ATEA CONFERENCE 2019

Sunshine Coast, 3 - 5 July 2019

University of the Sunshine Coast

Professionalism and Teacher Education: Voices from policy and practice

The work of contemporary teachers and teacher educators has changed significantly and so too have the perceptions of what it means to be a professional. Unlike other professions, everyone has an experience of schooling that influences everyday understandings of what it means to be a teacher. Hence, there is no single agreed definition of what it means to be a professional in the context of learning and teaching. One key response includes educators working towards improving the public and policy maker perceptions of teaching as a profession. Governments identify the key issue to be linked to the quality of teachers, as presented in multiple inquiries, shifts in public policy and increasing regulation. An important contribution teacher educators make is the engagement in ongoing scholarship and debate that examines research and practice. It is through this work that educators shape and re-shape understanding of what it means to be a professional.

The theme for the 2019 Conference "Professionalism and Teacher Education: Voices from policy and practice" aims to explore the breadth of teacher and teacher educator professional work across all sectors from early childhood through to higher education. The conference aims to explore how educators reclaim professionalism for teachers and teacher educators through examining learning and teaching. Research and practice presentations and workshops will examine contemporary teacher education and the ways that professionalism can and is reclaimed to achieve the multitude of purposes of education.

Call for abstracts

Abstracts are invited in relation to the conference theme and sub-themes of:

- Policy, research, and practice in teacher education across both initial teacher education and ongoing professional learning
- International comparisons in teacher education policy and practice
- Methods and innovations in teacher education research
- Initiatives that explore the contribution of teacher education to society

Key dates

Call for abstracts Opens 19th November 2018

Abstract submissions due 8 March 2019

Authors notified 12 April 2019

Submission Policy

In order to provide opportunities for as many people as possible to present their work, authors may not submit more than two abstracts where they are the lead presenter. They may be a subsequent author on another paper, where the lead presenter is another registered participant.

All presenting authors of accepted abstracts are expected to register and attend the conference and be present at the scheduled sessions.

Abstract submissions for all presentations must be made using the online form. Abstracts are to be between 300 and 500 words in length. The body of your abstract must contain NO author identification. This ensures that each abstract can be reviewed 'blind' by two reviewers.

Abstract submissions for symposia must be made as an overall session summary (up to 300 words) PLUS three individual abstract submissions, clearly indicating the title of the symposium in the body of the abstract. Each of the lead presenters in a symposium must be registered for the conference to ensure inclusion in the program.

Accepted authors of the ATEA/Springer Book are required to present their papers at the conference and the book editors will organise for these abstracts to be provided for the conference program.

Presentation Formats

There will be three types of presentations available at the ATEA 2019 Conference:

1. Paper presentation (30minutes)

2. Symposium paper (3 papers within 100minutes)

3. Innovation and Practice Workshop (60minutes)

Individual Papers

Paper presentations provide the opportunity to present and discuss original research in relation to the conference theme. Paper presentations offer presenters a 30 minute time slot. We suggest you plan to use this time in such a way that the audience can engage with the presentation through discussion. Presenters will need to bring their presentations on a USB. You will NOT be able to present from your

own laptop. Each presentation room features standard audio-visual equipment, including projection screen, data projector and a Windows-based computer.

Abstracts for paper presentations MUST include a description of each of the following:

• The research focus or problem

• The conceptual framework informing the research

• Research methods, including ethics

• Key insights or findings, and implications.

Symposia (3 papers in a related group)

A symposium provides the opportunity for a session focused on a particular theme or topic. Symposia will be 100 minutes and include three papers. You may wish to also invite a discussant to contribute to a plenary discussion of the ideas presented in the symposium.

It is the responsibility of the symposium Chair to organize the other presenters and ensure they submit their individual presentations to the symposium Chair in the first instance. The symposium Chair must then collate the symposium summary and the three abstracts in a single submission. The chair may divide the 100 minutes as they choose but time should be allocated for opening and closing remarks, presentations, the discussant's response (if included), and audience interaction.

Abstracts for a symposium must include the name of the symposium as well as the name of each individual papers.

Innovation and Practice Workshops

Innovation and Practice Workshops provide an opportunity for individuals or groups to actively engage conference participants in exploring an example of current practice or a recent innovation in teacher education. These should take the form of a workshop that allows members of the group to engage with the topic. Workshops will be 60 minutes long and may or may not include a research component. It is the responsibility of the Workshop chair to organise presenters and/or resources required for their session and organise the time to ensure active audience participation.