocational education. Higher education in the Netherlands understands its mission to be in one and the same way accessible, to provide a high level of education and to realize study success, as an impossible 'triemma'. Strengthening of support of so-called first-generation students, many with a non -western background, and who are the first in their environment to go to higher education, increases the chance of study success of students with lower educated parents. Failure can be seen as a process of declining school involvement. Involvement comes from a successful interaction between the student and the educational environment, and is a precondition for this study success.

In this presentation a didactic approach will show an increase to student involvement and study success. The prototype was implemented in 2016 in the program 'development of the adolescent' that was provided to a first-year group of the second-degree teacher training at the Amsterdam University of Applied Sciences. The reason for the need to implement this was due to a high rate of dropout, passive attitudes and a low presence in the classroom. The approach is developed to be easy to organise and to attain high results. Students have no other study activities in this program outside the scheduled meetings. Students work in groups at all times on

different assignments every week. Groups are highly self-sufficient and consciously heterogeneously formed. Peer feedback is an important part of the meetings. At the end of each meeting, feedback is provided by the individual groups. Students are instructed in advance with 'rules for effective feedback'. The above approach meets Hattie's effective education criteria: Visible Learning; a synthesis or about 800 meta-analyzes related to achievement (2009). First results of research about this approach will be showed.

Herald Hofmeijer, University of Applied Sciences Amsterdam, Amsterdam, Netherlands
h.a.hofmeijer@hva.nl

Disruptive practice in Saudi EFL student teachers' learning to teach through flipped classroom and rehearsal: A grounded theory study
Sub-theme: Transformative Teacher Education

The purpose of this study was to lay the groundwork for a theoretical framework for disruptive practice in the context of Saudi English as a foreign language student teachers' learning-to-teach experience. The participants of the study experienced a professional development workshop, "Flip Your EFL Classroom", beside rehearsal training sessions as a pedagogy of teaching practice for student teachers.

The main question of the study was: How do rehearsal sessions impact the Saudi English as a foreign language student teacher's learning-to-teach journey through the implementation of the Flipped Classroom method? This was accompanied with the sub- questions: To what extent do rehearsal sessions help Saudi English as a foreign language student teachers develop their teaching skills? How does rehearsal-session feedback influence student teachers' actual teaching in the classroom? How do Saudi English as a foreign language teacher educators utilize rehearsal sessions as a professional development tool?

The participants of the study were 12 English as a foreign language female student teachers and 3 teacher educators divided into three groups. Data were collected through field observations and post-interviews. Corbin and Strauss' [2008] grounded theory research methodology was embraced, specifically their concept of "analysis as a process." Data analysis resulted in the development of the core category of the study: learning through practice. The storyline of data consists of five phases under each phase number of developed concepts and sub-concepts. The first phase gives a first glance at the field of Saudi student teachers' learning-to-teach experience during practicum in connection with prior academic preparation in college highlighting the following concepts: the gap between student teachers' academic preparation and the field, student teacher's existing self-awareness, student teacher's self-doubt concerning their own efficacy, and the generally misguided image of teaching. The second phase; "In the middle of wonderland!" includes the following concepts: the distinction between actual teaching and rehearsal, micro-teaching vs. rehearsal, rehearsal as more complex than actual teaching, and out of the cooperating teacher's shadow. The third phase explores the issue of practice and enactments and brings with it two concepts- "the third space" and "aha moments." The fourth phase, "Meet me at the end of the day," sheds further light on the role of teacher educators while mentoring student teachers. It includes the two concepts of teaching delay and adoptive performance. The last phase addresses the flipped side of flipped classroom.

To conclude the study, data analysis was expanded to draw the developed theoretical framework of the study. A middle range theory of practice in teacher education that is rooted in Ericsson's [2002] notion of "deliberate practice" was developed. Seeking a deeper understanding of practice and a shift to a practice that imparts the essence of learning to teach, the researcher conceptualized a pyramid for practice in learning to teach called "the degrees of practice pyramid." It consists of three levels for practice from the bottom up: blind practice, approximations of practice, and deliberate practice. On this pyramid, higher levels of practice indicate greater levels of complexity and provoke disruptive practice in learning-to-teach journey.

Mai Alfahid, Imam Mohammad Ibn Saud University, Saudi Arabia
mai.alfahid@gmail.com

Teachers matter: Preparing innovative teachers
Sub-theme: Transformative Teacher Education

Today's young people of both undergraduate students, and those entering teacher education programs are digital natives, who grew up in a technology world of computers, Internet, cell phones, and social networking. In contrast to their analogue schools and teacher education programs, they seek an education that's creative, engaging, interactive, and collaborative, and most importantly, innovative. In our global society, schools have to prepare students for a competitive international economy. The emphasis on innovation and creativity are fundamental skills for a successful 21st century economy in championing teacher education. The challenge is understanding the increasing complexity and demands of the 21st century, and how we can work together to determine the best solutions to transform our system of education.

In higher education, the primary goal is to prepare pre-service teachers for the real-world challenges they will experience in their everyday life, in their professional career, and in society (Tsui, 2002). The academic learning in higher education is a type of knowledge that is discipline-specific, however, in the 21st Century, academic learning should focus on enhancing the cognitive processes that cultivate creativity and innovation with critical thinking and problem solving (Behar-Horenstein & Niu, 2011).

Ferrari, Cachia, and Punie (2009) state "innovation is the application of a process or product and should be a thinking process of creative learning with the implementation of new methods, tools and contexts, which could benefit learners and their creative potential" (p. iii). To be an innovative teacher, it begins with the desire, and the long term commitment. If the desire and commitment exist, instructing teachers to be creative and innovative can be successful (Berglund & Wenneberg, 2006; Bruton, 2011; Tsui, 2002). Researchers have their definition of innovation, however the grooming of innovation has to start from the teacher education training institutions, where the clinical or student teachers can learn first-hand how to implement innovation, prior to being hired.

This oral presentation, "Teachers Matter: Preparing Innovative Teachers" is relevant to the conference theme of Transformative Teacher Education in Local and Global Contexts. The relevance is championing teacher education with emphasis on innovation and creativity as fundamental skills for a successful 21st century economy and in life, which is a key point in the sub theme of Transformative Teacher Education. Learning is the core criteria of schools and presently, it should be strengthened by classroom instruction that is conducive for the 2s1t century learner. In transforming teacher education it has become the need for teacher educators to think as active learners beyond the boundaries, however the grooming phase begins in the teacher education programs. Throughout the oral presentation, there will be engagement and discussion, so the participants will leave the session to further the conversation with their colleagues and stakeholders.

Dr. Lynda Cavazos earned her Ph.D in Education from the University of the Incarnate Word in San Antonio, Texas. Dr. Cavazos teaches and supervises clinical teachers at Texas A & M Corpus Christi, and is co-founder for pledge2teach. She is a passionate, educational consultant, and is a board member for the Inman Christian Childcare Center.

Her publications are in the:

• World Federation of Association of Teacher Education

• National Social Science Journal

• The American Journal of Pharmaceutical Education

- The National Association of Bilingual Education

- The Texas Association of Bilingual Education Journal

- The Journal of Interdisciplinary Education

- Young Children (Special Edition)

Lynda Cavazos, Texas A&M Corpus Christi, USA
lynda.cavazos@pledge2teach.com

Development and evaluation of the digital teaching competence from a transformative perspective
Sub-theme: Transformative teacher education

Many reports over the last few years have analysed the potential use of games, videogames, 3D environments and virtual reality for educational purposes. Numerous emerging technological devices have also appeared that will play important roles in the development of teaching and learning processes. In the context of these developments, learning rather than teaching becomes the main axis in the organisation of the educational process. This process has now gone beyond the analogue world and face-to-face education to enter the digital world, where new learning environments are being produced with ever greater doses of realism. Teaching and Learning in Digital Worlds examines the teaching and learning process in 3D virtual environments from both the theoretical and practical points of view.

As education advances with the help of technology, it becomes very clear that the actual day classroom needs now very different elements. If we compare it with the conventional classroom needs. 3D Virtual learning environments (VLE) offer an environment through which teachers can engage students in active learning. The aim of this paper is to understand how to use virtual worlds to foster digital competence in preservice teachers can support training and learning activities to promote a challenge for the designers and evaluators of this learning technology. A number of key attributes of 3D VLE will be necessary to describe and discuss in relationship with the educational theory and pedagogical practice, in order to establish a possible theoretical framework for 3D VLE learning. The digital competence of teachers is an essential professional competence in a digital society impregnated with technology.

Teachers must not only use technology to teach, they must promote processes of innovation and change in the educational process. In this sense, it is necessary to define the digital competence of teachers and the strategy to develop and evaluate it. For this, we propose an evaluation rubric consisting of 22 descriptors, grouped in four different dimensions and with indicators defined for four levels of development per descriptor.

In our presentation, we want to expose a transformative vision of teaching in the context of a society marked by complexity and a large technological component. This point of view is based on the so-called transformative pedagogy, whose foundations begins on a socio-constructivist approach and focus on developing critical thinking and personal change from a reflective process. These ideas could be the base to design processes that promote the teacher education of a faculty committed to a transformative perspective of the teaching and a digital competence to design high quality learning environments for their students in 3D VLE during the preservice training period.

Mercè Gisbert Cervera, Universitat Rovira, Virgili, Tarragona, Spain
merce.gisbert@urv.cat

José Luís Lázaro Cantabrana, Universitat Rovira, Virgili, Tarragona, Spain
joseluis.lazaro@urv.cat

Preparing teachers to teach in the digital age. Where, what and how do student teachers learn?
Sub-theme: Transformative Teacher Education

This presentation will share research findings of a study that is investigating how to prepare teachers to teach in the digital age. As digital technologies become ubiquitous within teaching practice, teacher education needs to evolve so that what is taught and how students learn prepares the next generation of teachers for the digital age. A model developed from the principles of heutagogy (Hase & Kenyon, 2007) and androgogy (Knowles, 1984) provided the theoretical framework for the research to explore what was taught and what was and was not learnt by recognising that learning does not only occur through the taught curriculum , and what is taught is not necessarily what is learnt. Focus group interviews of graduating students learning how to be secondary teachers in two different academic programmes and course documentation provided the data for this presentation. Three areas of professional practice were explored including the professional work of a teacher in the digital age, managing the digital learning environment, and teaching knowledge and skills for a digital age. The data will be analysed using abductive reasoning drawing themes from the data and from the research literature. It is hoped that the findings from the study will inform a future focussed model of transformative teacher education to enable graduates to be prepared to teach in the digital age through an innovative programme of learning.

Hase, S. & Kenyon, C. (2007). Heutagogy: A child of complexity theory. Complicity: An International Journal of Complexity and Education, 4(1), 111-119.

Knowles, M. (1984). Andragogy in action: Applying modern principles of adult learning. San Francisco, CA: Jossey-Bass.

Louise Starkey is a senior lecturer at Victoria University of Wellington. Louise gained experience as a classroom teacher, curriculum leader and senior manager in a range of New Zealand secondary schools prior to following a passion to research education in a digit al age.

Anne Yates is a senior lecturer at Victoria University of Wellington. Her research interests focus on the impact of assessment on teachers, and distance (e-learning) education. Prior to Anne's appointment at Victoria University she taught in the secondary school sector, specialising in economics, accounting and legal studies, which included holding middle management positions.

Louise Starkey, Victoria University of Wellington, Wellington, New Zealand
Louise.starkey@vuw.ac.nz

Anne Yates, Victoria University of Wellington, Wellington, New Zealand
Anne.yates@vuw.ac.nz

Poster Session

Clinical partnership: One university's journey
Sub-theme: Policy and Partnerships in Teacher Education

Teacher education programs in the United States have been dramatically influenced by our relatively new Council for the Accreditation of Educator Preparation (CAEP) standards. One standard that has influenced programs in Teacher Education to a large degree is Standard Two. The standard outlines:

> The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

This standard indicates that a strong collaborative clinical preparation is only as strong as the P-12 partnerships, clinical educators, and the clinical experiences.

Past practice has actually reflected a relationship between university and clinical partners in which our university has assembled our clinical partners and shared with them what we needed for them to do for us. That does not appear to be the intent of CAEP Standard 2.

The result of full implementation of this standard required our new graduate special education licensure program be built upon more robust partnerships. We started with Memoranda of Understanding (MOU) documents between the university and special education cooperatives and Unified School Districts in the surrounding geographical area. The documents outline expectations of all stakeholders as they relate to the preparation of teaching candidates. From those initial agreements, further meetings were held throughout the 2017/18 academic year. Stakeholder groups included members of the Kansas Association of Special Education Administrators, adjunct faculty teaching in the graduate program, and the Guiding Coalitions and other Special Education advisory groups. Our own graduate students have also given input.

As the work of collaboration progressed, these stakeholder groups helped develop various assessment and evaluation tools, screening criteria, professional disposition identification, handbooks and various other artefacts associated with the partnerships. These new resources are now in use at the university.

This poster will include specifics as to the results of the partnerships and our ongoing and growing relationship with all involved.

Dona Gibson, Friends University, Wichita, USA
dgibson@friends.edu

Perceptions of Chinese international students and their lecturers - A literature review
Sub-theme: Transformative Teacher Education

This poster provides a review of the existing academic literature on Chinese international students and their lecturers regarding their approaches to learning in Australian universities. This doctoral study will interrogate the research questions: "What typifies Chinese international students' approaches to learning in Australian universities?" and "In what ways do Chinese international students negotiate and adjust their approaches to learning in Australian higher education?"

The review covered several important elements associated with the research topic. First, Student Approaches to Learning (SAL) theory, i.e., deep learning, surface learning was examined, coupled with a survey of the instrument sand models employed to detect approaches to learning that were born out from SAL theory.

Second, an examination of Chinese international students' learning experience in Australian higher education was reviewed. Underlying assumptions about their characteristics and their approaches to learning were explored. In particular, the much talked about phenomenon of "Chinese paradox" documented was thoroughly examined. Third, this review looked at how academics, encountered by the influx of students from abroad, especially from China, implemented the internationalised curriculum in Australian higher education in order to accommodate diverse learning needs of international students, particularly those from China.

As student approaches to learning are culturally and socially conditioned, there appears a need to investigate how Chinese international students approach their learning from their specific socio- cultural settings. Furthermore, previous study was mostly done through the eyes of observers, being either academics or educationalists. There is a paucity of research on Chinese international students' approaches to learning from the perceptions of "learning entity"-the Chinese international students themselves. A content analysis was employed in this review of literature with an aim to offer a conceptualization of the problems and recent developments within the context of research on approaches to learning concerning students from China so that the "gaps" could be designated and identified for the research on Chinese students' learning and teaching in Australian universities.

Boli Li, Federation University Australia, Australia
b.li@federation.edu.au

Teachers Learning to Teach STEM: Effect of a Professional Development Program
Sub-theme: Transformative Teacher Education

As teachers and schools embrace the challenge of integrating STEM, professional development (PD) opportunities are becoming increasingly common, some at considerable cost, some through Government intervention. STEM is not an explicit part of the Australian or state curricula, therefore professional development or resources tagged as STEM can vary in content, applicability and usefulness for schools. In this paper we report on the outcomes of a two-year STEM PD program where teacher learning was underpinned by a common language of STEM practices and pedagogies and designed to take into account teacher and school needs. Where previous large or medium scale interventions use professional development based on delivering specific program s or practices, unique to this PD program has been the encouragement of schools to develop their own approach to conceptualising and implementing STEM that makes the best use of their resources. The outcome has been a wide variety of projects organised in schools in different ways. The effect of the program on teachers' perceptions of their changed practice was measured by the 'Component s of Effective STEM Teaching and Learning ' questionnaire, where respondents rate or 'map' their practice against a set of descript ions, or components, of STEM-related pedagogies being promoted through the program, and rate the importance of each of these components. This component mapping was completed four times during the program. After the final PD session, teacher s completed the component mapping during a focus group interview at each school, and they were asked to reflect on changes that had occurred in how they approached their teaching. We use these reflections and the longitudinal component mapping data to show that teachers increasingly adopted the STEM -related pedagogies. In addition, teachers indicated that their move towards STEM had taught them the need to relinquish control over the learning process and that involvement in the PD had promoted substantial and powerful reflection on their current practice and the courage and resources to embrace new ideas. The specific elements of the program that resulted in these changes are identified as recommendations for future PD relating to STEM.

Linda Hobbs, Deakin University, Australia
l.hobbs@deakin.edu.au

An analytic framework for developing reflective inclusive educators
Sub-theme: Social Justice, Inclusion and Diversity in Education

A commonly agreed upon stance within disability studies perspective is that disability is a social construction. That is, people are more disabled by society than by their impairments. This poster presentation recommends a potential framework for conceptualizing inclusive education that draws on the disability studies perspective. It explores an analytic framework that can be used as a reflection tool within Initial Teacher Education to identify and understand barriers that impede participation and engagement for children's learning.

It draws upon two theories from within the disability studies field. The first theory identifies barriers within society that disable people with impairments. Finkelstein, French, Swain and Oliver (1993) identify three different, yet commonly agreed on, barriers: environmental (physical places and spaces), structural (governing systems and norms) and attitudinal (beliefs and behaviours). The second theory draws on the work of Thomas (1999) who identified 'impairment effects' and 'psycho-emotional barriers' - also explained as barriers to 'doing' and 'being'. The common barriers of environment, structures and attitudes are broken down through the lens of barriers to being and barriers to doing. This allows for consideration of the impact of barriers not only participation and engagement, but on the psycho emotional well-being of students.

Drawing these theories together, this poster demonstrates a framework that identifies both barriers to learning (factors that impede or disengage), and learning portals (factors that enable or engage). As a reflective tool, the framework allows for attention to be given to identifying teaching approaches that provide accessible opportunities for all to be a part of the learning design process. Using this framework in ITE could equip pre-service teachers with the reflective capacity to identify specific barriers that impede participation and engagement, and support the development of inclusive teaching strategies to make learning accessible. Examining the impact of wellbeing as part of the reflective process in the framework builds on the more traditional (and often sole) focus on learning barriers.

Amy Claughton, Federation University Australia, Australia
a.claughton@federation.edu.au

Student mobility and the unique challenges for inclusion
Sub-theme: Social Justice, Inclusion and Diversity in Education

The term "student mobility" refers to students who have experienced a change of school settings on at least one occasion. This term can initiate a range of responses, both positive and negative, from key stakeholders in education and often requires an innovative response from teachers when faced with new students entering their classroom. While much of the existing research examines the impact of student mobility in relation to academic progress, there has been little research into how mobile students and their families perceive themselves within their educational setting. Nor has there been any examination of how mobile students are perceived by other stakeholders, such as teachers, principals, non-mobile students and their families, and the impact of this on a school.

Although student mobility can be tracked in Victoria via the Victorian Student Number (VSN), due to privacy legislation there is little sharing of data within or beyond the Victorian Department of Education and Training (DET) and the Victorian Curriculum and Assessment Authority (VCAA) who are the business managers for this system. This gap in our collective knowledge points to the need to explicitly track student movement and undertake research into the impact of this on educational environments. Our current inability to do so means that the impact of such movement on students, their families and key stakeholders is largely unexplored. Sorin and Iloste (2006), who investigated student mobility in northern Queensland, note unequivocally that "mobility affects all stakeholders, from students and their families to school personnel and system functioning" (p. 229).

With increased knowledge of students' movements between schools and the impact of mobility identified, issues affecting all key stakeholders can be raised and addressed.

The research reported on in this poster presentation is an ethnographic study within the disciplines of education and sociology. This qualitative research is underpinned by social constructivism, as it emphasises the importance of relationships to mobile students and their broader school community. This study utilises a range of data-collection methods: document collection (including a review of current policies and legislation); questionnaires; individual interviews; and, focus-group interviews. The sample is derived from five socio- economically diverse schools, encompassing the Victorian Education Department's geographical categories of: major cities; inner-regional; outer-regional; and remote areas (Department of Education and Early Childhood Development, 2011, p. 21).

This poster presentation will demonstrate connections between the experiences of mobile students and their families with the realities faced by classroom teachers. As identified through the research undertaken thus far, this poster will specifically focus on th1r social impact of mobility and the unique challenges for inclusion this presents for educators.

Kerry Murrell, Federation University Australia, Australia
kerrymurrell@students.federation.edu.au

Exploration of journey as a means of richer learning about scripture
Sub-theme: Transformative Teacher Education

This research explores the response of primary teachers who have Studied Scripture for one month at The Centre of Biblical Formation conducted by the Sion Sisters at Ecce Homo Convent, in Jerusalem, Israel. The Catholic Education Office in the Diocese of Sale (CEOSale), Victoria provides four scholarships annually to primary teachers to study Scripture at the Sion sisters' centre with a view to enhance Scripture understanding of recipients. The Sion Scholarship Program (SSP) began in 2005 and continues to today. Through general feedback at post study gatherings, CEOSale is aware of the positive impact of the SSP on recipients, not only on those who have journeyed to Israel for the SSP, but also on these teachers' students, colleagues, school, and parish communities. This research seeks to provide a more substantive research-base to inform the future of the SSP, and perhaps other programs involving journeys/travel/study overseas/pilgrimage intended for teacher learning. This study employs a hermeneutic phenomenological theoretical perspective and methodology to explore participants' perspectives about the SSP and whether it provides a means for richer learning about Scripture. The work of Mezirow (1981; 1990; 1997; 2009) is drawn on in particular to provide an understanding of the theory of transformative learning for adults. In addition, literature related to personal faith journey and physical journey as well as professional learning for teachers has been researched. The data from participants in this study is still in the analysis stage but indicate a sense of transformation through the encounter with Scripture, self, and others impacting on personal beliefs, themselves as witness, and understanding of Scripture.

Alice Youlden is an Education Officer in the Religious Education and Catholic Identity team in the Diocese of Sale. She has a particular interest in pedagogy and Scripture in Catholic schools. She is currently a doctoral candidate in education supervised by Dr Mellita Jones and co supervised by Prof Peta Goldburg.

Alice Youlden, Australian Catholic University, Australia
alice.youlden@myacu.edu.au

Teachers' affective domain and transformation in team-based learning
Sub-theme: Transformative Teacher Education

Transformative learning is a process through which assumptions, beliefs, values and perspectives of adult learners are questioned by the learners to validate and critically assimilate their new understandings. Informal or formal activities can lead adults to acquire new skills, values or knowledge and the learning process can lead adult learners to see themselves in the world differently as a result.

The context for this research study is team-based professional learning for teachers involving teachers in completing action research over one or more years in a collaborative and participatory way. For their professional learning teachers investigated research focus areas, including pedagogy or teaching and learning issues, to advance, improve or understand more about their professional practice to understand the implications of their practice on student learning outcomes.

The evolving theory of transformative learning in the field of adult education informs this research study which explores to understand and interpret how teachers describe their transformative learning in team-based learning and its relation to affect. Using qualitative methods, the research study explores the attitudes, values and beliefs and motivations of a group of teachers who completed action research for their professional learning to understand whether and how the perspectives of teachers change relating to their professional learning and what any such change means for teachers in their professional practice.

This research explores teacher's contemporary experiences in teacher professional learning education in independent schools but has implications for teacher professional learning widely. The challenges for the research are also in its opportunities, as this study attempts to build upon the work of Patricia Cranton and Kathleen King. Cranton (2016) was very interested in understanding how the perspectives in the transformative learning literature could be brought together to form a more comprehensive understanding of transformative learning theory in a unified and integrated way.

This research, which is in progress, aims to contribute to building the necessary research evidence, through gaining wisdom, and with commitment to understand transformative learning and to understand more about the complexities of transformative learning for teachers. The research will seek to relate transformative learning theory to teacher education in the wider view to meet the challenges present in an ever-changing world for adult learners and for educators.

The shared insights of teachers through an interpretive case study of their affective, emotional, and social context aspects of their professional learning experience may reveal more about the essence of how adult learners advance developmentally and professionally by becoming more critically reflective. More knowledge through research about how teachers learn together in innovative teacher education and teacher professional learning situations is essential to continue to advance understanding of how teachers gain emancipatory knowledge that is transformative.

Any relationships existing between teacher professional learning, action research, teacher affective dispositions and transformative learning may suggest teachers' professional learning can be transformational and this could have implications for teachers' professional learning in the future.

Leigh Witney, Australian Catholic University, Australia
glwitney@bigpond.com

Investigating the story writing in remote locations (SWIRL) Program

Sub-theme: Social Justice, Inclusion and Diversity in Education

SWIRL is a continuing four-week program held during University teaching periods where Victoria University staff and pre service teachers live in remote Indigenous communities in the Northern Territory and work with Aboriginal children on literacy projects.

As Indigenous Australian children are underrepresented in completion of secondary education, and particularly tertiary education, finding meaningful ways to include their knowledge and understanding in learning processes is both an act of social justice and the recognition of the importance of diversity to enable that inclusion.

During the SWiRL program VU pre service teachers work with local children to create meaningful texts, which relate directly to the children and their daily lives, to assist their developing understandings of alphabet literacy. SWiRL encourages the use of Aboriginal languages in the creation of texts that children will use in their quest for that alphabet literacy wherever possible.

This PhD study is an investigation of the SWiRL program and its impact on preservice teachers and graduate teachers who have direct experience with this program. This research draws on the theories of Luis Moll's Funds of Knowledge (1993), and Edward Soja's Third Space, (1993). Current literature associated with models of reconciliation that have been embedded in schooling contexts and teacher education programs are also explored (Price 2014; Nakata 2007).

Purposive sampling (Patton 1990) will be used to recruit participants in this study. Each participant is being interviewed about their SWiRL experiences. Thematic analysis will be used to analyse the data as it allows for the coding of data to identify common patterns that can be further theorized and interrogated (Cassell & Symon 2004). Thematic analysis also makes sense of the data gathered in an attempt to understand and appreciate individual experiences and their lifeworlds (Cassell & Symon 2004,)

The age-old practice of "telling stories" of the local environment, in that environment, contributes to the construction of texts that are daily examples of the lives of the Indigenous young people. The children are the experts, and the pre service teacher are the learners, which assists reversing the traditional western understanding of learning, giving the powerful positions to the learners. This poster will cover initial data findings that have been gathered that demonstrate changes in attitude, growths in understanding and embracing of Indigenous cultures in mainstream education by VU graduates and VU preservice teachers in Education.

Lawry Mahon

Lawry.mahon@vu.edu.au

Gala Conference Dinner – Tuesday 10 July

Our Gala Conference Dinner is being held at Masani - Located at 313 Drummond Street, Carlton. The arrival time is 6:30pm for seating at 7:00pm. We look forward to networking with you all whilst indulging in a selection of fine food and wine. The link below provides directions to Masani from ACU:

Directions to Masani from ACU

Social Programme – Thursday 12 July

Take the opportunity to visit art galleries, especially those that feature the work of children and young people. Your tour hosts will be **Maxine Cooper** and **Maureen Ryan**.

Starting at 09.45am, Meet at "Top Arts 2018"National Gallery of Victoria, Federation Square, Melbourne. You will also be visiting Gallery Sunshine Everywhere and National Gallery of Victoria

Please note you will need to purchase a MYKI Card if you do not already have one.

For more detailed information, please see Page 9 of the Programme or come and see us at the **Registration Desk**, where we will also register your attendance.

Other things to do in Melbourne and Regional Victoria

Take the time to visit the following link and see what's on offer in Melbourne and Regional Victoria: http://www.visitvictoria.com/Regions/Melbourne/Things-to-do

MYKI Cards

Melbourne's trains, trams and buses are an easy way to see all of the city's best attractions, sporting venues and shopping precincts. All you need is a myki card and you'll be ready to travel around the city

For more information on purchasing a MYKI card, please visit the following link: MYKI Card

For international visitors, we recommend you purchase a MYKI Explorer - A Full Fare MYKI Explorer costs $15 and includes $9 myki Money for travel plus it gives you access to discounted attractions which you can view at the following link: Attractions and offers

ACU Campus maps and other useful information during your time on Campus

Travelling to ACU Melbourne Campus:

http://www.acu.edu.au/about_acu/campuses/melbourne/travel_to_melbourne_campus

The **Chapel** is located on the Ground Floor of the Daniel Mannix Building:

http://www.acu.edu.au/staff/campuses/melbourne/campus_amenities/chapel

Multi-Faith Room: Room 420. G.02 (Ground Level Mary Glowrey Building)

Cleansing Room: Room 420.G.04 (Ground Level Mary Glowrey Building)

CLASSROOMS (Refer to map on other page)

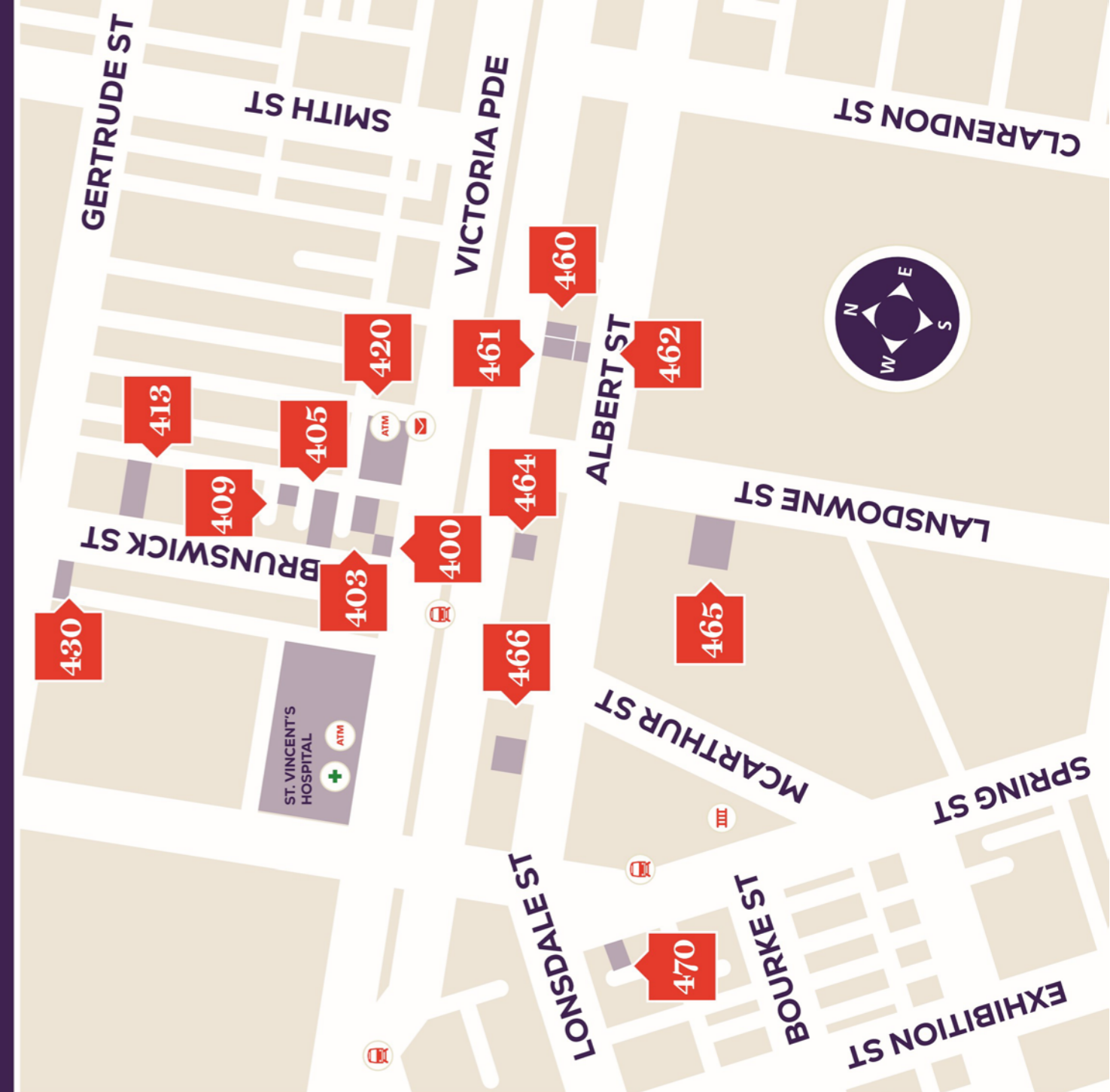| BUILDING	LEVEL	DESCRIPTION
400. Modular Buildings	G	400.G.01 - 400.G.12 Learning Spaces
	1	400.1.01 - 400.1.04 Learning Spaces
		400.1.06 - 400.1.08 Learning Spaces
403. The Daniel Mannix Building	B1	403.B1.02A Movement Analysis Research Lab
		403.B1.03 Biomechanics Lab.
		403.B1.04 Motor Control Teach. Lab
		403.B1.12 Exercise Science Clinic
		403.G.05 Philippa Brazill rsm Lecture Theatre
	G	403.1.03 Research Lab
	1	403.1.04 Research Lab
	2	403.2.03 Occupational Therapy Lab
	3	403.3.03 Midwifery Simulation Ward
		403.3.07 Simulation Ward
		403.3.08 Simulation Ward
		403.3.09 & 403.3.10 Simulation Wards
	6	403.6.02 Paramedicine Lab
		403.6.03 Paramedicine Lab
	7	403.7.02 Learning Space
404. Lecture Theatre	G	404.G.09 Mercy Lecture Theatre
		404.G.12 Christ Lecture Theatre
405. Cathedral Hall	G	405.G.05 Learning Space
		405.G.10 Cathedral Hall
	1	405.1.01 Learning Space
		405.1.06 Learning Space
	2	405.2.01 Learning Space
406. Drake House	G	406.G.08 Mac Lab
407. Art Gallery	G	407.G.02 Gallery
		407.G.03A Visual Arts Studio
		407.G.03B Visual Arts Studio
		407.G.04 Visual Arts Studio
	1	407.1.01 Visual Arts Studio
408. Recital Hall	G	408.G.11 Performance Arts Studio
409. Visual Arts Studio	G	409.G.01 Visual Arts Studio
420. The Mary Glowrey Building	B1	420.B1.15 - 420.B1.17 Music Room
		420.B1.19 Recording Studio
		420.B1.19A Tracking Room
		420.B1.20 Performance Arts Studio
	1	420.1.14A & 420.1.14B Learning Space
		420.1.15 Learning Space
		420.1.46A & 420.1.46B Learning Space
	2	420.2.15 & 420.2.19 Learning Space
		420.2.21A & 420.2.21B Learning Spaces
		420.2.22 & 420.2.46 Learning Space
		420.2.48 Math Lab
		420.2.49 Learning Space
		420.2.50 Learning Space/Video Conferencing
		420.2.52A & 420.2.52B Learning Spaces
		420.2.78 Moot Court
		420.2.80 & 420.2.80A Learning Spaces
		420.2.81 Learning Space
		420.2.82 & 420.2.83 Learning Space
	3	420.3.24 Collaborative Area (Speech)
		420.3.26 Science Lab
		420.3.30 & 420.3.31 Simulation Wards
		420.3.32 & 420.3.34 Allied Health Clinic & Observation Rooms
		420.3.35 & 420.3.37 Simulation Wards
		420.3.38 & 420.3.40 Allied Health Clinic & Observation Rooms
		420.3.52 Micro-Biology Lab
		420.3.55 & 520.3.58 Science Lab
		420.3.58A Orthotics Lab
		420.3.80 Chemistry Lab
		420.3.86 Science Lab
		420.3.87 Science Lab
		420.3.88 Occupational Therapy Prac. Room
		420.3.90 - 420.3.98 Psychology Clinic
	4	420.4.11 Learning Space
		420.4.12 & 420.4.13 Exercise Physiology Labs
		420.4.18 Learning Space/Video Conferencing
		420.4.19 Learning Space
		420.4.36 Computer Lab
		420.4.20 Computer Lab
		420.4.44 - 420.4.46 Computer Lab
		420.4.47 Learning Space
	5	420.5.16 & 420.5.17 Learning Space
		420.5.29 (Elicos) Learning Space
		420.5.31 Learning Space
		420.5.40 - 420.5.44 (Elicos) Learning Space
		420.5.46 (Elicos) Learning Space

CLASSROOMS (Refer to map on other page)

BUILDING	LEVEL	DESCRIPTION
413. Media Hub	G	413.G.05 Radio Room
		413.G.06 Production Studio
	MZ	413.MZ.04 Computer Lab
465. Knox Lecture Theatre	G	465.G.01 Learning Space/Videoconferencing

FACULTIES

BUILDING	LEVEL	DESCRIPTION
400. Modular Building	1	ACUcom
403. The Daniel Mannix Building	1	School of Exercise Science
	2	School of Allied Health
	4	School of Nursing, Midwifery and Paramedicine
	5	School of Psychology
412. Arts Precinct	G & 1	School of Arts
420. The Mary Glowrey Building	3	School of Science
460. 250 Victoria Parade	1	School of Education
	4	School of Philosophy
		School of Theology
		Institute for Religion and Critical Inquiry
	7	Peter Faber Business School
	8	Faculty of Education and Arts
		Faculty of Health Sciences
		Faculty of Law & Business
466. 486 Albert Street	7	Thomas More Law School
470. 215 Spring Street	5 & 6	Faculty of Health Sciences (Research)

SERVICES AND FACILITIES

BUILDING	LEVEL	DESCRIPTION
403. The Daniel Mannix Building	B1	DXA Consultation Suite
	G	Chapel
		Philippa Brazill Lecture Theatre
		The Track - (SES)
	MZ	Chaplain & Campus Ministry
		Health Clinic
	1	403.1.60 First Aid Room
	6	Roof Top Garden
405. Cathedral Hall	2	Mary Glowrey Museum
420. The Mary Glowrey Building	B1	Student Facilities
		- Locker Rooms (male/female)
		- Staff & Student Gym
		- Music Rooms/Recording Studio
		- Library Collections (access from ground floor)
		- MCSA Office
		- ACU Wired
	G	Campus Concierge
		Library
		Security/Help Point
		AskACU Centre
		Multi- Faith Room
		Parenting Room
		Wireless Access (Cafe)
		Internet Access (Library)
		South Cafe & North Cafe
		ATM/Vending Machines
		Co-op Bookshop
	1	The Office of Student Success:
		- Student Success Unit
		- Counselling Services
		- Career Development Services
		- Disability Services
		- Academic Skills Unit
		Indigenous Higher Education Unit
		Post Grad. Room
	2	420.2.78 Moot Courtt
	5	Institute for Advancing Community Engagement
		The International Office:
		- International Programs
		- International Education
422. Multi level carparking		refer to map on page 1
460. 250 Victoria Parade	5	Professional Experience Services
461. 232 Victoria Parade	3	Student Administration
464. 174 Victoria Parade	1	464.1.04 Psychology (HDR)

ACU Campus Maps – Continued

Building 400: This map details where the Breakout Sessions will be held.

Transformative Teacher Education in Local and Global Contexts Programme - (Short version)

Saturday 7 July	Social activity	
Sunday 8 July		
02.00	Meeting of WFATE directorate	
04.00	Meeting of WFATE planning team	
06.00	Registration	
	Informal drinks	
	Find friends for dinner	
Monday 9 July		
08.00	Registration, tea and coffee on arrival	
09.00	**Official Opening**	
10.30	Morning tea	
11.00	Plenary 1	
12.30	Lunch	
01.30	Parallel sessions/ symposia /workshops	
03.00	Afternoon tea	
03.30 – 5.00	Parallel sessions/ symposia /workshops	
05.30	Welcome reception	
Tuesday 10 July		
08.30	Registration, tea and coffee on arrival	
09.00	Plenary 2	
10.30	Morning tea	
11.00	Parallel sessions/ symposia /workshops	
12.30	Lunch	
01.30	Parallel sessions/ symposia /workshops	
03.00	Afternoon tea	
03.30 – 5.00	Network meetings - Research Development Groups	
06.30 for 7.00	Conference dinner	
Wednesday 11 July	**Higher Degree and Education Student day***	
08.30	Registration, tea and coffee on arrival	
09.00	Plenary 3	
10.30	Morning Tea	
11.00	Parallel sessions / symposia / workshops	
12.30	Lunch	
01.15	Poster session	
02.00	Parallel Session 6: Oral presentations	
03.30	Conference closing	
Thursday 12 July	**Social program - Optional day and half day tours**	

Poster A block of time will be allocated for presenters to be available to discuss their posters, and posters will be displayed in the trade exhibition/catering area

Parallel session Three 30 minute timeslots – 25 min for presentation (including questions)

Symposium 90 minutes, 3-5 speakers on selected theme

Workshop 90 minute interactive session

*Full time undergraduate or Higher Degree by Research education students are encouraged to join conference delegates and take part in the poster presentations on the Higher Degree and Education Student day