

# CREATE News

ATEA's ECR/HDR Network

Newsletter

No. 20 February 2017

## *Welcome to a new year!*

Welcome back to the new year. We hope that everyone managed to have some time off over the summer break and is feeling refreshed and ready to face the new year! It continues to be a challenging time for all of us working in teacher education, and so it is important that we remain connected with each other as members of the Association and offer support and encouragement in what can be challenging times. We know that many of you find your collaborations and connections part of the things that sustain you in your teaching and your research and we hope that the year ahead will provide opportunities to develop new connections and collaborations.

A reminder to take advantage of the opportunities to apply for our grants and awards, with applications closing on **Feb 20**. This is also the day abstract submissions close for the conference.

## *Member of the month: Tim Fish*



Tim is a Lecturer at Monash University, where he coordinates and teaches in the Diploma of Tertiary Studies (DOTS) undergraduate

### *ATEA's Mission*



To promote:

- the pre service and continuing education of teachers in all forms and contexts;
- teacher education as central in the education enterprise of the nation;
- research on teacher education as a core endeavor.



#### **In this issue:**

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- \*Member of the month

*Got news to share?*



If you've got news to share with the CREATE community or an upcoming event that would be of interest to our members then please contact me:

Dr. Sharon McDonough

[s.mcdonough@federation.edu.au](mailto:s.mcdonough@federation.edu.au)

pathway course and core first year teaching and learning units. Tim's experience in teacher education includes teaching at Federation University Australia (nee University of Ballarat) for six years in the areas of sociology of education, social education and humanities, and school and community partnerships. His doctoral research (graduated 2012) involved a critical ethnographic study of disengaged young people participating in an alternative education program for early school leavers in a small rural town in Western Victoria. Tim currently researches in the areas of transition and pathways to higher education for underrepresented groups, and rural education. In 2017 Tim will continue his research on the retention of pathway students and their sense of identity as they move into and through their undergraduate teaching degree. Tim will also commence research of urban students undertaking rural placements as part of new placement experiences in both undergraduate and Master of Teaching courses at Monash University. When not working Tim has a busy home life with three boisterous boys aged 12, 7 and 3.

## *Conference Update*

### *Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence*

The 2017 ATEA Conference will be hosted by the Learning Sciences Institute Australia, Australian Catholic University, from 5-7 July in Brisbane, Australia. Teacher education programs in Australia and internationally are challenged by contemporary policy frameworks to demonstrate evidence of the impact programs have on the capacity of graduating teachers to act with confidence and competence in school and early childhood education classrooms. At the same time, the field of teacher education is increasingly working toward building a robust platform of research evidence that speaks to these policy frameworks and to wider issues of the role of teaching and teacher education in wider society. The theme of 2017 ATEA, "Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence" engages both with 'evidence of impact' and 'impact of evidence' to tease out the complex dialogue between the enterprise of teacher education and evidence for its effects in the early 21st century, including taking a critical position on the very notions of 'evidence' and 'impact' that underpin contemporary policy frameworks.

The call for abstracts and registration is now open for the conference. Abstract submissions close on **Monday February 20**.

Please visit the conference website for more information: <https://lsia.acu.edu.au/atea/>  
For queries about the conference please contact the conference convenor via email: [ATEAConference2017@atea.edu.au](mailto:ATEAConference2017@atea.edu.au),

## *Pre-Conference for Early Career Researchers and Higher Degree by Research students – Tuesday July 4*

Once again we will be holding our pre-conference for Early Career Researchers and Higher Degree by Research students on Tuesday 4 July. The full schedule for the ECR/ HDR day will be released shortly but there will be a range of interesting sessions from a range of presenters including:

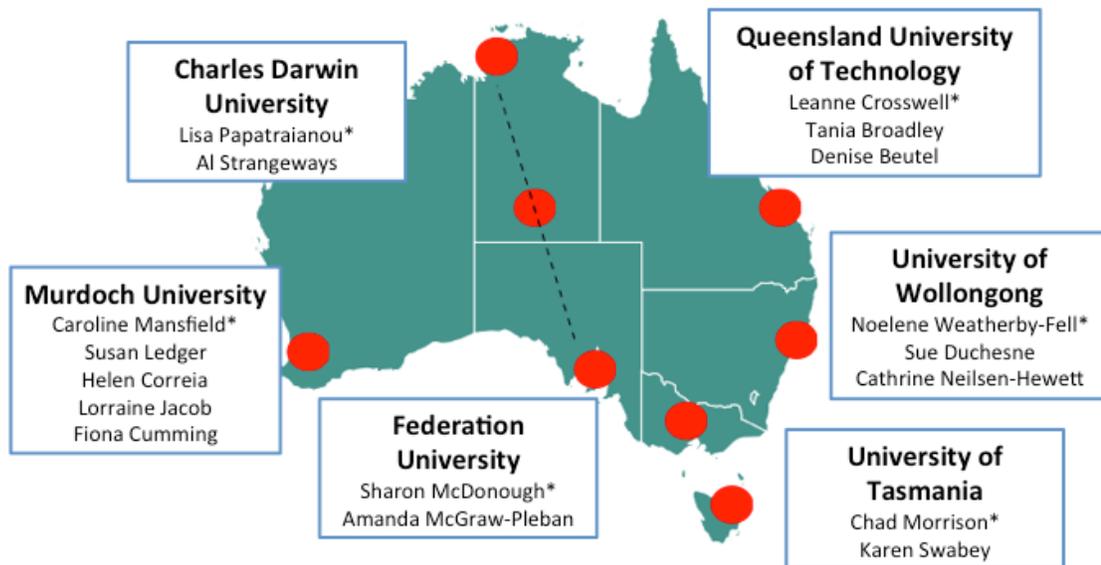
- Research collaborations- establishing successful and effective collaborations in research
- A session for HDR students on surviving and thriving on the road to PhD completion
- A session for ECRs led by Professor Joce Nuttall on 'Making a difference in teacher education: Goals and strategies'.
- A session on writing for the Asia-Pacific Journal of Teacher Education led by the editors.
- 'You can't ask that' – a panel session where you can ask all the questions you've always wanted to know about life in academia and teacher education!

Spaces for this event will be limited to 25 ECR/ HDRs and attendance at this day is subsidised by ATEA to support our ECR/ HDR members so there is no charge for this day. Please note that you can only attend this day if you are registering and paying to attend the whole conference.

## *What's new in teacher education?*



Staying BRiTE is a national collaborative project led by A/Professor Caroline Mansfield (Murdoch University) as part of her [OLT National Teaching Fellowship](#) (2016). Building on the success of the [BRiTE](#) (Building Resilience in Teacher Education) project ([Mansfield, Beltman, Broadley & Weatherby-Fell, 2015](#)), the aim of Staying BRiTE is to embed resilience skills and strategies in teacher education programs and develop contextually responsive resilience-focused curriculum and resources. Working with a committed and enthusiastic team, representing 6 Australian universities (as below), the key deliverable will be a series of authentic cases to illustrate how resilience skills and strategies can reflect the diverse contexts in which pre-service teachers begin their careers. Project deliverables will be available via the website [www.stayingbrite.edu.au](http://www.stayingbrite.edu.au) (under construction, but live soon).



## How can I get involved?

- Please follow [this link](#) to complete the national survey for teacher educators. This survey will take about 10 minutes of your time and will help inform our work by better understanding current approaches to pre-service teacher resilience development in higher education. Please help us by circulating the survey link widely!
- Follow us on Twitter - @StayingBRiTE, FaceBook and ResearchGate
- Stay tuned for project updates
- If you'd like to get more involved, please contact Caroline Mansfield – [caroline.mansfield@murdoch.edu.au](mailto:caroline.mansfield@murdoch.edu.au) or a member of the StayingBRiTE team.

## Awards and grants news.

Award	Focus	Prize
<a href="#"><u>Teacher's Mutual Bank - ATEA Teacher Educator of the Year Award</u></a>	<ul style="list-style-type: none"> <li>To encourage and recognise innovative teaching practices in teacher education at university level</li> </ul>	Framed certificate, presented at 2017 conference <b>\$3000</b> Presentation at 2017 ATEA national conference to be held in Brisbane from 5-7th July
<a href="#"><u>ATEA Research Recognition Award for an Early Career Researcher</u></a>	<ul style="list-style-type: none"> <li>For research that has already been conducted</li> <li>To recognise high quality research by an early career researcher pertaining to teaching and teacher education.</li> </ul>	Framed certificate, presented at 2017 conference \$2000 and complimentary registration at the 2017 ATEA conference. (Total value <b>\$2800</b> ) The recipient(s) will be expected to present their research at the 2017 national conference to be held in Brisbane from 5-7th July. An abstract will be requested from the successful recipient after the award has been decided.
<a href="#"><u>ATEA Early Career Researcher Grant</u></a>	<ul style="list-style-type: none"> <li>To support an early career researcher (ECR) to develop their capacity by working on a project based around teacher education with a more experienced mid-to late-career teacher education researcher (mentor).</li> <li>To support a research project that can be completed in a one-year</li> </ul>	Framed certificate, presented at 2017 conference A grant of \$1000 for research support, as well as complimentary registration for the 2018 ATEA conference will be awarded to the successful applicant and complimentary 2018 conference registration for the mentor. (The total value of the grant is <b>\$2600</b> ). The successful applicant will be required to present their work at the 2018 ATEA conference and, on completion of the project, is encouraged to seek publication of their work in the's journal, the <i>Asia-Pacific Journal of Teacher Education</i> (APJTE).

	timeframe from July, in line with the annual ATEA national conference.	
<a href="#"><u>ATEA Teacher Education Partnership Grant</u></a>	<ul style="list-style-type: none"> <li>To support teachers in schools or early childhood centres to conduct partnerships with teacher education providers</li> <li>The grant will support teacher(s) and their academic partner(s) to demonstrate outcomes from the partnership.</li> </ul>	<p>Framed certificate, presented at 2017 conference</p> <p>The total value of the grant is <b>\$2600</b>, consisting of \$500 for research expenses for a teacher and \$500 for a teacher educator, as well as two complimentary conference registrations at the 2018 ATEA conference.</p> <p>The successful applicants will be required to present their work at the 2018 ATEA conference and, on completion of the project, are encouraged to seek publication of their work in the Association's journal, the <i>Asia-Pacific Journal of Teacher Education</i> (APJTE).</p>

Our awards and grants convenor Dr. Jenene Burke has updated the information about awards and grants for 2017 and the information about these grants is available at our website. All applicants must be current ATEA members.

Details about ATEA, including membership, can be found on the ATEA website: <https://atea.edu.au>

The closing date for ATEA Awards and Grants applications is **20 February 2017**. All applications in word or pdf, are to be forwarded by email attachment to: [awards@atea.edu.au](mailto:awards@atea.edu.au) Applicants will receive a confirmation email upon receipt of their application. Applications will be reviewed by a sub-committee comprised of members of the ATEA National Executive.

Inquiries about all awards and grants should be directed to the ATEA Awards and Grants Convenor, Dr Jenene Burke, Federation University Australia: [js.burke@federation.edu.au](mailto:js.burke@federation.edu.au) or (03)53279332

## *Teacher's Mutual Bank - ATEA Teacher Educator of the Year*

The aim of the *Teacher's Mutual Bank - ATEA Teacher Educator of the Year Award* is to encourage and recognise innovative teaching practices in teacher education at university level. Nominations are accepted from scholars whose primary activity is teaching in undergraduate or postgraduate Teacher Education.

Written applications of no more than four pages in total (not including testimonial/s) should address the selection criteria listed below. The closing date for applications is **20 February 2017**.

### Selection Criteria

In no more than four pages (not including testimonials), applicants should:

- Demonstrate capacity to develop and incorporate learning and teaching innovation(s) or initiative(s) through, e.g., an innovation in a curriculum area; a novel and powerful assessment approach; or a cogent professional development initiative
- Provide a short case study (max. 500 words) outlining this/these learning and teaching innovation(s) or initiative(s)
- Provide evidence of impact of this/these learning and teaching innovation(s) or initiative(s) on student learning
- Include a maximum of two (2) testimonials (of no more than one A4 page each) in support of the learning and teaching innovation(s) or initiative(s)

Applicants should include their name, title, institution, role and contact details in the application.

### Award

The 2017 *Teacher's Mutual Bank - ATEA Teacher Educator of the Year* award recipient will receive:

- a framed certificate: Teacher's Mutual Bank - ATEA Teacher Educator of the Year Award: 2017
- \$3000

### Conditions

- Applicants must be current financial members of ATEA.
- Applicants must be currently employed within an Australian university.
- Education teaching being evaluated must have taken place within an Australian university during 2015/2016.

Note: The recipient is expected to attend and present their innovation/s or initiative/s at the 2017 ATEA national conference to be held in Brisbane from 5-7th July. An abstract will be requested from the successful recipient after the award has been decided.

## ATEA Research Recognition Award for an Early Career Researcher

ATEA is offering an opportunity for early career researchers (ECR)<sup>1</sup> to apply for an award that recognises high quality research pertaining to teaching and teacher education. This initiative aligns with ATEA's focus on promoting research on teaching and teacher education as a core endeavour, and applicants should identify how the aims of their research align with ATEA's key priorities.

The *Research Recognition Award for an Early Career Researcher* is for research that has already been conducted and disseminated. The total value of the award is \$2800, which includes \$2000, and complimentary registration at the 2017 ATEA conference. The recipient will be expected to present their research at the 2017 national conference to be held in Brisbane from 5-7th July. A conference abstract will be requested from the successful recipient after the award has been decided.

Written applications of no more than four pages in total should include the information listed under "Application" below. The closing date for applications is **20 February 2017**.

### Application

In no more than four pages, please provide the following information:

- Applicant's name and title, role and institution, and contact details
- The aims of the research and links to ATEA's key priorities:
  - State succinctly the aims of the research that has been conducted and disseminated
  - Identify how the aims of the research align with (one, some or all of) ATEA's key priorities (listed below)
- Findings and impact
  - Outline the key findings of the research and their application to teaching and teacher education
  - Outline the key impacts the research had on teaching/teacher education
  - Dissemination of findings
  - Describe how the findings from this research were disseminated
- Publications
  - List any journal articles, conference presentations, etc. arising from this research
- Future directions
  - Outline any future directions identified and/or any further research undertaken as a result of the findings from this particular research

### ATEA's Key Priorities

The key priorities of ATEA's Mission are:

- To foster development of initial teacher education
- To engage in national advocacy for teacher education
- To promote and support the teaching profession
- To form and support collaborative links between university and school based teacher educators
- To form strong links with individuals and organisations involved in educational change
- To improve the nature, quality and availability of professional development for teacher educators

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<sup>1</sup> Early career researchers are those who have been awarded a doctorate within five years, or longer if combined with periods of significant career interruption.

- To promote and disseminate research ideas and practices, innovation and evaluation in teacher education

## Conditions

- Applicants must be Early Career Researchers.
- Applicants must be current financial members of ATEA.
- Successful applicant(s) must attend the 2017 ATEA conference and present on their research.

## *ATEA Early Career Researcher Grant*

The *ATEA Early Career Researcher Grant* is to support an early career researcher (ECR)<sup>2</sup> to develop their capacity by encouraging them to work on a project based around teacher education with a more experienced mid- to late-career teacher education researcher (henceforth, ‘mentor’). The grant will support a research project that can be completed in a one-year timeframe from July, in line with the annual ATEA national conference.

A grant of \$1000 for research support, as well as complimentary registration for the 2018 ATEA conference will be awarded to the successful applicant, and complimentary 2018 conference registration for the mentor. The total value of the grant (money and conference registration) is \$2600.

The successful applicant will be required to present their work at the 2018 ATEA conference and, on completion of the project, is encouraged to seek publication of their work in the Association’s journal, the *Asia-Pacific Journal of Teacher Education* (APJTE). (Submitted articles will be subject to the regular APJTE review processes.)

Written proposals of no more than four pages in total should include the information listed under “Proposal” below. The closing date for applications is **20 February 2017**.

## Proposal

In no more than four pages, please provide the following information:

1. Applicant’s name and title; role and institution; contact details
2. Date of completion of PhD, or other explanation, to demonstrate ECR status
3. Mentor’s name and title; role and institution; contact details
4. Project title
5. Project summary
6. Research question(s)
7. Research background, rationale and significance
  - Include: the context of the research; the background to the research; consideration of relevant background literature; how the project will contribute to pre- or in-service teacher professional learning
8. Conceptual and/or theoretical framework
  - Include a brief account of how the research study will be conceptualised and/or theorised
  - Research method
  - Include a description of: what you will do to explore the research question; what types of data you will collect and use; and how you will analyse the data and present the findings
  - Ethics approval(s), if relevant: Identify any ethics approval/s that are required, and who is responsible for organising these approvals

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<sup>2</sup> ECR researchers are those who have been awarded a doctorate within five years, or longer if combined with periods of significant career interruption.

9. Timeframe: Indicate how the project will be completed in a one-year timeframe from July, in line with the annual ATEA conference
10. Budget: Indicate how the funds awarded will be used to support the research
11. Mentor role: Outline the role the mentor will play in the project, and the way(s) in which their involvement will develop the capacity of the ECR.

## Conditions

- Applicants must be early career researchers.
- Applicants and their mentors must be current financial members of ATEA.
- The mentor must be listed as a co-researcher.
- The successful applicant must attend the 2018 ATEA conference and present a paper on their research.

## *ATEA Teacher Education Partnership Grant*

The *ATEA Teacher Education Partnership Grant* is to support teachers in schools or early childhood centres to conduct partnerships with teacher education providers. The grant will support teacher(s) and their academic partner(s) to demonstrate outcomes from the partnership. The total value of the grant is \$2600, consisting of \$500 for research expenses for a teacher and \$500 for a teacher educator, as well as complimentary conference registrations at the 2018 ATEA conference<sup>3</sup>.

Successful applicant(s) will be required to present their work at the 2018 ATEA conference and, on completion of the project, are encouraged to seek publication of their work in the Association's journal, the *Asia-Pacific Journal of Teacher Education (APJTE)*. (Submitted articles will be subject to the regular APJTE review processes.)

Written proposals of no more than four pages in total should include the information listed under "Proposal" below. The closing date for applications is **20 February 2017**. Applications and principal's letter of support, in word or pdf, are to be forwarded by email attachment to: [awards@atea.edu.au](mailto:awards@atea.edu.au)

## Proposal

In no more than four pages, please provide the following information:

1. Teacher's name and title; role and institution; contact details
2. Academic's name and title; role and institution; contact details
3. Project title
4. Project summary
5. Project background, aim, rationale and significance
  - Include: the context of the project; the background to the project; consideration of relevant background literature; and how the project will contribute to pre- or in-service teacher education/professional learning
6. Ethics approval(s), if relevant
  - Identify any ethics approval(s) that are required, or have been received and who is responsible for organising these approvals

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<sup>3</sup> Free conference registration is provided to **one** teacher and **one** academic only for 2018. If a team of teachers or researchers is successful in being awarded the grant, one teacher and one academic may receive complimentary registration to attend the conference to represent the team.

7. Timeframe
  - Indicate the anticipated progress on the project in a one-year timeframe from July 2017, in line with the annual ATEA conference
8. Budget
  - Indicate how the funds awarded will be used to support the project
9. Academic partner's role
  - Outline the role the academic partner will play in the project
10. Teacher partner's role
  - Outline the role the teacher partner will play in the project

## Conditions

- Teacher and academic must be current financial members of ATEA.
- Successful applicant(s) must attend the 2018 ATEA conference and present a paper on their research.
- A supporting letter from the applicant's school principal must be provided.
- **Please note** that successful applicants cannot apply for another grant in subsequent years.

## General information

### Submission

Applications for all awards and grants, in word or pdf, are to be forwarded by email attachment to: [awards@atea.edu.au](mailto:awards@atea.edu.au)

Closing date for all applications is **20 February 2017**.

Participants will receive a confirmation email upon receipt of their application.

### Membership

ATEA membership is aligned to the financial year. Membership dues are paid in July (often with the annual conference registration). ATEA membership has many benefits for anyone who regards themselves as a teacher educator including a subscription to the A+ Ranked Asia-Pacific Journal of Teacher Education as part of the annual membership fee. For more details, or to join ATEA, go to <https://atea.edu.au/membership/>

### Review process

Applications for all awards and grants will be reviewed by a selection panel comprised of members of the ATEA National Executive. The decision of the selection panel is final, and no correspondence will be entered into. The selection panel reserves the right not to make a particular award or grant.

### Further information

Please direct inquiries about ATEA awards and grants 2017 to the ATEA Awards and Grants Convenor, Dr Jenene Burke, Federation University Australia: [js.burke@federation.edu.au](mailto:js.burke@federation.edu.au) or (03)53279332

Details about ATEA can be found on the ATEA website: <https://atea.edu.au>