

CREATE News

ATEA's ECR/HDR Network

Newsletter

August 2017

Opportunities for ATEA members- call for chapters

Hi everyone,

This is our first newsletter after our very successful conference in Brisbane in July. It was great to meet with a small, but enthusiastic group of Higher Degree Research students and Early Career Researcher members of ATEA at our pre-conference forum prior to the commencement of the official conference. This year we offered some split sessions on the day so that all HDR students could come together and talk with Professor Viv Ellis from Kings College in London, and so that the ECR members could work with our President, Professor Joce Nuttall. This was a highlight of the day for many who attended and we will continue to offer some dedicated sessions for each group at future pre-conferences. If you didn't attend the pre-conference this year, we strongly encourage you to attend next year as it is a fabulous opportunity to meet with colleagues from other universities and to develop your networks.



**An Invitation to ATEA and TEFANZ members:
Publication with Springer**

Call for Chapters:
Teacher Education In and For Uncertain Times

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.



One of the opportunities for members that I would like to draw your attention to is the call for chapters for the next ATEA Springer publication "Teacher Education In and For Uncertain Times".

This is a fantastic opportunity to publish your work, with the book to be launched at next year's conference which will be held in **Melbourne from the 4-6 July**. I strongly encourage you to consider submitting a proposal by **CoB on Friday 15th September**. Full details about the proposal process are included in this newsletter.



Our conference for next year will be a joint conference with TEFANZ and will be held from the 4-6 July in Melbourne, with our pre-conference forum for Early Career Researchers (ECRs) and Higher Degree by Research students (HDRs) to be held on Tuesday July 3rd, 2018. Put those dates in your diaries now! I'll keep you updated with more details in future newsletters.

Member of the month: Sarah James



I love shoes! The hottest pair, the hint of where they may take me, the aroma of unsoiled leather, and the manner in which they make me feel confident when I dress to impress. My study is not about shoes [I wish], but the essence is similar. Literacy affords me the ability to feel good about myself and has led me on many life experiences ... just like my shoes have.

I am a PhD student at Southern Cross University, now 18 months into this journey. Currently I am in the data collection phase of my research which is stimulating, whilst challenging.

My thesis topic is “Mentoring and literacy: Preservice teachers’ experiences during professional experience”. The aim of this Mixed Methods research is to: explore and describe the mentoring experiences of preservice teachers in relation to the English General Capabilities Literacy during professional experience. The Australian Curriculum and Reporting Authority (2010) state that literacy is the mainstay of all learning areas and as such, my study aims to explore if the mentoring of literacy is occurring across Early Childhood/Primary, Primary, Primary/Secondary and Secondary.

Key questions of focus for this research include, from the perspective of the preservice teacher:

1. What mentoring practices do supervising teachers use during professional experience?
2. How do supervising teachers mentor literacy during professional experience?
3. What mentoring experiences in the teaching of reading, writing, listening, speaking and viewing occur during professional experience?

Please email me for feedback and discussion at:

s.james.37@student.scu.edu.au

In the news – MCERA updates

One of the other highlights of our ECR/ HDR Pre-conference forum was the workshop presentation from Cathie Brown who was then the CEO of Media Centre for Education Research Australia (MCERA). Cathie provided our participants with an insight into the work that MCERA does in disseminating education research to the media. Our forum group also had the chance to work with creating and pitching headlines that would capture media interest! I’ve attached below the latest newsletter from MCERA that gives you an opportunity to see the way that they have worked with researchers to get their work into the media. You might want to consider signing up as a researcher and contacting them when you have new research to share.

Dear supporters of MCERA,

Welcome to the first edition of MCERA in the Media – our regular newsletter bringing you up to date with the education research and issues MCERA has advanced in the media.

This month's edition includes highlights from recent media releases and data from our first three months of promoting research in the media.

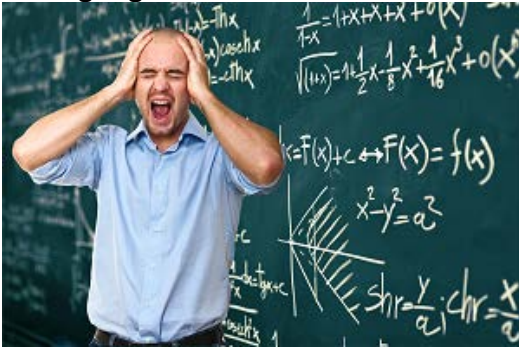
We hope you enjoying reading this and welcome your feedback.



Associate Professor Anna Sullivan
Chair, Media Centre for Education Research Australia



Media Highlights



Challenging student behaviours put teachers' careers at risk.

Challenging student behaviours are affecting the health, productivity and welfare of Australian teachers as well as the students themselves, a leading special education academic said today. [Read More](#)

Parents should be children's first maths teachers.

Parents and caregivers need to stop worrying about their maths skills and help young children with maths, just as they do with reading and spelling, a leading early childhood educator said today. [Read more](#)





Slaughter the NAPLAN sacred cow – international expert.

Sunshine Coast-based Canadian education and child development specialist Associate Professor Michael Nagel says debate over the effectiveness of NAPLAN and other standardised tests in measuring performance misses the real concern: the impact of the tests on Australian children. [Read more](#)

Rural students disadvantaged in NAPLAN testing.

NAPLAN testing needs to be modified to be less discriminatory for rural students, says the University of Canberra's Dr Philip Roberts. [Read more](#)

New research just published shows that images and topics used in NAPLAN testing may disadvantage some students.

In the lead-up to NAPLAN testing next week, Dr Katherine Bates from Western Sydney University said that students found some images, topics and story types used in NAPLAN writing assessments easier to write about than others. [Read more](#)

Student fee hike would impact STEM, Innovation and Regional Development.

Further development of the innovation economy and STEM capability in regional areas will be at risk if student fees increase. [Read more](#)

Media coverage achieved March - May 2017

20⁺



Researchers heard in the media - over 185 now registered with MCERA



Media coverage worth over \$725,000



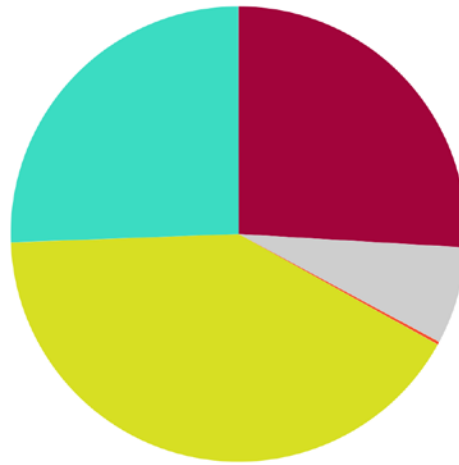
400 media mentions

Millions better informed

Over 3.5m people were better informed about education issues (not including online audiences)



Newspapers, radio and tv spread the word



- AM Radio
- FM Radio
- Magazines
- Newspapers
- TV

MCERA is grateful for the support of the following sponsors

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About MCERA

MCERA is an independent not-for-profit organisation that provides a conduit through which education research and researchers are made more accessible to the media to help improve public understanding of key education-related issues. We provide journalists with expert, independent and accessible insights from education researchers and practitioners. For more information contact us at info@mcera.org.au

Media monitoring services are provided by:



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



A · T · E · A
Australian
Teacher Education
Association



Springer

**An Invitation to ATEA and TEFANZ members:
Publication with Springer**

Call for Chapters:

Teacher Education In and For Uncertain Times

The 2018 joint Conference of ATEA and TEFANZ will be held from 4-6 July in Melbourne, Australia. ATEA, in collaboration with Springer, is calling for Chapter Proposals for an edited book on the Conference theme of *Teacher Education In and For Uncertain Times*. The book will be launched at the 2018 ATEA/TEFANZ Conference and replaces the opportunity to submit papers as refereed conference proceedings.

Teacher education internationally faces uncertain times. The provision of teacher education is increasingly diversified across public and private interests, and reviews of teacher education provision in several countries have continued to question its efficacy and impact. The pre-service teachers and in-service teachers with whom teacher educators collaborate also face uncertain times. Entry pathways to initial teacher education are narrowing in some jurisdictions, pre-service teachers are increasingly subject to assessments of their performance in relation to professional standards, and graduates can struggle to find ongoing employment or employment within their specialisation. Practising teachers also face new and uncertain challenges related to new regulatory demands, funding models, policy frameworks and regimes of assessment that foster competition, rather than collaboration, between educators. Young people across education contexts are growing up in an era of rapidly increasing social inequality, where problems of opportunity and achievement persist for many groups, amidst discourses of 'post-truth' and 'fake news'.

This volume considers the role of initial and continuing teacher education in uncertain times. It elaborates principles and practices of teacher education that maintain curiosity and optimism about the potential of teacher education, and

about the manifold achievements of pre-service and in-service teachers. It reports the work of teacher education researchers who are engaging with how teacher education can prepare teachers committed to counter-oppressive curriculum and pedagogy, and reflects the critical role of teacher educators as public academics.

Chapters are invited relating to the theme of ‘uncertain times’ across the breadth of contexts that prepare educators for their professional practice. Sub-themes include:

- Policy, research, and practice in initial and continuing teacher education
- 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

Chapter length: 5000-6000 words (including references)

Authors: Maximum number of **four** authors per chapter. The lead author must be an ATEA Member or employee of a TEFANZ member institution, and at least one author must register and present the chapter as a paper at the 2018 ATEA/TEFANZ Conference (Melbourne, 4-6 July).

Timeline: Chapter Proposals must be submitted **by CoB on Friday 15th September 2017**. Maximum length for Proposals is 1000 words. There are no fixed headings for chapters but each Chapter Proposal **must** provide:

1. A summary of the scholarly or research aims for the work reported in the chapter
 2. A description of the context or setting for the work reported in the chapter
 3. A summary of the substantive literature drawn on for the chapter
 4. A description of the theoretical or conceptual framework adopted in the chapter
 5. For reports of empirical work, the Proposal must include a description of research methods (including approaches to data analysis and ethical considerations)
 6. A summary of the chapter’s main claims and/or findings
 7. Implications for policy, research, and/or practice arising from the work
- Authors notified of acceptance/rejection of Proposals: **by Friday 22nd September 2017**. Details of the Springer template, formatting requirements and consent to publish forms will be sent with notification of acceptance of Chapter Proposals
 - **Full chapters due: Monday 31st October 2017**
 - Reviews completed and chapters return to authors: **by Friday 17th November 2017**
 - **Final chapters, including amendments, due: by Friday 15th December 2017**
 - The final edited and ‘print ready’ chapters will be sent to Springer in January 2017.

Please note: The Editorial Team reserves the right to accept or reject Chapter Proposals. Acceptance of a Chapter Proposal does not guarantee acceptance of the draft or final chapters. Full chapters must be print ready and in Springer format when submitted by 31st October 2017.

We appreciate this is a tight turnaround! It is to ensure that the book is available to participants at the ATEA/TEFANZ 2018 Conference. Please contact us if you have any questions.

Best wishes,

Deborah Heck and Angelina Ambrosetti (Editors)

Please submit Chapter Proposals via email to carmela.germano@acu.edu.au by CoB on Friday 15th September 2017 with 'ATEA Chapter Proposal' as the email subject heading. You will receive confirmation by return email that your Chapter Proposal has been received.