



**A • T • E • A**

Australian Teacher Education Association

**CONFERENCE 2021**

7 - 9 JULY 2021 | ONLINE

Strong Foundations,  
**Future Innovations**

## 1

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# 2 Welcome



Dear colleagues

On behalf of the Australian Teacher Education Association, it is my pleasure to welcome you to the 2021 Australian Teacher Education Conference in Brisbane and online. I want to begin by acknowledging the Turrbal and Yugara, as the First Nations custodians of the lands where QUT now stands and many of us will gather for the conference. We also pay respects to First Nations custodians where all conference members join us from and pay respects to their Elders, lores, customs and creation spirits.

I thank the Queensland University of Technology for hosting our annual conference and welcome our national and international delegates. The theme of this year's Golden Jubilee conference that celebrates 50 years of ATEA is "Strong Foundations, Future Innovations." We look forward to many opportunities to reflect on the complex, contested and vital work of teacher education to chart a course and prepare for the unknown and unforeseen future while reflecting on the past 50 years of the ATEA journey.

Your contributions together with our keynote speakers - Professor Jo-Anne Reid (Emeritus Professor of Education at Charles Sturt University), Dr Graeme Hall (ATEA Fellow, ACE Fellow, QUT Life Member), Professor Ken Zeichner (Boeing Professor of Teacher Education Emeritus at the University of Washington) and Professor Anne Phelan (Professor in the Department of Curriculum and Pedagogy, University of British Columbia) is what makes an ATEA conference an outstanding experience. I look forward to many rigorous scholarly conversations that allow us to debate and imagine the different future for teacher education. At this juncture in our history, it is also essential to take stock and reflect on the association's foundations by revisiting the ATEA's past to inform future innovations.

An essential part of the work of ATEA is the ongoing development of teacher education research and scholarship. ATEA aims to provide opportunities for members and teacher educators on a global scale to publish their work. We have a range of forums, including our highly ranked journal the Asia-Pacific Journal of Teacher Education, edited books and book chapters with our partners Springer, and a range of grants, awards, and the annual conference. We welcome and look forward to your ongoing engagement with these and other emerging opportunities to develop teacher education research and practice.

The ATEA Conference is the outcome of a collective effort from all involved, and I acknowledge the work of the ATEA Executive for their contributions. I would especially like to thank Associate Professor Theresa Bourke and Associate Professor Jennifer Clifton and Professor Simone White from Queensland University of Technology for their work in organizing the first hybrid ATEA conference with such dedication, commitment, and enthusiasm. It is an outstanding program. The team has also been supported by the work of Leonie Yeoman ATEA admin support. We also thank the many volunteers and members of the QUT staff who have supported the development of our conference with particular thanks to the QUT AV team.

Whether you are a newcomer to ATEA or a veteran, I hope you will experience the enjoyment of coming together to meet new colleagues, whether they are in person or online. In a year of many missed conferences and opportunities, let's make the most of what is possible.

**Kind regards**

**Associate Professor Debbie Heck**

# 3 Sponsor Acknowledgments

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# 4 Keynote Speakers



**KEN ZEICHNER**

Ken Zeichner, is a former public school teacher and teacher educator in the National Teacher Corps, at the University of Wisconsin-Madison, and at the University of Washington. He is currently the Boeing Professor of Teacher Education Emeritus at the University of Washington. Prior to joining the faculty in Seattle in 2009, he spent 34 years on the faculty at the University of Wisconsin-Madison as a Professor in teacher education including nine years as Associate Dean for teacher education and international education. In Seattle, he spent four years as Director of Teacher Education. Ken is an elected member of the National Academy of Education, a Fellow in the American Educational Research Association (AERA), a Fellow at the National Education Policy Center at the University of Colorado, and a former Vice President of AERA (Division K Teaching and Teacher Education). He has received the Legacy Award from Division K of AERA and the Lifetime Achievement Award from the American Association of Colleges for Teacher Education.

His books include *The Struggle for the Soul of Teacher Education* (2018), *Empowered Educators in Canada* (2017) (with Carol, Campbell, Ann Lieberman & Pam Osmond-Jonson), *Teacher Education and the Struggle for Social Justice* (Routledge 2009), *Studying Teacher Education* (2005 Routledge with Marilyn Cochran-Smith), and *Reflective Teaching* (Routledge 2011 2nd ed with Dan Liston). His new book "Communities in Teacher Education" will be published by Bloomsbury in 2021. His work currently focuses on issues related to the tensions and possibilities for collaboration between nondominant communities, schools, and teacher education programs, the politics of teacher education policy, and engaging nondominant communities in teacher education. He is currently chairing a 3-year project for the National Academy of Education with Linda Darling-Hammond on *Evaluating and Improving Teacher Education Programs*. <https://naeducation.org/evaluating-and-improving-teacher-preparation-programs/>



**GRAEME HALL**

Graeme commenced his teaching career in primary schools in North Queensland in 1968 at the tender age of 19 years. He soon took up a post in a small one-teacher remote school and eventually served as principal at several State primary schools across Queensland.

In 1988 Graeme became a board member at the Queensland Board of Teacher Registration, and soon became involved in the BTR's teacher education accreditation processes. This was the beginning of his career-long association with teacher education, and he attended his first ATEA conference in Adelaide in 1989.

Around 1999/2000, ATEA had become moribund and did not convene a conference for two successive years. This meant that no membership fees were received (membership was then

ascribed as part of conference registration), so the association had no money and no members. Graeme and a few other stalwarts decided to have a crack at reviving ATEA – his speech standing on a chair during a one-day conference at the former Burwood Teachers College is part of ATEA folklore. He became the self-appointed president (and for a while the only financial member), gathered an executive together, convened a conference, and the rest is history.

Graeme became the Director of the Queensland BTR in 2002; Manager of Teacher Standards and Teacher Education at Teaching Australia in 2006; Manager of Teacher Education and Teacher Registration Policy at AITSL in 2010; and "retired" in 2013. He was installed as a Fellow of ATEA at the Wollongong conference in 2007.

BEDST (UQ)

MED (DEAKIN)

EDD(QUT) FACE FATEA JP

**JO-ANNE REID**

Jo-Anne Reid is Emeritus Professor of Education at Charles Sturt University. Originally a secondary English teacher, she worked as a curriculum consultant for rural teachers before being appointed to Curriculum Branch in WA. From there she moved to Murdoch University, and completes her PhD in English curriculum programming at Deakin. She has since worked as a literacy teacher educator in three rural universities (Ballarat, New England and Charles Sturt) and is committed to improving the preparation of teachers for schools in rural and remote locations.

She has won a range of National Competitive Grants over her career, which have focused on primary literacy, secondary English teaching, teacher education, overseas born and educated teachers, Indigenous teachers, as well as on literacy and the environment and rural teacher education.

Jo-Anne has been co-editor of the Asia-Pacific Journal of Teacher Education and past president of both ATEA and AARE.

**ANNE PHELAN**

Anne Phelan is a Professor in the Department of Curriculum and Pedagogy, and co-Director of the Centre for the Study of Teacher Education, at the University of British Columbia. She is also Honorary Professor in the Department of Policy and Leadership at the Education University of Hong Kong. Her research focuses on the intellectual and political freedom of K-12 teachers and on the creation of teacher education programs and policies that support that end. Her work has explored (a) the relationship between language, subjectivity, and practice; and (b) the dynamic of judgment and responsibility;

and (c) the paradoxes of autonomy (creativity and resistance) and obligation in teacher education and in professional life. Her books (authored, co-authored and co-edited) include: *Reconceptualizing Teacher Education: A Canadian Contribution to a Global Challenge* (University of Ottawa Press, 2020), *The Power of Negative Thinking: Teacher Education and the Political* (Routledge, 2017), *Curriculum Theorizing and Teacher Education: Complicating Conjunctions* (Routledge, 2015), and *Critical Readings in Teacher Education: Provoking Absences* (Sense Publishers 2008).

# 5 ECR



## early career researcher pre-conference day tuesday 6 july 2021

The ECR pre-conference day will be held on Tuesday, July 6th online.

As a part of our 50th Jubilee Conference in July, ATEA is very proud to present a rich and considered program for the Early Career and Post-Graduates. Whether you are in the midst of your doctoral journey (HDR) or navigating your way through the Early Career Researcher (ECR) space, this day will be an opportunity for you to work alongside academics with a range of experience and expertise.

We are fortunate to have one of the editors of our journal (the Asia-Pacific Journal of Teacher Education) running a session on publishing in the journal.

	PRESENTATION/WORKSHOP	ONLINE
9.45-10.00	<b>Welcome to Country Official Opening - Prof. Susan Irvine</b>	
10.00-11.00	<b>Research in teacher education: Celebrating the present and looking to the future</b> Prof. Martin Mills	<a href="#">Zoom link HERE</a> Password: 045919
11.00-11.30	<b>Break</b>	
11.30-12.30	<b>Building your researcher narrative</b> Dr. Ellen Larsen, Dr. Reece Mills & A/Prof. Robyn Brandenburg	
	<b>Strategic planning for your research career</b> Dr. Ellen Larsen, Dr. Reece Mills & A/Prof. Robyn Brandenburg	
12.30-1.30	<b>Break</b>	
1.30-2.00	<b>Grant writing</b> Prof. Jo Lunn	
2.00-2.30	<b>Building your researcher profile</b> Dr. Lisa Papatraianou	
2.30-3.00	<b>Top ten tips around publishing for ECRs</b> A/Prof. Margaret Kettle (APJTE Co-Editor) & Dr. Stephen Heimans	
3.00-3.15	<b>Conclusion and reflections</b>	



# Schedule Day 1 | 7 July

8.30-9.00	<b>Conference Opening (<a href="#">register for webinar here</a>)</b> <b>Welcome to Country:</b> Online featuring Uncle Chegg (Elder in Residence at QUT) Professor Lori Lockyer, Executive Dean, Faculty of Creative Industries, Education and Social Justice, (QUT) Associate Professor, Deborah Heck, University of the Sunshine Coast, President of ATEA (USC) Conference Convenors, Associate Professors Terri Bourke and Jen Clifton and Professor Simone White (QUT) <b>Facilitator: Terri Bourke</b> <b>ATEA Executive Facilitator (AEF): Jen Clifton</b>				
9.00-10.30	<b>Keynote (<a href="#">register for webinar here</a>)</b> Emeritus ATEA Fellow and Professor Jo Anne Reid (CSU) and ATEA Fellow Dr. Graeme Hall – Presented by Springer <b>AEF: Jen Clifton</b>				
<b>TES Teacher Educator of the Year Award 2021, presented by Tyson Woods (TES)</b>					
10.30-11.00	<b>Break</b>				
11.00-12.30	<b>DAY 1 CONCURRENT SESSION 1</b>				
	<b><u>ZOOM ROOM A</u></b> <b>PROFESSIONAL EXPERIENCE AND PARTNERSHIPS</b> <b>AEF: Angelina Ambrosetti</b>	<b><u>ZOOM ROOM B</u></b> <b>THEORISING PRACTICE</b> <b>AEF: Deb Heck</b>	<b><u>ZOOM ROOM C</u></b> <b>MENTORING</b> <b>AEF: Noelene Weatherby-Fell</b>	<b><u>ZOOM ROOM D</u></b> <b>DIVERSITY SYMPOSIUM</b> <b>AEF: Terri Bourke</b>	<b><u>ZOOM ROOM E</u></b> <b>INITIAL TEACHER EDUCATION</b> <b>AEF: Rebecca Walker</b>
11.00-11.30	Mellita Jones Deborah DeBuhr Linda Parish Clare Schaper Kylie Vanderkley <u><a href="#">Authentic partnerships for teacher education: Learning for all</a></u>	Stephen Heimans Andrew Barnes Parlo Singh <u><a href="#">Communities-in-formation and emerging equality: Theorising dissensual in-service teacher education</a></u>	Susan Chapman Susan James <u><a href="#">Practitioner voices shaping ongoing professional learning: Co-designing an Arts Mentor Practitioner Professional Learning Program (AMPPLP)</a></u>	Jo Lunn Leonie Rowan Lyra L'Estrange Mary Ryan Terri Bourke <u><a href="#">Teaching About, To and For diversity: Exploring a new pedagogy of teacher education</a></u>	Michelle Ludecke Damien Lyons Sarah Rutherford Lilly Yazdanpanah <u><a href="#">Reimagining teacher education as a wonder-full practice</a></u>
11.30-12.00	Angelina Ambrosetti <u><a href="#">Developing teacher self-efficacy and identity in pre-service teacher education: The developmental impacts of the first professional experience placement</a></u>	Michelle Ocriciano <u><a href="#">Beyond learnification: theorising the place of language education policy in the education of the university teacher</a></u>	Sarah James <u><a href="#">A contemporary theoretical and applied framework for the mentoring of literacy</a></u>		Pipit Novita <u><a href="#">Educating future teachers beyond learning to teach</a></u>
12.00-12.30		Deborah Heck Helen Grimmett Linda-Diane Willis Mel Green <u><a href="#">Using metalogue as a research method to explore the opportunities and constraints of dialogic pedagogies in higher education classrooms</a></u>	Amanda Isaac Sarah James Sue Hudson Cathy Lembke <u><a href="#">"What is it that you do?" Developing clear policy and practice for in-school coordinators</a></u>		Rebecca Walker Chad Morrison Susan Beltman Val Morey <u><a href="#">Graduate Perspectives of Work Integrated Learning in Fully Online Initial Teacher Education</a></u>



12.30-1.30	<b>Break</b>				
1.30-3.00	<b>DAY 1 CONCURRENT SESSION 2</b>				
	<b>ZOOM ROOM A</b> <b>PROFESSIONAL EXPERIENCE AND PARTNERSHIPS</b> AEF: Amanda Gutierrez	<b>ZOOM ROOM B</b> <b>TEACHERS AND TEACHING</b> AEF: Mellita Jones	<b>ZOOM ROOM C</b> <b>CURRICULUM AND ASSESSMENT</b> AEF: Stephen Heimans	<b>ZOOM ROOM D</b> <b>CRITICAL THINKING SYMPOSIUM</b> AEF: Deb Heck	<b>ZOOM ROOM E</b> <b>ARTS-BASED PRACTICES</b> AEF: Reece Mills
1.30-2.00	Jennifer Clifton Kathy Jordan  <a href="#"><u>Beyond Cream, Off-White and Beige: Finding Slippages in Accreditation for Innovation in Professional Experience</u></a>	Jeana Kriewaldt Lucy Robertson Natasha Ziebell Rhonda Di Biase  <a href="#"><u>What does the teacher do during inquiry-based learning in the classroom?</u></a>	Jana Visnovska Jose Luis Cortina  <a href="#"><u>Understanding and challenging the established curricular foundations to make “practically meaningful” and “intellectually rigorous” teaching viable</u></a>	Yael Leibovitch Peter Ellerton Adam Kuss  <a href="#"><u>Teaching for thinking— implications of an explicit focus on teacher pedagogical expertise in the development of student critical thinking skills</u></a>	Cristiene Adriana da Silva Carvalho  <a href="#"><u>Artistic Practices in The Rural Teacher Education in Brazil</u></a>
2.00-2.30	Corinne Green  <a href="#"><u>Motivation for school-university partnerships: “This is what we do!”</u></a>	Jess Harris Drew Miller  <a href="#"><u>Building a strong foundation for whole school innovation: supporting pedagogical and strategic change in a disadvantaged school</u></a>	Jeanine Gallagher Jill Willis Nerida Spina Danielle Gordon Christopher Blundell Rebecca Spooner-Lane  <a href="#"><u>Preparing assessment capable teachers</u></a>		Sharon McDonough Mark Selkrig Kim Keamy Amanda Belton  <a href="#"><u>Arts-informed research online: Working with digital data to see inside the field of teacher education</u></a>
2.30-3.00	Amanda Guterrez  <a href="#"><u>Exploring University-Industry partnerships in teacher education: an integrative literature review of international literature</u></a>	Shyam Barr Helen Askill-Williams  <a href="#"><u>Exploring teachers’ epistemic cognition for teaching about self-regulated learning</u></a>	Emily Ashcroft  <a href="#"><u>Educators’ response to STEM in the Foundation year: Identifying current educator practice and perceptions.</u></a>		Reece Mills Terri Bourke  <a href="#"><u>How teacher educators do policy: Enacting primary specialisations</u></a>
3.00-3.30	<b>Break   Drop-in Springer Session #1</b>				
3.30-5.00	<b>INVITED PANEL</b>				
	<b>ZOOM ROOM D – Policy in Initial Teacher Education</b> This panel session is focused on current and emerging issues in initial teacher education. Based on the conference theme, panellists will discuss the strong foundations that we as teacher educators/education stakeholders need to carry forward as well as what they envisage will be the most significant policy landscape changes for education generally and ITE specifically.			Carol Nicoll Edmund Mission Deanne Fishburn Claire Wyatt-Smith Andrew Peach	<b>Facilitator: Simone White</b> <b>AEF: Terri Bourke</b>

# Day 2 | 8 July

8.45-9.00 Day 2 Registration					
9.00-10.30 <b>Keynote</b> ( <a href="#">register for webinar here</a> ) Professor Anne Phelan, (UBC) <b>Facilitator:</b> Angelina Ambrosetti <b>AEF:</b> Jen Clifton					
2021 ATEA Early Career Research Award, presented by Angelina Ambrosetti					
10.30-11.00 Break   Oxford University Press Author Q&A: Teaching and Learning Primary English					
11.00-12.30 DAY 2 CONCURRENT SESSION 1					
	<b>ZOOM ROOM A</b> <b>INITIAL TEACHER EDUCATION</b> AEF: Fiona Gibson	<b>ZOOM ROOM B</b> <b>INITIAL TEACHER EDUCATION</b> AEF: Reece Mills	<b>ZOOM ROOM C</b> <b>INITIAL TEACHER EDUCATION</b> AEF: Tony Loughland	<b>ZOOM ROOM D</b> <b>IMMERSION PROGRAM</b> AEF: Fiona Gibson	<b>ZOOM ROOM E</b> <b>TECHNOLOGY INNOVATIONS</b> AEF: Angelina Ambrosetti
11.00-11.30	Emily Ashcroft Shyam Barr Amber Piper  <a href="#">Application of a 360-degree evaluation tool in pre-service teacher education</a>		Lyra L'Estrange Judith Howard Meegan Brown  <a href="#">Trauma awareness and building resilience in graduate teachers: Implications for ITE and ongoing professional learning</a>	Mellita Jones Renata Cinelli Mary Gallagher  <a href="#">Mutual Benefits and Avoiding Harm: Multiperspective Insights into a Developing Country Immersion Program in Australian Teacher Education</a>	Susanne Garvis Wendy Goff Therese Keane Narelle Lemon Siobhan O'Brien Katrina Van Vuuren Bin Wu Anne Rodhe William Keane  <a href="#">Technology innovations in Teacher Education</a>
11.30-12.00	Azizah Alsaiari Lindsey Conner Carol Le Lant  <a href="#">How should universities adopt the TPACK and SAMR model to prepare pre-service teachers' qualification to use ICT. A review of the literature</a>		Greg Vass  <a href="#">Punk pedagogies in teacher education: Fostering critical consciousness through creative discussions</a>		
12.00-12.30	Rochelle Fogelgarn Jacolyn Weller Helen D'Elia  <a href="#">Adaptability in ITE: Supporting a transformative professional learning journey</a>		Tony Loughland  <a href="#">A Taxonomy of Critical Reflection for Teacher Education Students</a>		

12.30-1.30	Break				
1.30-3.00	DAY 2 CONCURRENT SESSION 2				
	<b>ZOOM ROOM A</b> QUALITY IN INITIAL TEACHER EDUCATION AEF: Ellen Larsen	<b>ZOOM ROOM B</b> TEACHERS AND TEACHING AEF: Reece Mills	<b>ZOOM ROOM C</b> THEORISING INITIAL TEACHER EDUCATION AEF: Stephen Heimans	<b>ZOOM ROOM D</b> TEACHING PERFORMANCE ASSESSMENT – SYMPOSIUM AEF: Terri Bourke	<b>ZOOM ROOM E</b> TEACHERS AND TEACHING AEF: Fiona Gibson
1.30-2.00	Clare Brooks <a href="#">Quality conundrums in initial teacher education</a>	Jenene Burke Cheryl Glowrey Anitra Goriss-Hunter Margaret Plunkett  <a href="#">Where do I see myself in 20 years? The career aspirations of beginning teachers from a regional university</a>	Jenny Martin Hongzhi Yang  <a href="#">Theorising learning design in initial teacher education using cultural historical psychology</a>	SYM Rebecca Spooner-Lane Julia Mascadri Nerida Spina  <a href="#">The challenges and affordances of implementing a TPA: The Quality Teaching Performance Assessment (QTPA)</a>	Emma Ellis Andrea Reupert Marie Hammer  <a href="#">A critical exploration of the child development theory-practice gap in Australian early childhood teacher education</a>
2.00-2.30	Peter Churchward <a href="#">The Pursuit of Quality</a>	Amy Cloughton  <a href="#">Examining teacher actions to enable engagement in play-based learning for children with impairments</a>	Lily-Claire Deenmamode Mellita Jones  <a href="#">Preparing for Reconciliation: Exploring Nancy Fraser’s recognitive approach to social justice as a means to improving teacher education</a>		K Glasswell E Bowers N Glasswell  <a href="#">Collaborative co-inquiry for teacher learning in literacy</a>
2.30-3.00	Ellen Larsen  <a href="#">Australian teacher educators responding to policy discourses of quality: Perceptions of positioning and repositioning</a>	Annette Woods Margaret Kettle Susan Danby Lynn Downes  <a href="#">Teachers engaging with diverse students and their families: Collaborative curriculum design workshops for rural teachers with increasing numbers of EALD students</a>	Stephen Heimans Shelley Davidow Deborah Heck  <a href="#">Theorising time in teacher education - a little exhilaration would come in handy!</a>		
3.00-3.30	Break   Drop-in Springer Session #2				

**ZOOM ROOM D****EDITORS OF THE ASIA-PACIFIC JOURNAL OF TEACHER EDUCATION****3.30-4.30****Challenges to the Field of Teacher Education Research – from the Editors of the Asia-Pacific Journal of Teacher Education****Editors**

Gert Biesta  
Margaret Kettle  
Keita Takayama  
Stephen Heimans

**Presenters**

Jana Visnovska  
Marnee Shay  
Jo Anne Reid  
Eisuke Saito

In October 2020 we published an editorial to mark the start of our tenure as editors of the Asia-Pacific Journal of Teacher Education. In our editorial, and the accompanying call for papers, we identified eight challenges for the field of teacher education research. On the one hand these can be seen as challenges the field of teacher education research is facing; yet, they are also meant to prompt and provoke the field, as challenges the field should be facing. Our ambition with this is to generate a scholarly discussion about where teacher education research is and how it might go forward. We also hope that this will have an impact on the kind of work we publish as a journal.

WHEN	WHAT	WHO
3.30	Welcome	Stephen Heimans
3.30-3.40	Overview of the 8 challenges	Gert Biesta
3.40-3.50	Marnee Shay (UQ) (discussant)	Margaret Kettle (facilitator)
3.50-4.00	Jana Visnovska (UQ) and José Luis Cortina (Mexico) (discussants)	Each discussant has 5 minutes and 5 minutes for Q and A
4.00-4.10	Eisuke Saito (Monash) (discussant)	
4.10-4.20	Joanne Reid (Charles Sturt) (discussant)	
4.20-4.27	Wrap up - all	Keita Takayama
4.27-4.30	2021 Best Paper and Best Reviewer Awards	

**4.30-5.30****ANNUAL GENERAL MEETING - ZOOM ROOM D****Facilitator: Deb Heck**

# Day 3 | 9 July

8.45-9.00 Day 3 Registration					
9.00-10.30 <b>Keynote</b> ( <a href="#">register for webinar here</a> ) Keynote: Professor Ken Zeichner, Boeing Professor of Teacher Education Emeritus (UW) – Presented by QUT <b>Facilitator:</b> Deb Heck <b>AEF:</b> Jen Clifton					
10.30-11.00 Break					
11.00-12.30 DAY 3 CONCURRENT SESSION 1					
	<b>ZOOM ROOM A</b> <b>RESEARCH PRACTICES</b> AEF: Fiona Gibson	<b>ZOOM ROOM B</b> <b>EARLY CAREER TEACHERS</b> AEF: Terri Bourke	<b>ZOOM ROOM C</b> <b>GLOBAL PERSPECTIVES</b> AEF: Jen Clifton	<b>ZOOM ROOM D</b> <b>INITIAL TEACHER EDUCATION SYMPOSIUM</b> AEF: Tony Loughland	<b>ZOOM ROOM E</b> <b>WELLBEING, RESILIENCE AND AGENCY</b> AEF: Noelene Weatherby-Fell
11.00-11.30	Margie Appel <a href="#">How to manage research during the pandemic: using online focus groups with photo elicitation during lockdown</a>	Jill Willis Andrew Gibson <a href="#">Ten years of GoingOK: from hunches to scalability</a>	Davide Parmigiani <a href="#">How to assess global competence within teacher education programmes: creating a set of rubrics with a Delphi method</a>	Kelsey Lowrie Peta Salter Tanya Doyle Leah Daniel  <a href="#">Community readiness in ITE: placeholder, policy and practice</a>	Sue Duchesne Saskia Ebejer Noelene Weatherby-Fell Kim Clothier  <a href="#">Reimagining the teaching and learning community to build a strong foundation for teachers' growth and wellbeing</a>
11.30-12.00	Nicole Thew Jess Harris <a href="#">Using Participatory Action Research as a practical approach to mitigate student disengagement</a>	Tracey L. Chamlin <a href="#">Early career teacher experience in teaching students with diverse learning needs in general education classes: A constructivist grounded theory study</a>	Donna Tangen Deborah Henderson <a href="#">Strange bedfellows? Examining the nexus between soft power objectives of government funded Outbound Mobility Programs and transformative learning</a>		Ngo Cong-Lem <a href="#">Teacher agency through the lens of Vygotsky's perezhivanie</a>
12.00-12.30	Martin Mills Becky Taylor Mark Hardman Antonina Tereshchenko Haira Gandolfi  <a href="#">Developing research rich environments in English schools: Re-professionalising teachers' work</a>	Danielle Gordon <a href="#">Teacher Self-Efficacy and Reform: A systematic literature review</a>	Denise Beutel Donna Tangen Suzanne Carrington  <a href="#">International professional learning program on inclusive education for educators from Nepal: A realist evaluation</a>		Narelle Lemon Sharon McDonough  <a href="#">"I feel like I was able to adapt quite well...better than I expected": Teacher resilience during the covid pivot to flexible learning</a>
12.30-1.30 Break					

1.30-3.00 DAY 3 CONCURRENT SESSION 2					
	<u>ZOOM ROOM A</u> PROFESSIONAL EXPERIENCE AND PARTNERSHIPS AEF: Amanda Gutierrez	<u>ZOOM ROOM B</u> TEACHERS AND TEACHING AEF: Terri Bourke	<u>ZOOM ROOM C</u> SYMPOSIUM AEF: Reece Mills	<u>ZOOM ROOM D</u> SYMPOSIUM AEF: Fiona Gibson	<u>ZOOM ROOM E</u> AEF: Ellen Larsen
1.30-2.00	Donna Pendergast Katherine Main Beryl Exley Mia O'Brien Anna du Plesses  <u>learning@home Work Integrated Learning (WiL) Initiative: Learning from a pivot in initial teacher education during COVID 19</u>	Michelle-Anne Bradford Lee Wharton  <u>Assessment in Health and Physical Education (HPE) – An exploratory investigation into teacher assessment practices in the motor domain</u>	Leanne Crosswell Jill Willis Rebecca Spooner-Lane Peter Churchward Josephine Wise  <u>The impact of impact for Highly Accomplished and Lead Teachers</u>	James Davis  <u>Entrepreneurial Thinking in Teacher Education and Professional Learning</u>	Megan Adams Sindu George Paul Swan Rebecca Cooper Angela Fitzgerald Richard Gunstone  <u>Transitions into the teaching profession: 'Do I stay or do I go?'</u>
2.00-2.30	Mia O'Brien Donna Pendergast Beryl Exley Deniese Cox Sarah Prestridge Katherine Main Anna du Plessis  <u>Preservice teacher sources of efficacy within an online or virtual professional experience context</u>	Mallihai Tambyah Tracey Sempowic  <u>"It's very difficult for a student who has just lost dad": Exploring teacher professional agency in enacting curriculum with trauma-affected students</u>			
2.30-3.00		Keely Harper-Hill Michael Whelan Jeremy Kerr Suzanne Carrington  <u>InclusionED: mobilising education research in Australian classrooms</u>			
3.00-3.30	Conference Close ATEA President & Conference Convenors				

## Online presentation links

### CONFERENCE CONNECTING VIA ZOOM

This conference adopts an online model. You can participate in the presentation by entering the zoom link found at the start of the program that corresponds with the stream number. Unless notified otherwise, this will be the same link for the three days. The concurrent sessions will not be recorded.

We ask that presenters mute when changing speakers. Please note that there is the possibility that whatever is said while in the conference rooms may be heard by those watching online.

#### ZOOM ROOM A

<https://qut.zoom.us/j/88284123133?pwd=NVI4YVRlNnh1aE8rMG54S3RnNGFpUT09>

**Password:** 863730

#### ZOOM ROOM B

<https://qut.zoom.us/j/84093933195?pwd=RIJXR2ZmVRL0ptU2tkWSt4aUFidz09>

**Password:** 800224

#### ZOOM ROOM C

<https://qut.zoom.us/j/87509904596?pwd=U2VQUndQbVIEREcwUjNlelJ6cmlrUT09>

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## 7

## Abstracts

AZIZAH ALSAIARI

**HOW SHOULD UNIVERSITIES ADOPT THE TPACK AND SAMR MODEL TO PREPARE PRE-SERVICE TEACHERS' QUALIFICATION TO USE ICT. A REVIEW OF THE LITERATURE**

LINDSEY CONNER

CAROL LE LANT

With increasing acceptance of e-learning environments and the implementation of technological tools, especially with the COVID-19 pandemic, there is growing responsibility around the world in developing initial teacher education programs to improve graduate teachers to use technology better. The main aim of this paper is to review the current literature from 2016 to 2021 in developed countries about how the Technological Pedagogical and Content Knowledge (TPACK) framework and the Substitution, Augmentation, Modification, and Redefinition (SAMR) have been applied specifically in pre-service teacher programs.

This paper provides insights into the practical use of both the TPACK framework and SAMR model in pre-service teacher programs. It critiques the affordances of using them as well as the challenges for pre-service teachers to integrate technology into their teaching. As well, the directions and strategies for technology-enhanced lesson design will be discussed. The findings can be used as a basic reference for implementing instructions for the use of both TPACK and SAMR and explaining the challenges encountered in implementing them for pre-service teachers.

ANGELINA  
AMBROSETTI**DEVELOPING TEACHER SELF-EFFICACY AND IDENTITY IN PRE-SERVICE TEACHER EDUCATION: THE DEVELOPMENTAL IMPACTS OF THE FIRST PROFESSIONAL EXPERIENCE PLACEMENT**

It is well researched that the opportunities for authentic practice during an initial teacher education program are crucial in the development of a pre-service teacher's teaching capabilities. Professional experience provides the opportunity for authentic practice through doing and being in that pre-service teachers begin to develop who they will become as a teacher. It is assumed that the experience they have and the mentoring they receive from the supervising teacher during a professional practice placement will inform the development of their self-efficacy and teacher identity.

The focus of the study presented here investigates the concept that self-efficacy and teacher identity begins to form during a first professional experience placement. The research examines how self-efficacy and teacher identity begin to form and to what extent it forms. In this respect,

the research is twofold in that it compares pre-service teacher's initial perceptions and expectations with their lived experiences. This data is used to determine how the experiences they have contribute to the formation of their self-efficacy and teacher identity through the use of Bandura's (1997) information sources of mastery experience, verbal persuasion, vicarious experience and emotional arousal. The research intends to enhance our understanding of the connection between the experiences pre-service teachers encounter on placement and their subsequent development of who they are as a beginning teacher. The research also intends to give authentic voice to the pre-service teachers.

This study did not use a quantitative self-efficacy measurement tool, but instead used a specifically designed survey tool that was qualitative in nature. A pre-placement survey was implemented

prior to the pre-service teachers beginning their placement that focused on discovering pre-service teacher's perceptions and expectations of their upcoming school-based experience. A post-placement survey was implemented on completion of the placement that afforded the pre-service teachers an opportunity to document their experiences. Several questions from the pre-survey were rephrased for the post survey. It is important to note that the surveys were not part of the student's assessment in the professional practice course, were voluntary in participation in the research and ethics was approved for implementation of the research study.

The findings from the research highlights several key insights. Firstly, there is a difference between

pre-placement perceptions and expectations and the actual placement itself. For many students, the placement confirmed that they had chosen the right profession and that they were suited to being a teacher. Secondly, students who had a positive experience during their placement, built a professional relationship with their supervisor and had opportunities for supportive teaching episodes radiated confidence about how they saw themselves as beginning teachers. Students who had an average or negative experience expressed doubt about the demands of teaching, their abilities and whether they were suited to teaching. Connections to Bandura's information sources will draw out conclusions concerning the student's developmental state of self-efficacy and teacher identity.

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## MARGIE APPEL

### HOW TO MANAGE RESEARCH DURING THE PANDEMIC: USING ONLINE FOCUS GROUPS WITH PHOTO ELICITATION DURING LOCKDOWN

When faced with the lockdown in March 2020 due to the COVID-19 pandemic, researchers all over the world were forced to adapt their research design. Due to the prevalence worldwide of restrictions placed on mobility, gatherings of people and face to face meetings researchers were forced to consider alternatives to collect their data. Although this shift in methods was often complicated and time consuming, it also afforded new opportunities and advantages for many.

This presentation will outline the process of this transition during a research project in teacher education in Australia. Scheduled interviews with 22 participants and five focus groups using photo elicitation were shifted to an online platform due to the sudden lockdown. Adjustments to ethics were necessary to incorporate the transition online and to reflect the different ethical implications involved. Semi-structured interviews were conducted over Zoom, recorded and transcribed verbatim. Photo elicitation was used in the focus groups which uses participants' self-selected photos to generate discussion. Afterwards, the participants were invited to

complete a short survey to examine their experiences of the method.

There were both strengths and challenges with the transition to the online methods. Both the researcher and participants were appreciative of the convenience of the online platform as well as grateful for the opportunity for contact during lockdown. The ease of recording footage of both the interviews and focus groups was another advantage of moving online. The analysis of the data was enriched by the ability to view the reactions in the video data of participants during the focus groups. The weaknesses of the online forum included some small problems with internet speed and the less natural flow of conversations in the focus groups caused by the Zoom platform. These findings have implications for research into teacher education for the future as our ability to travel and gather together remains uncertain. Additionally, online methods offer the advantages of convenience in the increasingly time poor life of universities as well as enhancing the richness of data.



**EMILY ASHCROFT**

### **EDUCATORS' RESPONSE TO STEM IN THE FOUNDATION YEAR: IDENTIFYING CURRENT EDUCATOR PRACTICE AND PERCEPTIONS.**

Science, Technology, Engineering and Mathematics (STEM) innovation is widely agreed upon as critical to a country's success in the 21st century (Australian Industry Group, 2017; Office of the Chief Scientist, 2013; Timms et al., 2018). However, this success cannot be achieved without the strong foundations in STEM education.

Recent literature on STEM in education has demonstrated a shift away from a description of STEM as four related, yet distinct, subjects towards an understanding of STEM as a reform initiative to improve education and innovation (Lowrie, Leonard & Fitzgerald, 2018). This includes conceptualising STEM as more than subject specific content and encompasses educational elements such as ideas, methods and values of STEM practitioners. However, it is not yet clear if this repositioning of STEM has transferred to early childhood educators' practice in the classroom. Due to the inconsistent understanding of STEM, many approaches to STEM education in early childhood contexts are reliant on toys, tools and resources (Bers, Flannery, Kazakoff, & Sullivan, 2014; Kermani & Aldemir, 2015; Newcombe & Frick, 2010), lacking a deeper and authentic STEM experience.

Further, a review of the literature reveals that teachers within the context of the Australian Curriculum struggle to identify STEM in a meaningful way within the national curriculum, without attaching to the individual subjects of the acronym itself (ACARA, 2016). Research is needed in this area to support educators

to implement developmentally appropriate pedagogies designed to address STEM engagement and learning.

In line with the sub-theme for this conference Future Innovations: Methods and initiatives in teacher education research, this study captures educators' understandings of STEM in education in early years contexts, beyond toys and tools.

Early Learning STEM Australia (ELSA) is an evidence-based program that seeks to increase student engagement with STEM in early years settings: both in the year before and the Foundation year of formal schooling. To fully understand the impact of this program, it is vital to understand the educators' beliefs and perceptions of STEM in education prior to participating in the program.

This study examines Foundation year educators' practice and perceptions of STEM in education. The sample includes 80 Foundation year educators who implemented the ELSA program. Ethics was attained at the start of this study. Prior to interacting with the program, the educators completed a survey regarding their practices and perceptions of teaching STEM in the Foundation year of school. Results of this study revealed that while most educators' practices align with a traditional interdisciplinary understanding of STEM, data suggests some educators' practices demonstrate an approach to STEM education that challenges conventional understandings of subject content.

**EMILY ASHCROFT**

### **APPLICATION OF A 360-DEGREE EVALUATION TOOL IN PRE-SERVICE TEACHER EDUCATION**

**SHYAM BARR**

Teacher professional competence is currently a high priority on many education policy agendas (Education Directorate, 2019; OECD, 2018), acknowledging the influential role teachers play in the classroom. In Australia, teacher education programs have been scrutinised and, in some cases, criticised in regards to effectiveness (Mayer,

2014). Different approaches have emerged globally and locally to address some of the documented criticisms (Darling-Hammond, 2017). There is still substantial scope for improvement to ensure that the next generation of teachers are well-prepared for the dynamic learning environments they will enter. A 360-degree

evaluation involves a person being evaluated and receiving feedback from multiple others at different levels and in various roles. 360-degree evaluation tools (not to be confused with 360-degree videos) are widely used in corporate settings (Ladshewsky & Taplin, 2015; O'Boyle, 2014) and numerous health related fields (Fabricio et al., 2020; González-Gil et al., 2020; Cormack et al., 2018). Studies that have occurred in educational settings (e.g., Valquez et al., 2020) have typically revolved around a tertiary educator rather than a tertiary student (e.g., pre-service teacher). Indeed, a Scopus search conducted in late 2019 and again on 02.03.21, using a combination of terms (360-degree evaluation, teacher education, pre-service teacher), resulted in no published works applying a 360 degree

evaluation to pre-service teacher education. This presentation shares a new 360-degree evaluation tool designed for pre-service teacher education, specifically clinic-based or practice based units. We will discuss the tool's careful design drawing on the Australian Professional Standards for Teachers and the unit requirements. Additionally, we reflect on two implementation experiences: 1) Implementation in a Secondary Science Teaching clinical unit during Semester 1, 2020 (impacted by COVID-19 restrictions and reduction of clinics) and 2) implementation in a Primary English Teaching clinical unit during Semester 1, 2021. Finally, we document future aspirations with the tool and invite feedback from other interested teacher educators."

SHYAM BARR

#### EXPLORING TEACHERS' EPISTEMIC COGNITION FOR TEACHING ABOUT SELF-REGULATED LEARNING

HELEN  
ASKELL-WILLIAMS

To thrive Australian schools must foster 21st century capabilities. For example, some schools in the Australian Capital Territory (ACT), under the guidance of the Future of Education strategy (ACT Education Directorate, 2020), are focusing on developing students' capabilities for self regulated learning (SRL). However, despite focused intentions and concentrated effort, studies have reported relatively little uptake and longer-term sustainability of good-quality SRL teaching initiatives in schools. Reasons for a gap between SRL research and classroom practices might include change fatigue, teacher workload, and the quality of professional education (often short-term and didactic). Another reason, which is proposed in this presentation, is that insufficient attention has been paid to teachers' epistemic cognition for teaching. How a teacher thinks about knowledge and knowing in the context of teaching – that is, their epistemic cognition - offers an explanation for the lack of sustained high-quality SRL teaching initiatives observed in schools (e.g., Barnes, Fives, Mabrouk-Hattab, & SaizdeLaMora, 2020; Buehl & Fives, 2009). In this presentation we will explore teachers' epistemic cognition for teaching about SRL from two perspectives. First, we will propose a

theoretical representation of epistemic cognition, including epistemic reflexivity, for teaching about SRL. This will include revisiting and improving our theoretical model published in Chapter 19 Upgrading Professional Learning Communities to Enhance Teachers' Epistemic Reflexivity About Self-Regulated Learning of the ATEA 2020 Springer Publication Teacher Education in Globalised Times. We will provide examples of how the model can be useful for guiding teacher professional education that includes a focus on developing their epistemic cognition. Second, we will discuss findings from a recent microgenetic investigation that used questionnaires, think-alouds and classroom observations in a K-12 Victorian school. We selected the schools' middle-leaders (those with a dual role of leading and teaching, e.g., heads of departments, subject-coordinators) as key brokers of teaching and learning not only with students, but also with staff in the school. The middle-leaders participated in a 12-week Professional Learning Community (PLC) that explicitly prompted the middle-leaders to engage in epistemic cognition about SRL. Changes that occurred in association with participants' engagement in the PLC included substantial to significant improvements

in their epistemic cognition for teaching and their teaching practice about SRL. This research we present is context specific. However, it can provide a lens through which to consider the influence of epistemic cognition on teaching intentions, plans,

and actions. We argue that alerting teachers to their epistemic cognition has the potential to drive school-improvement initiatives through teacher professional education.

**DENISE BEUTEL**

### **INTERNATIONAL PROFESSIONAL LEARNING PROGRAM ON INCLUSIVE EDUCATION FOR EDUCATORS FROM NEPAL: A REALIST EVALUATION**

**DONNA TANGEN**

**SUZANNE**

**CARRINGTON**

This paper draws on principles of realist evaluation to appraise the effectiveness of an Australia Awards South and West Asia (AASWA) Short Course program on Inclusive Education. Participants in the program were 21 educators from Nepal who engaged in an eight-month program, completed both in Nepal and at a large university in Australia. While many developing countries have attempted to implement inclusive education policies and practices in their efforts to provide education for all children, educators in some countries face significant challenges. In Nepal, for example, limited infrastructure to support inclusion, a lack of teacher training in working with students with disabilities and negative community attitudes towards disability inhibit the implementation of inclusive education in school contexts. In spite of these perceived barriers, there is a growing movement worldwide for educators to fully adopt inclusive education. To support developing nations in the process of adopting inclusive education, many programs are provided internationally. One international aid program, the AASWA Short Course program on Inclusive Education, has attempted to help overcome barriers by building the capacity of educators on inclusion and to track how this cohort of educators apply their transformed knowledge and understanding to their local schooling contexts. Qualitative data collected before,

during and after the program were analysed through a realistic evaluation process to uncover the contexts and mechanisms that influenced the outcomes of the program. Participants showed an increase in their knowledge and understanding of inclusive education. In post-program presentations and focus group interviews, participants indicated how they applied this new knowledge and understanding of inclusive education. The program included elements such as group discussions in workshops, school visits to see inclusion practiced in Australian contexts, opportunities for reflection on the program experiences, and greater female participation in sharing ideas and knowledge. While these program elements appeared to trigger a range of mechanisms, similar outcomes emerged across the diversity of participants. These outcomes included participants gaining a broader understanding of inclusion beyond disabilities, participants becoming advocates for inclusion in their local/national educational environments and participants engaged in building capacity of a range of education stakeholders in Nepal. This presentation provides insights into how participants perceived what they learned and how they applied understandings to their workplaces in Nepal and concludes by offering recommendations for developers of similar programs in the future.

MICHELLE-ANNE  
BRADFORD

## ASSESSMENT IN HEALTH AND PHYSICAL EDUCATION (HPE) – AN EXPLORATORY INVESTIGATION INTO TEACHER ASSESSMENT PRACTICES IN THE MOTOR DOMAIN

LEE WHARTON

Assessment within HPE tends to be contentiously debated. Whilst all teachers are required to gather data and make judgements on student achievement, the subjective nature of assessing practical performance in Health and Physical Education raises concerns about transparency, validity and reliability. Unlike many subjects, the inherent physical application in HPE requires teachers to utilise a specialised set of skills when developing learning opportunities and ways in which they will be evaluated. Consequently, research has highlighted disparity between assessment criteria and what is actually assessed. In HPE, assessment is often a measure of effort or a means by which to rank students and in Queensland, where this study was conducted, it is only recently that assessment standards have been articulated and introduced into the Junior Secondary curriculum with the advent of the ACHPE. Although historical and contemporary research addressing assessment are rich with themes relating to validity, accessibility and reliability there is very little research that examines assessment practices in the junior secondary years and assessment practices in Junior Secondary Health and Physical Education (JSHPE). This raises questions about what teachers are doing and how teachers learn to assess and consequently informed a Master of Philosophy study into: "How do JSHPE teachers assess performance in HPE?".

Already highlighted in the research, the Three Key Attributes of Quality Assessment (endorsed by the QCAA): accessibility, reliability and validity, provided a strong foundation underpinning the theoretical framework of this qualitative analysis which included field observations, semi-structured interviews and focus group sessions. Ethical considerations are vital to ensure transparency and accurate execution of data collection and

research procedures. Once Ethical Clearance was obtained from the Queensland University of Technology (QUT), University Human Research Ethics Committee (URHEC) (Approval number: 1800000830) and Queensland Education Research Inventory (QERI) (14/08/2018) data collection was completed. A thematic analysis was employed and exposed four themes including The Teaching and Learning Cycle whereby teachers engage with curriculum, pedagogy and assessment; Assessment Processes which are those rituals or practices teachers use when making judgements; Communication with regard to assessment expectations, and providing timely, clear, and appropriate feedback about performance and progress and Professional Learning which encapsulates the professionally accredited learning undertaken at a university prior to becoming a registered teacher and additional formal, informal and non-formal learning that the research participants' have completed since graduating from university.

Findings exposed that a lack of teacher assessment literacy and insufficient support and resourcing limited teacher ability to perform assessment. Teachers demonstrated inconsistent application of assessment instruments and this in conjunction with inconsistent understanding of curriculum documents fostered construct irrelevance. This evidence highlighted concerns regarding initial teacher education and support offered through compulsory professional development which were identified as significant factors that influenced how teachers make judgements about physical performance in Health and Physical Education.



**ROBYN  
BRANDENBURG**

### **“MORE THAN MARKING AND MODERATION”: A SELF-STUDY OF TEACHER EDUCATOR LEARNING THROUGH ENGAGING WITH GRADUATE TEACHER PERFORMANCE ASSESSMENT**

**ANNA FLETCHER**

Global attention continues to focus on the quality of teaching, teacher quality, teacher education programs and the readiness of graduates to teach. This has resulted in further critique of teacher education, teacher educator professionalism and external accountability. The Teaching/Teacher Performance Assessments (TPAs) are now an integral aspect of Teacher Education programs and graduates must successfully complete the assessment as one indicator that they are 'ready to teach'. This paper presents a self-study of teaching practice that examines the experiences of teacher educators at a regional university in Victoria, who teach, assess and moderate the Graduate Teacher Performance Assessment (HREC Ethics: B20-129). Through engaging with the process of teaching, marking and moderating the TPAs over a two-year time frame, these teacher educators developed a Professional Learning Community (PLC) around their practice. Using self-study of practice as the underpinning methodology, the

**ANITRA**

**GORISS-HUNTER**

**CAMERON SMEE**

**WENDY HOLCOMBE**

**KATRINA GRIFFITHS**

**KAREN SCHNEIDER**

PLC was guided by La Boskey's (2004) framework and informed by critically reflective practice theory. The PLC mobilized Brookfield's (1995) notion of different reflective lenses to enable the authors to critically reflect on their experiences of marking the GTPA from a variety of positions and contexts. Data, including audio-taped and transcribed interviews; email communication and workshop field-notes, were systematically collected, categorised, coded and analysed. The key findings and understandings included the importance of dialogue and sharing experience; a trusting and supportive environment; using a reflective lens to examine practice; growth as teacher educators and the role of critical friends. The presentation will also highlight the changes to teaching that have been enacted in practice. The impact of individual and collective learning provides deeper insights into the curiosities, the doubts, confidence and judgements made by teacher educators when marking and moderating TPAs.

**CLARE BROOKS**

### **QUALITY CONUNDRUMS IN INITIAL TEACHER EDUCATION**

Trends can distract teacher educators from building strong foundations, even when they are intended to improve the experience of new teachers. When adopted into widespread practice, some initiatives become "quality conundrums": tricky puzzles that teacher educators have to unravel in order to fulfil compliance regulations, accommodate local infrastructures, whilst maintaining the highest quality practice. This paper explores these "quality conundrums" through a spatial perspective to understand how teacher educators work innovatively to build courses with strong foundations. A spatial perspective (Noyes, 2013) recognises that despite current homogenising discourses on quality, initial teacher education is predominantly site-based, taking place in unique social and physical contexts (such as universities

and schools) for which teacher education is not their primary or only purpose. Adopting spatial theory (after Harvey, 2004 and Lefebvre, 1991), enables this research to probe not just the context in which teacher education occurs but also the relative and representational spaces it occupies: asking question about how it responds to global trends, national policies, and local needs, and different ways in which "good" teaching is understood. The research question 'What are the features of high-quality, large-scale initial teacher education provision?' was explored using this theoretical frame, with emphasis on the spatial elements of large scale (or high-volume) teacher education provision in institutions with a reputation for quality. Detailed practice studies were made in university-based teacher education providers in Auckland, New Zealand;

Brisbane, Australia; London, UK; Phoenix Arizona, USA; and Toronto, Canada, each selected as the largest provider of teacher education in their region, and with a reputation for quality. Data were generated through interviews (with teacher educators, school partners, and student teachers), observations and a review of relevant documentation and systematically analysed individually according to the Kemmis et al. (2014) theory of practice and practice architectures which enables a laying out of practice to reveal its material-economic, cultural-discursive, and social-political arrangements. Coding focused on the institutional practices, the spatial triad of location, relation and representation, and how quality was expressed and understood through those practices. The analysis was verified with participating institutions where a gatekeeper scrutinised the analysis to ensure rigour in both the findings and in the reading of the evidence

base for those findings. Quality conundrums, such as ones around practice, knowledge, and the role of research, can limit teacher education courses by closing down opportunities for alternative forms of knowledge or ideas to be fully represented. By becoming prescriptive and overly technical, they limited the scope of transformative teacher education practices. These trends are manifest in different ways pertinent to local practice traditions, regulatory frameworks, partnerships and accountability infrastructures. Teacher educators adapt to these conundrums, (represented as a model of ITE practice) through their situated knowledge; adaptive teacher education expertise and understanding the capacity for change. The model can inform how teacher education can address future quality conundrums, but primarily can change the way we think about addressing issues of quality in teacher education internationally.

JENENE BURKE

ROBYN

BRANDENBURG

CHERYL GLOWREY

ANITRA GORISS-

HUNTER

MARGARET

PLUNKETT

#### WHERE DO I SEE MYSELF IN 20 YEARS? THE CAREER ASPIRATIONS OF BEGINNING TEACHERS FROM A REGIONAL UNIVERSITY.

This presentation is drawn from a larger longitudinal study that aimed to uncover the factors that impact on teachers seeking

employment in regional, rural and remote (RRR) schools in Victoria and to better understand how schools can be made more appealing as preferred sites of employment. The study sought to speak to the Victorian Department of Education (DET) priority of "addressing teacher shortages in regional, rural and remote schools." In this presentation the researchers focus on the question, "What are PSTs' intentions and their motivations to teach in RRR communities?" Ethics Approval was obtained from [...], and the DET Strategic Research Unit (2019\_[...]).

This presentation attends to the voices of final year pre-service teachers (PSTs) on the cusp of completing their degree by examining their expressed career aspirations and goals. To better understand the career aspirations of beginning

teachers, the research team identified and examined pre-service responses to the question, "Where do you see yourself in 5 years, 20 years?" Qualitative and quantitative data were gathered from three cohorts of final year initial teacher education (ITE) students from a regional university as they completed their studies (n=96). Each cohort completed an online survey and took part in a focus group interview (n=12). Using survey (n=90) and focus group discussions, the data were analysed for resonant themes, drawing on Bourdieu's theory of habitus.

The responses indicate that while the pre-service teachers were keen to gain employment, 'making a difference' to students and to local communities was a strong priority. Many expressed their aspirations to teach in RRR schools and several expressed their educational leadership ambitions. Both younger and more mature PSTs expressed similar goals with the



former striving to attain these aims in a shorter time frame than the latter. The researchers link these results to the concept of place and the role that regionality plays in the aspirations

formed by graduate teachers. The research has implications for initial teacher education curriculum, teacher professional experience, and education workforce planning.

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**TRACEY L. CHAMLIN****EARLY CAREER TEACHER EXPERIENCE IN TEACHING STUDENTS WITH DIVERSE LEARNING NEEDS IN GENERAL EDUCATION CLASSES: A CONSTRUCTIVIST GROUNDED THEORY STUDY**

What is the experience of early career teachers, teaching students with diverse learning needs in general education classrooms? Are they ready? Do they feel prepared? Are there any surprises? What are the challenges and how have they overcome these? What are their successes and celebrations? This presentation will outline the preliminary findings of a constructivist grounded theory PhD study designed to better understand the experience of early career teachers (ECT) teaching students with diverse learning needs in general education classrooms. The insights gained from these early career teachers allow us to reflect on the complex, contested and vital work of teacher education and consider new and innovative ways to deliver initial teacher education as well as support our early career teachers. Early career teachers are expected to be "classroom ready", meaning they must be confident and competent in the "complex skills... knowledge and teaching practices" (TEMAG, 2014, p. xiii) needed to meet the expectations of the Australian Professional Standards for Teachers (AITSL, 2011) from graduation. Therefore, ECT are expected to effectively cater for the diverse learning needs of all students in their classroom from day one of their teaching profession.

However, the early years of teaching can also be a time when ECT choose to leave the profession,

with heavy workload and lack of support commonly identified as a reason. While research has focused on the perceptions, actions, and or behaviours of teachers, there has been less focus specifically on the lived experience of ECT professional practice as related to teaching and learning for a wider range of diverse learners in general education classrooms.

As a qualitative study utilising a constructivist grounded theory methodology, data has been collected through intensive interviews with self-nominated Queensland registered ECT, teaching in general education classrooms. A brief explanation of the research methodology and methods will also be provided in this presentation, as well as opportunity for discussion. An expected outcome of this grounded theory research is the development of substantive theory of the day to day lived experience of early career teachers teaching students with diverse learning needs in general education classrooms. This will contribute a deeper understanding of early career teacher practice in inclusive educational settings and in turn can be used to inform initial teacher education programs, and school and jurisdictional policy to ensure early career teachers are appropriately supported to implement inclusive and equitable teaching practices throughout these important professional years.

SUSAN CHAPMAN

**PRACTITIONER VOICES SHAPING ONGOING PROFESSIONAL LEARNING: CO-DESIGNING AN ARTS MENTOR PRACTITIONER PROFESSIONAL LEARNING PROGRAM (AMPPLP)**

SUSAN JAMES

Arts education in the primary years consists of five subjects; Dance, Drama, Media Arts, Music and Visual Art. However, evidence has shown that primary generalist teachers lack confidence and capacity to teach in these spaces and that specialist arts teachers usually receive pre-service learning in only one arts subject. Given reports of teachers' inadequate expertise in arts education, new strategies are needed to build teacher capacity in this area through ongoing professional learning.

An Arts Mentor Practitioner Professional Learning Program (AMPPLP) is designed to assist in addressing this problem by providing specialist arts teachers with professional learning in additional arts subjects, and by providing generalist primary teachers with opportunities to work alongside an AMP in a co-mentoring arrangement. Arts specialists who have undertaken ongoing professional learning in other arts subjects to become an AMP will use subject-specific and integrated approaches to learning and teaching. A co-design approach informed by arts specialists will shape the development of an AMPPLP. In this process, arts specialists reflect on their own practice and provide feedback on a draft design of an AMPPLP based on a previous small-scale case study.

In this qualitative study, two different types of data were collected from arts specialists:

responses to an online semi-structured anonymous survey; and individual semi-structured interviews conducted and recorded on the Zoom digital platform (survey: n=11; interview: n=8). In both forms of data collection, participants were provided with information regarding the professional learning strategy used in the case study on which the emerging AMPPLP design was based. Emerging themes were identified through thematic deductive analysis via open coding and then focused coding. Ethical approval was granted by the (institutional) Ethics committee and all participants gave informed consent.

Findings revealed a number of enabling and constraining factors including the value of the Arts to address student and cultural diversity, equity, student engagement with learning and enhanced cognition; and the need for the AMPPLP to be well planned and well organised; to inspire ongoing commitment and motivation in the participants; to produce targeted data; and to be able to convince school leaders, teachers and policy makers of the value of this approach. This has implications for: developing targeted professional learning which is strengthened by drawing on the perspectives of practitioners in the field; accessing relevant educator knowledge to support the growth of ongoing professional learning and improve student outcomes; and acknowledging calls from teachers to lead educational change rather than adopting "top-down policies".

PETER

**THE PURSUIT OF QUALITY**

CHURCHWARD

The pursuit of quality for teachers, continues to be a central platform of educational systems worldwide. However, while it is one thing to seek quality, it is another to define quality. In reality, a number of Discourses are used to talk about quality, meaning that quality is understood discursively (Archer, 2003; Gee, 2014). Finding out how early career teachers experience and

talk about the pursuit of quality, has relevance for teacher educators in preparing teachers who live out these discursive understandings of quality teaching. This paper examines quality from the point of view of a group of teachers who had graduated from teacher education centres of teacher excellence in Queensland and Western Australia. They were also among the first

graduates to be required to meet the Australian Professional Standards for Teachers (APSTs) for initial certification and ongoing registration as teachers. University ethics committee approved this research as the basis of a doctoral thesis, which used Margaret Archer's theory of reflexivity and Basil Bernstein's theory of recontextualisation to explore the lived experience of 13 early career teachers. Each participant undertook a stimulated recall interview, and a critical discourse analysis was undertaken to identify their responses to key events in their experiences navigating

the Discourses of quality and in establishing their identity as quality teachers. Their experiences provide insights into how they recontextualised the Discourses and talked quality into being. For these teachers the pursuit of quality was not reducible to meeting the standards; rather quality was understood as a reflexive, relational and dialogic process of 'always becoming'. They were reflexive about themselves as teachers, about their students as learners, and dedicated themselves to using the standards as aspirational guidance in their always becoming pursuit of quality.

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**AMY CLAUGHTON****EXAMINING TEACHER ACTIONS TO ENABLE ENGAGEMENT IN PLAY-BASED LEARNING FOR CHILDREN WITH IMPAIRMENTS**

The foundation of play in relation to children's development is well documented. There is a growing field of research that examines how play and learning are connected within the context of primary school education. Contributions to this field from Australia, United Kingdom and Sweden indicate the global reach of this topic. Research in this area for children with impairments is scant, with much of the existing literature examining the efficacy of play or play interventions. This presentation examines a local response to play-based learning for children with impairments, which draws on a PhD study that was grounded in critical ethnography and underpinned by the theoretical perspective of the social model of childhood disability. Through the theoretical perspective, the distinction between disability and impairment becomes apparent. Impairments are physiological states of difference in individuals, however disability itself is considered a social construction. This presentation interrogates play-based learning for school-aged children with impairments, and the actions and responses teachers can bring to interactions to support and enable

children's agency in play. This presentation examines data from five children, a teacher and an aide in a rural Victorian (Australian) special school setting. Data collection was informed through the Mosaic Approach, which uses creative multi-modal techniques to co-construct understanding and share ideas. This research draws on the theoretical perspective to understand and analyse children's intentions in play and how teachers enable them to follow through with purpose and self-determination. This presentation will be of interest particularly to teachers working with children, and teacher educators in both early childhood and primary education. The presentation illuminates how the minutiae of play reveals children's agency, which can be a foundation through which teacher actions and responses enable children to engage in self-initiated and self-directed play. Through the analysis children are positioned as active social agents who act with clear intent. Recommendations for teachers are made from this perspective, to see how children can be positioned to demonstrate spontaneity, self-direction and motivation play-based learning.

JENNIFER  
CLIFTON

### BEYOND CREAM, OFF-WHITE AND BEIGE: FINDING SLIPPAGES IN ACCREDITATION FOR INNOVATION IN PROFESSIONAL EXPERIENCE

KATHY JORDAN

Developed in 2011 by the Australian Institute for Teaching and School Leadership (AITSL), the Accreditation Standards and Procedures outline the accreditation requirements for Initial Teacher Education (ITE) programs. Professional experience features prominently within these requirements, mandating conditions around assessment, number of days of professional experience, including practising teachers in program design and supervision arrangements of pre-service teachers. While introducing these standards and procedures raised concerns about and standardisation in professional

experience, it also provided a climate for opportunities. This chapter discusses how teacher educators found slippages in, between and within accreditation requirements to innovate and design the Coaching Approach to Professional Experience (CAPE) Model. This chapter details how regulation requirements, supported by Third Space theory, provided the impetus to question long-held approaches to professional experience, elevated the priority of professional experience and partnerships and provided scope for pre-service teacher agency.

NGO CONG-LEM

### TEACHER AGENCY THROUGH THE LENS OF VYGOTSKY'S PEREZHIVANIE

Research on teacher agency, i.e., teachers' will and capacity to make intentional changes, has gained traction in recent years as researchers increasingly recognise teachers' agentic role in creating and sustaining institutional change and improvement. However, the concept of teacher agency is still considered vague and under-theorised with current available frameworks regarded as inadequate to address its complexity for being either individual-focused or systematically deterministic. Accordingly, further theorisation and empirical investigation into the phenomenon in different contexts are much needed. Drawing on Vygotsky's concept of perezhivanie, this paper investigated Vietnamese teacher agency in tertiary classroom setting with the purpose of revealing its underlying causal-dynamic mechanism. Participants in this study were a group of English language teachers at a Vietnamese university who were recruited on a voluntary basis. A qualitative case study design was adopted with the data collection spanning over three months, involving multiple data collection methods, namely interviews, observations, reflective journals and document analysis. Ethics clearance was obtained

from the researcher's university and permission to collect data granted by the president of the university where the study was situated. Findings indicated that teacher agency was individualised and selectively enacted, contingent on teachers' awareness and interpretation of environmental events, including pedagogical challenges, feedback and social relationship. The participants were also found to encounter mixed emotions in their teaching practices, which, to a certain extent, exerted influence on their pedagogical agency. The study findings corroborated that both teacher cognition and emotion constitute the causal-dynamic mechanism underlying their decision-making, which in turn determined their behavioural agency, and that perezhivanie serves as a potent theoretical lens for understanding such a cognitive-emotional process. Policy-makers and institutional leaders should attend to teacher voice and attitude in policymaking and implementation. In addition, promoting their self-reflective practices and social-emotional capacities are desirable to support teachers' practical problem-solving and building prosocial classrooms, which are essential for effective teaching.



## LEANNE CROSSWELL THE IMPACT OF IMPACT FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

CROSSWELL

JILL WILLIS

REBECCA

SPOONER-LANE

PETER

CHURCHWARD

JOSEPHINE WISE

The Highly Accomplished and Lead Teacher (HALT) Certification process introduced in Australia in 2012 was designed to recognise teachers committed to excellence in teaching, to encourage them to continue to influence and impact their students and colleagues through their exemplary classroom practice. HALT teachers prepare evidence of their impactful practices, and have this evidence evaluated through a National Certifying Authority. The HALT application process is still relatively new in Australia but it has highlighted the significant impact HALTs have in their classrooms, with peers and in their schools and beyond their schools as middle leaders. It has also highlighted the challenge facing teachers in representing this impact in a portfolio, both in theory and in practice. Impact is an implied part of the certification process, construction of evidence can vary, and what is valued as impactful can be dependent on the

school context. This symposium presents three critical perspectives of impact from a broader collaborative research project with one of the national certifying authorities. The first paper will present a theorised understanding of the concept of impact, as a temporal, reflexive narrative. The second paper will explore how the applicants are understanding and representing their own stories of impactful practice. The third paper will discuss the ways in which the assessors are navigating these stories and recognising evidence of impact within the submitted portfolios. Importantly, impact is a term that is frequently used in education, and educational researchers should be leading discussions about how the concept is understood and realised. From these strong foundations of educational research, future innovative partnerships, theory and methodology are proposed.

## CRISTIENE ADRIANA DA SILVA CARVALHO ARTISTIC PRACTICES IN THE RURAL TEACHER EDUCATION IN BRAZIL

ADRIANA DA  
SILVA CARVALHO

In this work, we discuss the artistic practices of students enrolled in a graduate program related to the initial formation of rural teachers. The specific course, named "Licenciatura em Educação do Campo", is offered by the Federal University of Minas Gerais, Brazil. We investigate if those artistic practices can be understood as a set of art languages designed and experienced by subjects whose understanding covers the relationships of the art in society. We notice that the historical construction of the artistic practices incorporated issues given the diversity of appropriation of these practices in education. We discuss the existing dichotomy between the erudite and the popular by understanding its presence in the history of artistic practices. Given this situation, which has many challenges, we seek to understand how the social representations were built among the subject students about their artistic practices; and had a significant impact on teacher education. To build the theoretical-

methodological analysis of a panorama in constant movement, we base this study on the theoretical perspective of Social Representations proposed by Moscovici (1978). To analyze the process of construction of social representations, we used the "Processual" approach proposed by Jodelet (2001). To explore the movement in the process of changing the structure of these social representations, we adopt Antunes-Rocha (2012). The methodological approach of this research follows a qualitative approach of exploratory type. We applied semi-structured questionnaires and made twenty-two narrative interviews to understand the movement of construction of representations of these students about their artistic practices. These procedures were registered and approved on the national ethic research committee called "Plataforma Brasil". We also consulted the "Projeto Político Pedagógico" of the course of "Licenciatura em Educação do Campo" that document

with all procedures and organizations of this degree program helped us to understand the organization of the rural teacher education. Next, we elaborate on three categories of analysis: previous knowledge, artistic practices developed at "Tempo Escola", and supervised art internship. These categories allowed us to highlight two movements; as a starting point of analysis information about the insertion of students in the course and, as an ending point, the practices of the interviewed subjects in the internship of art. The first movement, called

"Maintenance" of the social representations, was composed of subjects that stayed with their old ways of thinking, feeling and acting about the artistic practices. The second movement, called "Modification", was highlighted by modifications in the social representations of the artistic practices after experiences in university. We observed that each of these movements enabled distinct kinds of changes motivating the discussion about the process that caused these movements from the formative experiences developed in undergraduate degrees.

LILY-CLAIRE  
DEENMAMODE

#### PREPARING FOR RECONCILIATION: EXPLORING NANCY FRASER'S COGNITIVE APPROACH TO SOCIAL JUSTICE AS A MEANS TO IMPROVING TEACHER EDUCATION

MELLITA JONES

The widening gap in educational outcomes for Australia's Indigenous population is well established in governmental data and educational research. This growing inequality makes the adequate preparation of teachers, in the context of teaching diverse student populations, of undeniable significance. This importance is increasingly recognised in educational policy documents through calls to address the educational needs of Aboriginal and Torres Strait Islander communities and teach all students about Aboriginal and Torres Strait Islander languages, history and culture (AITSL, 2011; Education Council, 2019). Yet, two shortcomings of pre-service teacher preparation are the absence of the underpinning structural inequalities, such as racial privilege and racial disadvantage, and a perceived limited impact of Indigenous studies (Moreton-Robinson, Singh, Kolopenuk & Robinson, 2012) which contribute to the current achievement gaps being observed. White, Ma Rhea, Anderson and Atkinson (2013) contend that appropriate preparation to achieve these policy imperatives is the use of a rights-based approach to education. This paper explores the theoretical underpinnings of rights-based education, as the first step towards achieving social justice in education, and structural inequalities which can lead to a transformative model to teacher education. The model presented is founded upon

a cognitive framework, that aims to enable teachers to connect their teaching duties with an active participation in the Reconciliation process of the country. A teacher education that values the Knowledges, cultures and wisdom of Aboriginal and Torres Strait Islander Peoples will enable the Australian society and its decision-makers to listen to its Indigenous communities who can participate in finding innovative solutions to today's problems and uncertain futures. Nancy Fraser (1997) complemented a redistributive model of social justice (addressing socioeconomic injustice through an egalitarian view of social justice) with the concept of recognition which combines the social politics of equality and the cultural politics of difference. This cognitive framework to social justice in education can be perceived in terms of differences in cultural and/or linguistic identity where such differences are acknowledged and valued. However, in the case of cultural injustices, such as nonrecognition of one's cultural identity due to the ever-present forces of a colonial past, Fraser argues for valorising cultural diversity by encouraging the oppressed cultural group to be seen, heard and fully participate in matters of educational decision making. There is a need for a transformative approach, founded upon systemic cultural recognition, to teacher education, whereby a continuous (re)examination of the teachers'



personal stance towards reconciliation which will be then reflected in their classroom practices, in or outside times of cultural celebrations. Not as 'adds-on' to the curriculum but as a different approach to learning and teaching, founded upon recognition of Aboriginal and Torres Strait Islander Knowledges and Cultures. Such an approach can inform the school's curriculum

development, individual lesson planning as well as teaching of students and staff by the local Aboriginal communities and Country (McKnight, 2016). Through a strong education foundation, which recognises and values its First Nations Peoples, a path may be paved to future social, economic and political transformation of Australia.

**SUE DUCHESNE**

#### **REIMAGINING THE TEACHING AND LEARNING COMMUNITY TO BUILD A STRONG FOUNDATION FOR TEACHERS' GROWTH AND WELLBEING.**

**SASKIA EBEJER**

Learning communities have long been recognised as fertile ground for professional development of in-service as well as pre-service teachers. In the higher education sector, student partnerships in learning and teaching have been established to facilitate student engagement, essential to effective learning. (Cook-Sather, Bovill & Felten, 2014). In this project, teaching and learning communities have been developed over successive years in the Master of Teaching course on regional campuses of a multi-campus university, connecting learning communities and students as partners approaches. This paper reports on ongoing evaluation of the approach, and in particular on how the collaboration and community developed among the students has contributed to students' wellbeing and resilience despite multiple challenges, alongside their learning of both content and teachers' work. Evaluation took place during the course of the 2018 and 2019 academic years, through surveys, interviews with staff and students and reflections by campus coordinators drawing on their anecdotal notes of student engagement in teaching and learning activities in the program.

**NOELENE**

**WEATHERBY-FELL**

**KIM CLOTHIER**

In addition, focus groups in early 2021 tapped into students' experience of the approach during remote delivery in 2020. Ethics approval for the research was granted through the university's HREC unit. Support was seen as the main benefit of the approach, from the students' perspective, as they collaborated together to discuss assignments and subject activities. Staff identified strong student engagement, in keeping with broader 'students as partners' research, as well as strong communities developed among the students on each campus. Anecdotal evidence from alumni suggests that the benefits continue as they enter the profession with these connections supporting the beginning teachers' resilience. During challenging times, and greater distance from academic staff during remote delivery, students made use of their learning community to support one another's learning as well as their wellbeing. Implications are drawn for the consideration of course and curriculum design in building community collaboration and connectedness, as well as engagement and wellbeing.

**EMMA ELLIS**

#### **A CRITICAL EXPLORATION OF THE CHILD DEVELOPMENT THEORY-PRACTICE GAP IN AUSTRALIAN EARLY CHILDHOOD TEACHER EDUCATION**

**ANDREA REUPERT**

It is well documented and widely accepted that a sound knowledge of theories of child development is necessary to inform high quality teaching and thus maximise learning outcomes

**MARIE HAMMER**

for young children (Fleer, 2018; Fowler, 2016; Hyson, 2012). In Australia, the Early Years Learning Framework (EYLF) (Department of Education and Training, 2009) states that educators should apply

a range of theories and perspectives to their work with young children. It is concerning then, to discover that for over a decade, a gap between child development theory and practice has been identified in multiple Australian Government commissioned reports. In 2010, shortly after the release of the EYLF, Rowley et al. (2011) reported that found that in undergraduate early childhood teacher degree programs, on average, less than 10% of course content appeared to be dedicated to child development. Four years later, Best Practice Teacher Education Programs and Australia's Own Programs (Ingvarson et al., 2014) asserted a continuing failure to adequately link theory to practice, arguing integration of theory and practice must occur early in tertiary programs. In 2017, The Importance of Quality and the Workforce was highlighted as a priority and, again, "a lack of knowledge of child development" was identified (Pascoe & Brennan, pp.62-66). To date, little is known about how this theory/practice gap is being experienced by those in the early years sector, if at all, and if so, what factors might be responsible for its longevity. This tri-study project seeks to bring currency to this longstanding discussion by identifying systemic practices which may be maintaining the alleged theory-practice gap, and the day-to-day practices employed by practitioners in order to consider ways of overcoming these challenges.

Using Interpretative Phenomenological Analysis and a conceptual framework inspired by Brazilian

philosopher of education, Paulo Freire, this research takes a critical approach to this issue by considering how mechanisms of oppression, marginalisation, and liberation might be operating in early childhood teacher education. For the first time, this research is capturing and collating the voices of three key stakeholders to present how separate but connected elements of the Australian early childhood teacher education system interact and the impact this has on the reported theory-practice gap. First, lecturers in early childhood discussed what informs their teaching of theories of child development in Australian universities. Second, early career teachers working in kindergartens/preschools shared their experiences of how their child development learning at university compared to life as a new teacher. Third, mentors working in early childhood described their perspectives on the child development skills and knowledge of new graduates. Though the perspective of each cohort differs, emergent findings across all three groups highlight a child development theory/practice gap ensues. While lecturers convey a sense of autocracy within, and upon, the tertiary sector, early career teachers and mentors indicated that although a gap exists, learning 'on the job' is a meaningful and favourable way to consolidate their tertiary learning on theories of child development. Implications for reviewing and, where necessary, challenging teacher education policies and practices are discussed.

**ROCHELLE**

### **ADAPTABILITY IN ITE: SUPPORTING A TRANSFORMATIVE PROFESSIONAL LEARNING JOURNEY**

**FOGELGARN**

Pre-service education operates in a neoliberal, market driven, 'spreadsheet' economy where budget efficiencies dictate university practices. With students cast as customers, and academics as entrepreneurs, these practices do not easily conduce to conditions which foster deep learning, intellectual rigour and integrated learning. Due to conflicting demands on their time, students tend to be time-poor and often unprepared for the demands of a course of

study culminating in professional registration. The COVID era impels us to create learning experiences which are complex, authentic, logistically viable and yet preserve space for idealism, passion and deep learning.

Drawing on our learning from an innovative university-school partnership in its third year, which has generated extensive mixed methodology data, we are building a holistic

**JACOLYN WELLER**

**HELEN D'ELIA**



model for teacher-education. Our research findings demonstrate that preservice teachers (PSTs) acquire deeper understandings of the way students learn when working with small groups and individuals in an innovative curriculum model which utilises an inquiry paradigm. As both mentors of school students and mentees of school and university academics, the PSTs involved in this partnership program report significant gains in their confidence as educators. To date, conventional course structures have not been able to capture this transformative learning in an ongoing capacity.

Our proposed model promotes deeper engagement with multi-dimensional conceptualisations of learning and teaching through integrated field experience, critical reflective practice and professional portfolio focussed transformative learning. We posit that a professional learning journey portfolio would capture deep learning experiences, enabling PSTs to identify the connections between university study and the living reality of supporting school students in their journey towards independent learning.

We recognise the need to extend and personalise the nature of the professional portfolio, so students are better supported to see the connections between different parts of their degree, their own unique study and work experiences and how the holistic application of these is needed to meet the changing

demands of the contemporary education sector. Professional portfolios support pre-service teacher professional development; can facilitate increased self-confidence and collaborative dialogue about teaching; and build teacher self-efficacy (Imhof & Picard, 2009; Wray, 2007). Such a portfolio would be the core of a pre-service teacher's transformative professional learning journey.

"Critical reflection has been embedded in teacher education affecting change from the bottom-up through ownership" for some time (Beyer 1989 cited in Author 2, 2018) as a self-empowering tool to encourage PSTs to assume more responsibility for their professional experience and subject based learning (Anderson & DeMeulle, 1998). Further, Schon defines reflective practice as the process professionals use in thinking about the way professional knowledge is applied in practice. This includes intentional transformative learning from experience.

Our proposed personalised professional learning portfolio vision includes a mentoring relationship with PSTs to enable them to build an adaptability disposition. Through mentoring, PSTs can be supported to build resilience, consolidate a critically reflective disposition and sustainable work practices. By implementing a framework for integrating critical self-reflection informed by academic mentoring, we believe PSTs can make better meaning of the complex nature of praxis.

**JEANINE  
GALLAGHER**

**JILL WILLIS**

**NERIDA SPINA**

**DANIELLE GORDON**

**CHRISTOPHER**

**BLUNDELL**

**REBECCA**

**SPOONER-LANE**

### **PREPARING ASSESSMENT CAPABLE TEACHERS**

Teacher assessment capability has become an increasing policy focus, yet assessment has historically been a neglected area of study within teacher preparation programs. This paper presents the outcomes of a study that investigated what teacher educators in Australia prioritise in their assessment education programs as part of a multi-nation research project led from Canada and including England, New

Zealand supported by a Social Sciences and Humanities Research Council of Canada. Australian ethics was granted by Queensland University of Technology to survey Australian teacher educators who teach preservice teachers in assessment programs:

1. What do Australian teacher educators prioritise when teaching assessment to preservice teachers?

2. What influences Australian teacher educators' priorities when teaching assessment to preservice teachers?

The survey drew on a Delphi method, which is a decision-making process when "...the problem to be understood does not lend itself analytical techniques but can benefit from subjective judgements on a collective basis" (Adler & Ziglio, p.3). The Delphi method is an established tool for knowledge building and building new knowledge by drawing on expert opinion in a process of consensus building. In each survey round expert teacher educators prioritised statements about assessment practices. These statements were based on a review of Australian university teacher education course unit outlines, an analysis of the Australian Professional Standards and Australian scholarly literature about assessment literacy. In survey 1 teacher educators prioritised to rank 94 statements in order of importance and were also provided the option to identify other aspects that were not named in the survey. Statements deemed most important were included in survey 2, participants were asked to prioritise these statements within each of the four assessment capacity categories of ethical, embodied, experiential and epistemological assessment understandings.

Results of this process will be presented, highlighting the degree to which the responding teacher educators had similar views in how they prioritised statements about assessment capabilities from what was very important to least important. For example, most teacher educators identified the need for pre-service teachers to apply ethical principles to assessment activities as being of high importance. However, while the capacity to interpret standardised assessment data is identified in the assessment literature as being important participants did not prioritise this capability for pre-service teachers.

Using a process of consensus like the Delphi approach to build knowledge about what teacher educators identify as important assessment capacities is a new contribution to the teacher education literature about assessment capability. The methodology acknowledges the expertise of teacher educators, and also points to new theoretical ground to consider, especially around the ethical enactment of assessment. The findings from this study have the capacity to influence how initial teacher education programs are designed, and to be extended to other participant groups, or other focus areas.

**KATHRYN**

### **COLLABORATIVE CO-INQUIRY FOR TEACHER LEARNING IN LITERACY**

**GLASSWELL**

**E BOWERS**

**N GLASSWELL**

Scholars working in the field of school improvement have argued that collaborative co-inquiry processes, which also establish peer assistance processes to improve teaching and classroom practices are most likely to produce visible learning outcomes in schools servicing high poverty communities (see Timperley, 2009). In 2015-2019, the authors engaged in a collaborative co-inquiry project with four low socioeconomic, urban schools. The project centred on teacher learning for enhanced classroom practice and improved student outcomes in literacy. As a context for developing teacher capacity, a two-week summer camp, Summer College for Kids (SC4K), was designed for students K-6, who were in need

of a literacy boost. Teachers were invited to join SC4K "teacher learning" teams that included University literacy researchers and University alumni mentor teachers.

Crucial to the design of the project was a research-based co-inquiry model of conceptualising and building teacher capacity. Rather than relying on traditional models of teacher learning such as one-off workshops and PD trainings, the project proposed a job-embedded, 'just in time' professional learning model. Teacher learning was highly contextualised within the SC4K classrooms as teachers collaboratively assessed, planned and reflected on student learning and their own

teaching practices. High quality collaboration was prioritised. As Masters (2012: 5) has argued 'powerful forms of learning occur when teachers collaborate in analyzing student work, planning lessons and providing feedback on each other's teaching and as a result of coaching and mentoring by a specialist teacher.' Our goal was to shift the focus from a 'cognitive-individualist account' of quality teaching and teacher professional learning to a socio-cultural account of distributed cognition 'with its focus on learning as a property of a system' (Reimann, 2015: 43). To enhance teacher learning, we focused on 'distribution of cognitive work across brains, physical and symbolic resources in the surroundings, and other people available in the situation' (Reimann, 2015: 44).

#### Research methods and ethics

Data were gathered to explore participants' experiences in the collaborative co-inquiry model. SC4K teachers and alumni mentors completed pre-camp questionnaires, mid-point structured written reflections, and final semi-structured interviews. Teachers were invited to reflect on their own learning goals and preferences, their experiences and their learning

in during camp. Thematic analysis was deployed to code teacher and mentor responses and construct a mapping of key issues related to teacher learning. Inter-rater reliability for coding was high. Permission for the ethical conduct of this research was granted

by the University Ethics board (UAHSEC #16-0122) in May 2016.

#### Findings, and implications

Findings indicate that teachers experienced collaborative co-inquiry as highly effective for their own professional growth, and in line with Master's (2012), they clearly identified the power of learning alongside supportive mentors and fellow teachers. They found both comfort and challenge in the "distributed cognition" (Reimann, 2015). Three major themes relating to teacher learning experiences will be discussed.

This study adds to the body of knowledge suggesting that learning for teaching models are more effective when approached through co-inquiry. The findings support the view that teacher learning is more powerful when designed as social, and collective system work rather than individual capacity building.

### DANIELLE GORDON TEACHER SELF-EFFICACY AND REFORM: A SYSTEMATIC LITERATURE REVIEW

Teacher self-efficacy (TSE) of pre-service and in-service teachers plays a significant role in the successful implementation of educational reforms. The purpose of this systematic literature review is to explore the interaction between curriculum and/or assessment reform and TSE. Twenty-nine empirical research studies are analysed to find factors that impact TSE during change and the support mechanisms necessary to maintain high TSE. Using the Systematic

Quantitative Literature Review method coupled with the use of Social Cognitive Theory and Sources of Self-efficacy, the majority of studies reported that environmental determinants negatively affect TSE in a context of reform. It was found that in order to support high TSE, teachers require professional development opportunities to acquire knowledge and promote positive teacher behaviours.

### CORINNE GREEN MOTIVATION FOR SCHOOL-UNIVERSITY PARTNERSHIPS: "THIS IS WHAT WE DO!"

Collaborative partnerships between university and industry provide valuable opportunities for boundary crossing and work-integrated learning (Robson & Mtika, 2017). Across Australia and around the world, school-university partnerships

have been advocated by researchers and policymakers as a means of bridging the perceived theory-practice divide for which initial teacher education programs have oft been criticised (Authors, 2020; Bourke, 2019; Darling-Hammond,

2017; Teacher Education Ministerial Advisory Group, 2014). Within teacher education, these partnerships can operate within the 'third space' (Zeichner, 2010) and capitalise on the expertise within and between schools and universities (Authors, 2020). Such partnerships can immerse pre-service teachers (PSTs) in, and develop them for, the complexities of the teaching profession, as well as providing professional development for teachers, enriched learning opportunities for school students, and authentic research arenas for university academics. As our systematic literature review (Authors, 2020) has demonstrated, a range of academic literature has explored the ways that these partnerships can be implemented as well as the benefits and challenges associated with them. However, there has been little research that considers what motivates stakeholders' involvement in these school-university partnerships. In this presentation, we will share insights from a multiple-case study exploring what motivates the involvement of 23 teachers and school leaders across four distinct Australian school-university partnerships. In particular, we will consider the quintain (cross-case synthesis) findings that emerged through a close reading analysis of all interview data (Chick, 2013; Manarin, 2018). As much of the research in this area is focused on the perspectives of university-based teacher educators or the experiences of PSTs, this project (with its foregrounding of teachers and school leaders) offers unique understandings (Radford et al., 2018; Rorrison, 2010). The project has ethics

approval from our institutional ethics board (HREC #2018/150) as well as relevant State Education agencies (Queensland Department of Education #550/27/2028; Association of Independent Schools NSW via the school; Tasmania Department of Education #2019-53).

The key findings that we will present are threefold. First, we will explore the nature of the partnerships in this study, including the commonalities (e.g. importance of relationships) and diversity (e.g. the depth, breadth, and multiplicity of partnerships each school is involved in) evident across the four cases. Second, we will consider the school factors – including school culture and school leaders – that motivated the participants' involvement in their respective school-university partnerships. Finally, we will probe the participants' focus on the teaching profession as a whole and how this motivated their involvement in school-university partnerships. This includes participants' sense of responsibility to be active in the profession through partnership activities, as well as their recognition of the cycle of improvement that school-university partnerships can offer to the teaching profession at large. To conclude the presentation, we will give recommendations for school-university partnerships based on our findings. We will then invite the audience to discuss their own involvement in school-university partnerships including how these might evolve in the future in light of our research and the ongoing impacts of the COVID-19 pandemic.

**AMANDA  
GUITERREZ**

### **EXPLORING UNIVERSITY-INDUSTRY PARTNERSHIPS IN TEACHER EDUCATION: AN INTEGRATIVE LITERATURE REVIEW OF INTERNATIONAL LITERATURE**

As universities evolve in the globalised, technologically enhanced world they must also grapple with diminishing resources due to evolving funding models. In response, universities have embraced the concept of 'partnerships' which increase networks and collaboration between industry, community and universities (Robertson, 2009, p.40). University missions and strategies worldwide have been linked to the pursuit of three key missions: research, teaching, and service (Jongbloed, Enders, & Salerno, 2008). Partnerships are also commonly labelled by these terms. Research is a major focus for

universities and high priority is often given to research performance portfolios. Universities also engage in partnerships that ascribe to service as they work to improve society and communities at the local, state, national, and international level. Partnerships are also driven by teaching and learning agendas, preparing graduates to be work-ready and able to contribute to the social and economic prosperity of the nation. Industry often contributes to the development of quality programs ensuring they align with industry standards and expectations. These critical partnerships support program development,

delivery, and service to students and industry.

Partnerships are often influenced by university agendas, and their defined value of stakeholder collaboration. This presentation draws on a systematic abstract review that explored the various types of university partnerships using abstracts from peer reviewed sources from 2008-2020. Peer-reviewed journal articles were the focus due to the credible peer-review process and their reflection of the interests and values of mainstream research communities. Reported here are partnerships pertaining to ITE. Insight is

provided into the prevalence of university-school partnerships globally and the implications for local partnership implementation. Interestingly, some of these ITE partnerships have attributes catering to two key university missions, which increases complexity when attempting to categorise and recognize partnership work. The presentation reports on the findings from this review and also problematizes the arbitrary nature of these categories and the varying value placed on partnerships depending on how universities and funding bodies categorise the partnerships.

**KEELY HARPER-HILL**

**INCLUSIONED: MOBILISING EDUCATION RESEARCH IN AUSTRALIAN CLASSROOMS.**

**MICHAEL WHELAN**

Researchers who are driven to impact the practice of teachers, school communities and student outcomes face many hurdles. Translation of new knowledge content must be engaging, authentic and relevant for teachers but must also be cost-effective for researchers and schools alike. Importantly, the process of translation must enable teachers to mobilise that knowledge within their classrooms through their own practice. While a range of professional learning activities exist to support inclusive education, professional learning opportunities which impact teaching practice remain patchy and access to these can be inequitable. There is also paucity of information available to researchers on how their research outputs can be configured so that they support classroom teachers.

**JEREMY KERR**

**SUZANNE**

**CARRINGTON**

We faced our challenge in the translation of seven years of research across 25 research projects in supporting students with autism and their teachers through the adoption of participatory research methodology. This saw the application of co-design, an established participatory research approach, used to design or evaluate services or products, which acknowledges the expertise, values, and lived experience of the participants.

The objectives of this research included 1) the identification of teacher's professional learning

needs in order to change their own practice, 2) to design and build an online platform that would meet these articulated professional learning needs whilst also accommodating the varied methodologies and research outputs of our program of research, and 3) to develop a knowledge translation toolkit that would enable researchers to communicate effectively with teachers.

Between 2016 and 2020, a series of co-design workshops, user-testing, consultations and discussion with teachers, school leaders, specialists, policy makers and independent education providers was undertaken. Primary Human Research Ethics Committee approval (QUT 1600001113; 1800001207) was paired with approval from a number of education organisations across multiple Australian states in rural, regional and metropolitan locations. Survey and interview data were obtained at frequent intervals. The descriptive data from survey responses and themes identified from analysis of open-end questions, interview and co-design workshop transcriptions with more than 200 participants over four years informed the final design of the platform. Field notes retained by the project team recorded experiences with researchers and informed development of the knowledge translation toolkit.

The results of our analyses informed the design and build of an online professional learning platform [www.inclusioned.edu.au] which has the capacity to host a national community of practice and support teachers to implement evidence-informed teaching practices to

support a range of diverse learning needs in their classrooms. Clear implications for researchers will be discussed and will include some of the considerations when creating a program-wide approach to knowledge translation.

JESS HARRIS

### **BUILDING A STRONG FOUNDATION FOR WHOLE SCHOOL INNOVATION: SUPPORTING PEDAGOGICAL AND STRATEGIC CHANGE IN A DISADVANTAGED SCHOOL**

DREW MILLER

Research into school improvement suggests that significant turnarounds in school performance require a holistic focus on teaching and learning, leadership and cultural change. For the school involved in this study, high levels of disadvantage and complexity within the community and previous instability in school leadership have further constrained improvement processes. While changes in senior leadership can often bring the opportunity for innovations within a school, these shifts can also create instability. As a result, longer term strategies and ongoing monitoring and evaluation of all change initiatives are required in order to implement effective and sustainable change.

This research focuses on a longitudinal partnership between a university research centre and the most disadvantaged school in the region. The complex needs of this school community have required the school to previously focus collectively on student welfare, which has laid the foundations for staff to build a culture of collaboration to shift towards the improvement of teaching and learning. This approach has been designed to support school executive and middle leaders to engage with detailed evidence of school practices, including classroom practice, student assessment, leadership practices and strategic planning to promote positive changes in the teaching and learning culture. The partnership engages the school in extensive staff development, building an information-rich environment that fosters continuous professional development

for teachers and school leaders and supports strategic approaches for improving teaching, assessment and learning. At the same time, ongoing evaluation has been implemented to iteratively develop approaches that address the emergent learning needs of the school leaders, teachers and students.

This presentation describes the initial phases of research, in which staff engaged in a whole school audit of pedagogy, assessment and culture. A collaborative approach to critically reflecting on and refining pedagogical and assessment practices has been introduced to lay the foundations for a shift in school culture. Drawing on data from the first year of this partnership, we present our approach to engaging in an intensive period of staff development and engagement with the professional learning processes to enhance the likelihood of sustainable school improvement. While the school retains a strong focus on student welfare, this partnership has introduced a rigorous approach to investigating and improving teaching and learning that has challenged staff. The initial reception of these changes has been characterised by apprehension. However, preliminary findings highlight a willingness by teachers to participate in change, as part of the process to embed improvement culture to benefit their school. We argue that this form of targeted, holistic support and ongoing research is fundamental to promoting significant and sustainable change in school performance.



**DEBORAH HECK**

### **USING METALOGUE AS A RESEARCH METHOD TO EXPLORE THE OPPORTUNITIES AND CONSTRAINTS OF DIALOGIC PEDAGOGIES IN HIGHER EDUCATION CLASSROOMS**

**HELEN GRIMMETT**

**LINDA-DIANE**

**WILLIS**

**MEL GREEN**

In the context of increasing accountability and concern for quality in teacher education, our research explores how dialogic pedagogies afford or constrain teaching and learning in higher education classrooms. According to Alexander (2017, 2018), dialogic pedagogies operate on principles that may be described as collective, reciprocal, supportive, cumulative and purposeful. The use of dialogic pedagogies in teacher education encompasses a decisive shift towards more critical discussion, reasoning and argumentation—potentially offering teacher educators and preservice teachers more authentic opportunities to engage with thinking during instruction rather than merely reporting on the thinking of others (Nystrand & Gamoran, 1997). The study we present used a case study approach drawing on interpretive qualitative research methods. The case was a first-year teacher education English curriculum course co-taught in 2019 by two of the authors. The coteachers worked together to consider how they might use dialogic pedagogies in the context of teacher education based on Alexander's work. Semi-structured interviews with the coteachers and preservice teacher participants were completed at the end of the teaching period by the authors not involved in the coteaching. These interviews focussed on the participants' experiences of dialogic

pedagogies during the course and the processes they identified that facilitated dialogic teaching and learning. We (four authors) subsequently used metalogues (Bateson, 1972) as a research method to explore our understanding of the opportunities and constraints of using dialogic pedagogies in the cotaught classroom. We have previously likened metalogues to metanarratives where information, ideas and even emotions that emerged in past conversations are folded back into new conversations to enable more critical, reflexive considerations of some problem of our practice of research and higher education teaching/learning. This presentation calls on excerpts from our metanarrative based on the interview and metalogue data we subsequently generated. We identify the opportunities and constraints of negotiating dialogic pedagogies in teacher education—including, for example, the time required by coteachers and preservice teachers to engage in cogenerative work. We also describe and explain the process of reflecting dialogically together about our work as four teacher educators working in different contexts across Australia. The presentation will conclude by exploring the implications of dialogic pedagogies as innovative teacher education practice and the use of metalogue as a powerful educational research method.

**STEPHEN HEIMANS**

### **COMMUNITIES-IN-FORMATION AND EMERGING EQUALITY: THEORISING DISSENSUAL IN-SERVICE TEACHER EDUCATION**

**ANDREW BARNES**

**PARLO SINGH**

This is a conceptual paper drawing on ten years of ARC research with a school serving a high poverty community. We discuss three concepts, 1. Dissensus, 2 Community, 3. Equality. We detail the recent work we have developed together and the concept-as-method approach that has emerged. This work relies on ongoing, disruptive, interplays between situations that arise, our reading work, and the 'thinking together' we

have undertaken over time. In this paper we focus on the three interconnected concepts and the theory-methods that have arisen in their midst and discuss their implications for in-service teacher education. These are 1. Dissensus, 2. Communities in Formation and 3. Emerging Equality. We draw on two distinct angles for thinking about dissensus- one from the work of anti-philosopher Jacques Rancière

(a post-Marxist take) and the other from Helen Verran who works at the intersection of western scientific and Indigenous ways of knowing. Each of these sources can tell us something interesting about the politics of teacher education knowledge practices in schools. For communities-in-information we discuss Biesta's work on the distinction between a 'community-with nothing-in common' and a 'rational community' and

how this might support emergent, though fragile school knowings. Finally we detail emerging equality and discuss Rancière's presupposition of equality and the problems that this poses teacher education. We finish by looking at the interconnections between these concepts and prospects for dissensual in-service teacher education in light of them.

**STEPHEN HEIMANS**

**THEORISING TIME IN TEACHER EDUCATION - A LITTLE EXHILARATION WOULD COME IN HANDY!**

**SHELLEY DAVIDOW**

Theorising time in universities has implications for teacher education. In this paper we explore theories of time and how time is enacted in higher education. We argue that time is produced in teacher education in ways that limit our work to a focus on the technological (input-output logics) derived from 'corporatized temporalities'. The weight placed on the teaching degree as 'product' means that as teacher educators we are compelled to operate according to a linear and market logic. Forms of time that allow for reflection on, or teaching about, the purposes of education are limited and cramped. Students are even being drawn into the workforce before they are qualified-in order to meet market demand. In this hyper-marketized temporality, there is no time to formulate and enact responsibilities to do work that is 'beyond qualification'. We explore in this paper theories of time and the implications for

teacher educators of the move from analogue to digital time (Hassan, 2017). Hassan (2017) describes analogue time as being connected to our biology and natural rhythms whereas digital time disregards these rhythms to fit with market logics. We also discuss networked time, non-linear time, the ethics of time, epistemic time and temporal equity (Manathunga, 2019). We argue for a reconceptualising of time, following Manathunga (2019) and invite others to work with us to explore these possibilities further. Our final move is to ask whether we can do more with our freedom to interrupt the corporate logics that govern our work. Can we opt for joy and exhilaration? Can we experience the joy and elation of getting away with something that is counter to our present corporatized working conditions? As Morris (2013) asks, "What material forces can sustain people's political desires in the grinding economy we now inhabit?"

**AMANDA ISAAC**

**"WHAT IS IT THAT YOU DO?" DEVELOPING CLEAR POLICY AND PRACTICE FOR IN-SCHOOL COORDINATORS.**

**SARAH JAMES**

While the role of the mentor teacher has been well-represented in the research, policies and practices related to professional experience, little is documented about the role of the in-school coordinator. Twenty years ago, in-school coordinators were described by Martinez and Coombs (2001) as the "unsung heroes" of professional experience, while le Cornu (2012)

more recently referred to them as "leaders of learning". Despite their contribution to the success of professional experience programs in Australia, the voice of the in-school coordinator has been rarely heard. The aim of this study was to investigate the perspectives of 5 in-school coordinators about their role before, during and after preservice teachers' professional

**SUE HUDSON**

**CATHY LEMBKE**



experience. This ethically approved investigation collected data using one-to-one semi-structured interviews with in-school coordinators from 5 schools involved in a 'Hub School' partnership with a regional university. Participants were asked to describe their role and, what they do before, during and after professional experience. The interviews were analysed using hand-coding to elicit commonalities and differences in the perspectives and practices of the in-school coordinators in relation to their role. The work of Mutton and Butcher (2007) provided a framework of four "aspects" for categorising the in-school coordinator practices. In recognising the range of activities that in-school coordinators undertake, the findings confirmed the contribution of their role to initial teacher education beyond just the administration

aspects of professional experience. While participants' responses indicated inconsistencies about their role, some indicated they connected with university staff, provided support for mentor teachers and preservice teachers while facilitating professional learning for both. This research indicates that greater clarity is required for in-school coordinators with policies presenting best practice for their role before, during and after professional experience. There is evidence to suggest that just as mentor teachers have access to professional learning, there is a need for similar programs to support in-school coordinators.

Keywords: in-school coordinators, professional experience, school-based coordinators, practicum.

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**SARAH JAMES****A CONTEMPORARY THEORETICAL AND APPLIED FRAMEWORK FOR THE MENTORING OF LITERACY**

The inclusion of a theoretical framework can explain the trajectory of a research project and enhance the empiricism and thoroughness of the investigation. This paper aims to shed light on existing knowledge and extend theoretical philosophies and applied forms of mentoring to create a novel framework for investigating the mentoring of literacy during professional experience. Mentoring in initial teacher education is a collegial process whereby an experienced teacher (mentor) influences a preservice teacher's (mentee) skills and understandings about the profession and the work undertaken in the classroom (Hudson, 2004; Wang & Ha, 2012). Numerous studies discuss mentoring across initial teacher education and learning areas however, a robust theoretical framework for investigating the mentoring of literacy has not been established. Given government agendas to improve stagnating literacy results on national and international testing, it is imperative the mentoring of literacy during professional experience supports graduate teachers towards quality literacy teaching. Hence, the mentoring of literacy

requires further examination with a sound theoretical framework to support future studies. This framework utilises the theories of Vygotsky (1978) and Dewey (1938) by using relevant aspects of each theorist's deliberations to channel a clear path for mentoring. While Vygotsky and Dewey may be viewed as philosophically opposed, aspects of their theories that explicitly relate to mentoring have been selected to reveal both the social and experiential intricacies of the appropriation of knowledge and practice through the mentoring process. Vygotsky's (1978) Social Development Theory purports that knowledge is the result of people acting and interacting together (i.e. the mentor – mentee interactions) while Dewey's (1938) Experiential Continuum asserts the idea that experience builds and modifies the quality of future practice (learning through the professional experience). A third component of this framework is provided by Hudson's (2003, 2010) Five Factor Model for Mentoring. Hudson's (2003; 2010) model adds another layer through which the aspects of these two theories can be addressed. The final layer added to this



framework is literacy. Literacy, as defined by the Australian Curriculum and Reporting Authority includes reading, writing, speaking, viewing and listening. Linking Vygotsky to the literacy aspect of this framework relied on the notion that social interaction is fundamental to the development of cognition, in this instance, the appropriation of literacy knowledge and skills. The relationship between Dewey's theory and literacy, is evidenced through the facilitation of preservice teachers' engagement and experience with literacy mentoring via authentic tasks and learning activities. With the layer of literacy applied to this framework, this concurrent

use of Vygotsky's (1978) Social Development Theory and Dewey's (1938) Experiential Continuum connected via Hudson's (2003; 2010) model, offers a platform through which the mentoring of literacy can be investigated. This innovative framework can act as a scaffold for mentoring, and more explicitly, the mentoring of literacy during professional experience. Indeed, literacy can be substituted to facilitate research pertaining to the mentoring of other learning areas. Hence, this framework has further application for future investigations involving the mentoring process.

**MELLITA JONES**

**AUTHENTIC PARTNERSHIPS FOR TEACHER EDUCATION: LEARNING FOR ALL**

**DEBORAH DEBUHR**

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**LINDA PARISH**

**CLARE SCHAPER**

**KYLIE VANDERKLEY**

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**JEANA KRIEVALDT**

#### **WHAT DOES THE TEACHER DO DURING INQUIRY-BASED LEARNING IN THE CLASSROOM?**

**LUCY ROBERTSON**

This project examined how inquiry skills are developed when students pose geographical questions, synthesise and analyse information and make decisions about land use. By filming students undertaking a geography inquiry, we investigated what the teacher did during an inquiry. The analysis examines how the teacher navigates the role of both guiding students yet also enabling students' own decision-making and questioning, which are essential elements of the inquiry process.

the day. The classes were video-recorded in a purpose-built laboratory classroom using 10 cameras, and work samples were photographed or scanned. A teacher interview was conducted after the lesson.

**NATASHA ZIEBELL**

**RHONDA DI BIASE**

One year 9 geography class of 22 students and 1 teacher from a government school in the inner Metropolitan region of Melbourne participated in this study class. The teacher designed an inquiry-based task that asked students to create a plan to redesign a local park that would meet the needs of the local community. As part of the task, the teacher and students visited the park on the way to the university and then collaboratively creating their proposal in groups of about four students. The students presented their planning and a new design for the park at the end of

The data was coded using an inductive framework developed by the research team and then compared with a Kikan Shido framework developed by Xu, O'Keefe, & Clarke (2006). The Japanese pedagogical approach of Kikan Shido – translated into English as Between Desks Instruction – was a useful analytical tool for categorising the teacher activities that categorised the functions of Kikan Shido as monitoring, guiding, organising and social talk. The findings showed that the role of the teacher during inquiry-based learning is complex and included activities across all four functions tailored to meet the learning needs of the group. This project provided pedagogical insights that can inform inquiry teaching broadly and also aspects relevant to geography teaching.

**ELLEN LARSEN**

#### **AUSTRALIAN TEACHER EDUCATORS RESPONDING TO POLICY DISCOURSES OF QUALITY: PERCEPTIONS OF POSITIONING AND REPOSITIONING**

Political appetite for neo-liberalist education policy has problematised teacher education in a number of countries, including Australia, the US and England. This paper draws on the Australian

context as one country where historical critiques of teacher education are escalating in the current audit reform environment (Tuinamuana, 2016), with dominant policy discourses of quality

normalising the regulation and standardisation of teacher education and positioning teacher educators within a deficit model of education reform. As a consequence, teacher educators are experiencing a loss of jurisdiction over what counts as legitimate in teacher education.

An understanding of the ways in which teacher educators make sense of, and feel able to respond to, these discourses of quality is critical if teacher educators are to play an active role in shaping, positioning and repositioning the profession and the field moving forward (Rowe & Skourdombis, 2019). Underpinned by key tenets from van Langenhove and Harré's (1999) positioning theory, this study used online semi-structured interviews to investigate the ways in which 14 teacher educators in one Australian university perceived themselves and the profession positioned by prevailing policy discourse, and the ways in which they felt they could or should respond. In doing so, this paper responds to the following research questions:

1. How do teacher educators perceive their work to be positioned in policy?

2. How does their perceived positioning influence their thoughts and feelings about their work and the profession more broadly?
3. How do teacher educators believe they can or should respond to this positioning?

This paper seeks to contribute to the kind of "argumentative policy inquiry" encouraged by Kennedy (2018) in order that current discourses of quality and their positioning impacts may be highlighted.

Using a hybrid approach to thematic analysis of interview data, this study found that teacher educators perceive their positioning in policy as having adverse impacts on their work and the field, advocating for teacher educators to engage a collective approach to influencing discourses of quality and repositioning of the profession. These findings have significant implications for the work of current and future organisational groups and professional collectives, and their approaches to effectively speaking back to policy and practice both in Australia and beyond.

## LYRA L'ESTRANGE

### TRAUMA AWARENESS AND BUILDING RESILIENCE IN GRADUATE TEACHERS: IMPLICATIONS FOR ITE AND ONGOING PROFESSIONAL LEARNING

## JUDITH HOWARD

Trauma-informed education settings are increasingly being recognised as critical in the resolution of complex trauma for trauma-impacted learners. Significant research in this area has resulted in many resources for educators being now readily available as practice guides, tool-kits and professional learning opportunities. Despite this growth and attention in education settings, very little training in trauma-awareness is offered in Initial Teacher Education (ITE).

Students who have experienced complex trauma can present with challenging behaviour due to the impact on their capacities to relate and emotionally self-regulate. However, teachers' capacity to recognise and respond to trauma is complex and dependant on many factors, including the preparation they receive in their

ITE program. There is evidence that preservice teacher education allows for development of knowledge, skill, and confidence regarding behaviour management (O'Neill, 2015), however little is known about the impact of trauma-informed pre-service learning.

The prevalence of students affected by complex trauma, and the significant implications of unresolved trauma for these students later in life highlights the imperative for action at a system level. An important piece of this response is increasing the knowledge of pre-service teachers in trauma awareness through ITE programs.

The current study explored initial perceptions of pre-service teachers' confidence, knowledge and skill related to working with trauma affected

students before and after completing a six-week ITE unit in managing student behaviours related to complex trauma, and one year after graduating. The aim of this research was to examine whether and how pre-service learning about complex trauma and its impact on schooling enhances personal and professional resiliency of early career teachers. Descriptive data was obtained through the scaled survey items, while qualitative survey data was analysed thematically. Longitudinal survey data was collected from Australian preservice teacher students who studied a six-week option unit focused on managing challenging student behaviours related to complex trauma in their final year of study. Students completed an on-line questionnaire before commencing the unit (n=344), after completing the unit (n= 143), and during their first (n=20) and second years (n=3) of teaching after graduation. Data collection commenced in 2017 and was complete in 2020 with ethical approval granted by the relevant institutional committee. The survey was designed for this research and collected data on pre-service and early career teachers' perceptions about their personal and professional resiliency in relation to working with

students affected by complex trauma.

Preservice teachers' knowledge, confidence and skill in teaching students with complex trauma increased dramatically from pre- to post- study of the six-week unit. This was expected, however the influence of this learning continued to be evident one year into their teaching career. However, the data also suggest that these attributes are not something that develops quickly or without ongoing professional learning and practice. This is highlighted in a participant's response after one year of teaching: "I feel quietly confident but also excited to face the challenges that come with this. I would definitely need more understanding and knowledge of the impacts trauma has on the brain and also the people around them (peers and teachers)."

Although pre-service and early career teachers seem keen to advance their trauma awareness, it is important they receive ongoing support to develop their skills into their early careers. These findings have implications for the design of trauma-informed preservice learning and the importance of ongoing professional learning.

**TONY  
LOUGHLAND**

### **A TAXONOMY OF CRITICAL REFLECTION FOR TEACHER EDUCATION STUDENTS**

Critical reflexivity is regarded as a key attribute of the graduate teacher. Initial teacher education programs employ many different strategies to build this attribute in their graduates. One of the best opportunities to implement these strategies is within the context of work integrated learning experiences. The post-lesson critical reflection of the teacher education student is a generative site for such learning. This study conducted a phenomenographic analysis of 120 lesson feedback forms to produce a taxonomy of critical reflection. The resultant taxonomy represented four levels of critical reflection from descriptive to instructional then causal and the top level was

clinical. The creation of the taxonomy is unfinished business and requires further validation evidence in the form of the explication of the processes and protocols involved as well as the exploration of links to other outcomes of interest through further research. It also prompted the author to critically reflect on the type of student reasoning implied and required by a taxonomy of critical reflection. The study has implications for the practice of lesson reflection on work integrated learning experiences and its relationship with the types of thinking promoted in core courses within initial teacher education programs.

MICHELLE LUDECKE

**REIMAGINING TEACHER EDUCATION AS A WONDER-FULL PRACTICE**

DAMIEN LYONS

SARAH  
RUTHERFORDLILLY  
YAZDANPANA

Transitions from pre-service teacher education to in-service teaching have been the focus of much research over recent years (Strangeways 2017; Pietsch and Williamson 2010; Hardy, Jakhelln, and Smit 2020; Brown, Barry, Ku, and Puckett 2020). Further to this, readiness for teaching and retention of early career teachers has also been the focus of much policy (Teacher Education Ministerial Advisory Group [TEMAG] 2014) and research (Mayer 2015; Ell and Haigh 2015; Schaefer, Hennig, and Clandinin 2020).

We too are interested in the relationship between teacher education, readiness, transition and retention, but from the perspective of how we enable 'wonder' in our pre-service teachers, and how wonder might be a valuable disposition practiced by early career teachers as they navigate the complexity and uncertainty of transition to early career in-service teaching. Much has been written about the place of wonder in daily life – but little has been considered through the lens of teacher education.

We think about wonder as both a noun and a verb; it is both an attitude and a response. As a noun, it denotes the curiosity we might feel when we come to an experience with a disposition or

attitude of wonder. It is a state in which we want to learn more about something. As a verb, it signifies the way we think about teacher transitions from pre-service to in-service, and find ourselves curious about how we value and promote the disposition of wonder in our students. Do we in fact discourage wonder, and if so, what impact does discouraging wonder as both an attitude and response have when our pre-service teachers find themselves in moments of complexity and uncertainty as teachers? Is devaluing the disposition of wonder part of the high attrition narrative that is yet to be more fulsomely explored?

This paper seeks to define wonder theoretically, and locate this theoretical discussion within a teacher education context. The discussion within this paper focuses on potential ways wonder - as a disposition - could be valued more within teacher education and what impact this might have on readiness for in-service teaching. Finally, we seek to lay the foundations for a longitudinal study exploring the lived-experiences of a group of pre-service teachers as they delve into their own relationship within wonder, and how this is experienced in a university context and as they prepare for the transition into in-service teaching.

JENNY MARTIN

**THEORISING LEARNING DESIGN IN INITIAL TEACHER EDUCATION USING CULTURAL HISTORICAL PSYCHOLOGY**

HONGZHI YONG

The purpose of this presentation is to promote discussion of initial teacher education as a moral enterprise. Our work is grounded in cultural historical psychology, psychological theory based on Vygotsky's original thesis that higher order thinking occurs firstly publicly and collectively and including Engeström's Cultural Historical Activity Theory (CHAT). We firstly present the results of a study of innovative practice in preservice language teacher education, chosen for this presentation for its theoretical foundations in CHAT. CHAT provides analytic tools for

understanding collective practice development in terms of instrumental motives or objects. Such instrumental motives could include, for example, the Australian Professional Standards for Teachers since these are expressed in terms of practical outcomes i.e. what teachers can do rather than how teachers ought to be. Oughtness, or human behaviour as moral (normative), is the basis of approaches to cultural psychology developed by theorists such as Harré and Brinkmann. In CHAT, collective practice development is theorised as a process of expansive learning, promoted

through double stimulation. In the study, the first stimulus was presented as a problem in language teaching: how to create resources for teaching Chinese characters. The second stimuli included a video clip resolving the problem (an experienced teachers' teaching demonstration) and a discussion worksheet. In this way, the preservice teachers in group discussion were supported to develop their own resolution to the problem in their lesson plans for teaching Chinese. Data for the study included pre-intervention survey results, recordings of the preservice teachers' structured group discussions and their assessment products. The study showed that participating preservice teachers' development of practical competence for language teaching was supported by learning design based on double stimulation. However, it has been argued elsewhere that CHAT does not adequately theorise the psychological development of individuals. In the second part of the presentation, we introduce Identity

Projects from Harré's application of Vygotsky's cultural historical psychology. Identity Projects are projects of uniqueness in particular cultural historical contexts. We develop the idea of self-positioning as an analytic tool for studying Identity Projects and use it to analyse the original data, i.e. we expand our analytic focus to expressive (moral) motives, which is a departure from CHAT. Our expanded analysis supports the claim that practice in initial teacher education is motivated by practical and expressive outcomes, yet expressive outcomes tend to be implicit. Finally, we use the analyses presented to prompt discussion on how expressive and practical outcomes motivate initial teacher education design in other contexts i.e. examples from the audience. We close by calling for explicit consideration of expressive outcomes in design for learning in initial teacher education and suggesting future directions for research.

**NARELLE LEMON**

**"I FEEL LIKE I WAS ABLE TO ADAPT QUITE WELL...BETTER THAN I EXPECTED": TEACHER RESILIENCE DURING THE COVID PIVOT TO FLEXIBLE LEARNING**

**SHARON**

**MCDONOUGH**

It is recognised that teachers require resilience in order to cope with the challenging demands of teaching and to support retention, commitment and teacher wellbeing (Day & Gu, 2014; Mansfield et al., 2018). As a dynamic process, however, the process and outcomes of resilience need "to be examined over time" (Mansfield et al., 2014, p. 562). With the advent of the global COVID-19 pandemic in 2020, there have been significant impacts to the ways teachers live and work. Not only have teachers experienced periods of teaching remotely from home, often in isolation from their colleagues, they have also been working on tasks about which they may or may not feel competent - new platforms, new pedagogical considerations, redesigning of curriculum delivery, changes in communication including more involvement with parents, guardians and carers. Additionally, there are inequities present, and, in some cases, these have been

exacerbated even further, in regard to access to technology tools and devices, internet (Drane et al., 2020), safe spaces, and support outside the schooling physical environment. Exhaustion and stress have commonly been reported (Hart & Nash, 2020; author & author, under review) as teachers seek to cope with the challenges they face. In this paper we examine how teachers experienced the shift to flexible learning and the person focused skills and capacities they employed during this time. This paper reports on a qualitative study conducted during June to July 2020 to examine the impact of the COVID-19 pandemic on Australian teachers' work and lives. The research took place after some states in Australia had experienced initial periods of remote learning, and as teachers in the State of Victoria returned for a second period of remote teaching and learning. Drawing on the four-dimensional framework of teacher resilience (Mansfield et al., 2014), including the



profession-related dimension, the emotional dimension, the motivational dimension, and the social dimension, has enabled us to identify the personal skills, capacities and strategies that teachers activated and employed during the COVID-19 pandemic and the associated shifts to flexible learning and teaching. The lived experiences presented in this paper highlight the interconnected and multi-dimensional nature of the skills, capacities and resources that teachers employed in order to navigate the challenges they were faced with during the year of 2020

as many taught remotely, blended or under conditions that had not been experienced previously. While the four dimensions are person-focused and examine the skills, strategies and processes used to result in the outcome of a resilient teacher during the COVID-19 pandemic, they do not exist in isolation from context and were dependent on localised good practice, rather than good practice at the systemic level. We argue that resilient outcomes can be strengthened by equitable provision of resources and professional learning at the systemic level.

**SHARON  
MCDONOUGH**

#### **ARTS-INFORMED RESEARCH ONLINE: WORKING WITH DIGITAL DATA TO SEE INSIDE THE FIELD OF TEACHER EDUCATION**

**MARK SELKRIG**

Examining how those who work inside the field of teacher education articulate and represent the core and complex aspects of their practice presents a methodological challenge. In this paper we explore the potential and possibilities of online arts-informed approaches for engaging in this work. We examine the methodological opportunities that arts-informed research practices afford for conducting, analysing and communicating the complex and multidimensional work of teacher education in Australia and beyond. Our research project aims to see inside the experience of those working in the field of teacher education, which includes initial teacher educators who work - or have worked within the past ten years - with pre-service teachers (PSTs) and those who work with in-service teachers (regardless of fraction or permanency), to understand how their personal and professional dispositions intersect. To capture this intersection, we do so in ways that move beyond cognitive linguistic approaches alone to consider Greene's notion of wide-awakeness. Drawing from phenomenological and arts-informed approaches, we invited participants, who were recruited via a combination of snowball and typical case sampling, to share a visual representation and

**KIM KEAMY**

an accompanying short written text to represent the lived experience of their work in teacher education. Using these images and texts, we aim to generate an understanding of how individual narratives about the work of teacher education interact with, and relate to, metanarratives about the field. The use of an online space for the generation, analysis and dissemination of data requires an ongoing engagement and responsiveness to methodological issues and considerations. We examine those issues, including the ways that the generation of digital data requires engagement with ethical conduct of research and an interrogation of concepts around ownership, voice and anonymity. We also explore how working collaboratively and virtually to analyse digital arts-informed data opens spaces for working with digital tools such as Miro Boards for online collaborative analysis using analytic protocols developed by Barrett and further adapted by Renwick et al. In this presentation we share our processes for working with both visual and text-based data and invite the audience to consider the affordances that arts-informed research provides and to explore the possibilities that exist beyond traditional cognitive linguistic based outputs.

**ROBYN BRANDEN**

**AMANDA BELTON**



**MARTIN MILLS****DEVELOPING RESEARCH RICH ENVIRONMENTS IN ENGLISH SCHOOLS: RE-PROFESSIONALISING TEACHERS' WORK****BECKY TAYLOR**

This paper examines the place of teacher-engaged research and teacher professionalism in the English context. We argue

**MARK HARDMAN**

that while calls to increase opportunities for teachers to engage with research have the potential to contribute to a re-professionalisation of teachers' labour, damaged by a history of de-professionalisation in that country, there are also dangers in terms of work intensification if not accompanied by the appropriate school supports. The paper draws on interview and document data collected in three different case study sites: a school with designated teacher-researcher positions, a school sponsored by a university where there is a commitment to research; and a loose network of schools where research is coordinated by a key teacher. We identify three themes in this research: building research rich schools, the processes of undertaking research, and the impact of research engagement on teacher professionalism. We then examine the challenges and tensions associated with trying to build research rich schools, and the ways in which these impact upon the development of teaching

**ANTONINA****TERESHCHENKO****HAIRA GANDOLFI**

as a 'mature profession'. Our findings indicate that whilst teacher research activity (as either consumers or producers) is regarded as a critical component of school life, and something that benefits schools and students, it has to be managed appropriately. Consideration has to be given to diverse factors such as: workloads, appropriate professional development, time, who decides on research questions, and the development of a research informed culture, research literacy, and scholarly partnerships. We contend that as a matter of social justice, teachers should be critical consumers and producers of research, exercising their professional autonomy through collaboratively investigating their own practice and sharing the results, and not simply implementers of other's ideas and programmes. We note that engaging in research is not necessarily emancipatory, but that it does have the potential to excite, to energise, to bring about wonderment, to open up new possibilities, to challenge preconceived ideas and ways of doing teaching, to be subversive, to challenge power relations, and to rethink what it means to be a teacher.

**REECE MILLS****HOW TEACHER EDUCATORS DO POLICY: ENACTING PRIMARY SPECIALISATIONS****TERRI BOURKE**

In 2015, the Australian Institute for Teaching and School Leadership (AITSL) introduced the Accreditation of initial teacher education programs in Australia: Standards and procedures (AITSL, 2015) and the Guidelines for the accreditation of initial teacher education programs in Australia (AITSL, 2015). These documents (updated in 2018) stipulated that to gain course accreditation, Initial Teacher Education (ITE) institutions had to incorporate specialisations for primary (K-6) pre-service teachers. This encompassed having knowledge and skills for delivery of the Australian primary curriculum and a specialisation in a priority learning area such as maths, literacy or science. In this study, we adopt a self-study approach

using policy enactment and theorisations around policy actors, to outline how two teacher educators at a large metropolitan university in Australia navigated the interpretive, material and discursive facets of operationalising a science primary specialisation into practice. This is achieved by analysing the teacher educators' reflexive accounts of primary specialisations policy enactment. In this highly regulated space, the work of these two policy actors showed that despite being constrained by various factors such as the boundaries of accreditation, space for agentic ways of working opened up as policy interpretations moved from one actor to the next. Recommendations for how teacher educators 'do policy' are suggested.

**PIPIT NOVITA****EDUCATING FUTURE TEACHERS BEYOND LEARNING TO TEACH**

Teacher quality has long become a growing and competitive area of research to improve the quality of education. In Indonesia, several attempts have been made to enhance teachers' quality, such as certification and professional development programs. However, these efforts do not show significant results yet. Low students' achievement for the last two decades at an international standard test like PISA (Program for International Student Assessment) could be one of the wake-up calls and reflection on the quality of teachers. The reviews of national policies for education in 2015 called for more effective teacher education to improve teachers' quality. Every year more than one million future teachers graduate from teacher education despite the discrepancy in the quality of teacher education institutions. The significant differences in teacher education's accreditation level raised a question regarding the quality of teacher education graduates. A study is needed to better understand the quality of teacher education in Indonesia.

This research explores how stakeholders perceive the quality of teacher education regarding the influential aspects, strengths, weaknesses, and possibilities for improving teacher education. Logic model framework was developed to

investigate influential aspects of input, process, outcome and impact in teacher education. Mixed-methods complex design was used to explore stakeholders' perspectives at a private and state pre-service English teacher education. The quantitative and qualitative data were collected from 409 survey respondents and 42 interviews participants. First, quantitative data were collected from student teachers using the existing questionnaire from CATE study (Coherence and Assessment Teacher Education) followed by interviewing student teachers to triangulate the findings. The views of educators, head of English department, dean of Faculty of education, English teacher graduates and their principals were also taken into account to get balanced perspectives.

The findings showed the critical point on the role of educators as a role model in teaching practices and inspirational source of future teachers. It is also suggested that the teaching profession's context need to be integrated throughout the program to connect theory into practice. Finally, teacher education needs to educate future teachers beyond learning to teach by balancing professional, pedagogy, social and personal competence in teacher education program to thrive in the teaching profession.

**MIA O'BRIEN****PRESERVICE TEACHER SOURCES OF EFFICACY WITHIN AN ONLINE OR VIRTUAL PROFESSIONAL EXPERIENCE CONTEXT****DONNA  
PENDERGAST****BERYL EXLEY****DENIESE COX****SARAH PRESTRIDGE****KATHERINE MAIN****ANNA DU PLESSIS**

In the context of school closures and the need for young people to stay at home during the 2020 COVID pandemic, there was a sharp yet unexpected increase in the facilitation of learning online in schools across Australia. In turn, there were opportunities to include supervised professional experiences for preservice teachers, online or within virtual learning environments.

In this presentation we draw from two such opportunities in which preservice teachers undertook a supervised professional experience

(one real, and one simulated). Both opportunities required preservice teachers to plan and deliver learning materials and experiences for school aged students, and both opportunities presented an entirely novel context within which these preservice teachers had to 'be a teacher'.

Preservice teachers regularly undertake a professional experience as part of their programs of study, by attending a sustain professional experience placement in schools on a fulltime basis. In such placements, preservice teachers

are physically present on site at schools and teach in classrooms, alongside experienced supervising teachers and peers.

While the aim of the online or virtual opportunities was overarchingly to ensure preservice teachers were appropriately prepared for facilitating learning and supporting students effectively in these environments, the focus of this paper is on lived experience of the preservice teachers and on the sources of efficacy that informed this experience.

Preservice teachers' beliefs in their pedagogical capability is critical as they transition into early-career inservice teachers (Woolfolk-Hoy & Spero, 2005). Self-efficacy has been defined by Bandura (1997) as "a belief in one's personal capabilities" (p4). A sub-category of self-efficacy is teacher self-efficacy, which is far reaching, and defined as a "teachers belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998, p233). While there is a substantial literature to inform our understandings of teacher efficacy within the preservice teacher and

beginning teacher contexts (Clark & Newberry, 2019; Reddy, Pribesh, Butler & Fleener, 2020), the sources of pre-service self-efficacy, the experiences and concurrent interpretations of those experience, are less well researched (Cansiz & Cansiz, 2019; Yurekli, Boston & Cakiroglu, 2020).

In this presentation we draw from mixed methods case study of preservice teachers completing an online or virtual supervised professional experience. Data collected from these professional experiences included survey responses, interviews, observations of recorded examples of practice, reflections by preservice teachers on those examples of practice, and written/video recorded reflections by preservice teachers on the experience. A reflexive methodology (Alvesson & Skoldberg, 2017) was applied providing an opportunity for analysis across each form of data collected, and iteratively between data and context. Analysis provides some initial insights into the sources of efficacy that preservice teachers draw from, and relied upon, to articulate a confident and intentional teacher identity in an online or virtual environment.

**MICHELLE  
OCRICIANO**

### **BEYOND LEARNIFICATION: THEORISING THE PLACE OF LANGUAGE EDUCATION POLICY IN THE EDUCATION OF THE UNIVERSITY TEACHER**

In recent years, we have witnessed two important phenomena in higher education: the boom of the Learning Sciences led by new developments in Neuroscience and Psychology resulting in the creation of university departments exclusively focused on learning; and the Australian adoption of the UK-based Higher Education Academy (HEA) which seek to compare and measure, apart from other features, higher education teacher performance. These are part of the growing "what works" movement and have been informing continuous professional development sessions in Australia and around the world. Despite the similarities in these phenomena, none of them consider the role of language in

education. This paper will present the theoretical and methodological framing of a study of language education policy enactment in higher education.

It is through language that the views of education as an economic transaction were normalized and legitimized. Biesta (2010) describes this new discourse as Learnification which reduces education to its mere technical dimension. If education is perceived as a mere set of skills, then one simply needs to master such skills. However, through this rather mechanical process, the important questions of education are forgotten, and in terms of the argument I make in this paper, the crucial role of language

in education is denied. Language is a central issue rather than a peripheral one in any educational setting (Turner, 2010), but particularly in the Australian university with its recent internationalisation and inclusion policies.

Australia is a multicultural and multilingual country, but despite its multilingualism, the school in general and the university more specifically still supports monolingual language policies which can, perhaps, unintentionally promote inequality for those with a diverse linguistic background. To address this issue, a careful examination of the field of Language Education Policy (LEP) is recommended. The theories and frameworks developed in LEP can assist in the task of bringing awareness to teachers regarding their language practices and how such practices are pivotal in reducing inequality.

Biesta (2010) proposes a way to think about the purposes of education with three dimensions namely qualification (necessary knowledge, skills and dispositions that allow people to do something); socialisation (how an individual can become part of and identify with the existing traditions, social, cultural and political practices) and subjectification (related to the formation and transformation of the person). Focusing on the qualification domain, and

considering that the university researcher should have "pedagogical disposition" (Lingard & Renshaw, 2010), this paper argues that given the importance of language in higher education and Australia's multilingualism, it is crucial that Language Education Policy be part of not only broader discussions in Education but also in teacher education as teachers play an important role in the relationship between language and social practices (Pérez-Milans, 2015).

In order to attempt this quest, holding the urge to provide ready-made answers, I am inspired by the work of Isabelle Stengers (2018) and her suggestion to conceptualize science as a slow endeavour, produced by a collective of both people and knowledge that together can attempt experimental and creative knowledge to formulate new ways to understand the world. Therefore, considering Biesta's approach and focusing on education rather than learning, I propose a reflection with the diverse actors involved in education and in the development of (language) policies to consider the complexity and importance of language practices in the development of the praxis of the university teacher and discover what would be a 'good' way to transform such reflections into practice.

**DAVIDE  
PARMIGIANI**

### **HOW TO ASSESS GLOBAL COMPETENCE WITHIN TEACHER EDUCATION PROGRAMMES: CREATING A SET OF RUBRICS WITH A DELPHI METHOD**

Introduction Global competence is an increasingly important disposition for today's global society. Training teachers who are both able to teach effectively in multicultural classrooms and manage multiple learning contexts as well as develop dispositions of global competence in their students are of key importance. This study is investigating how to assess the growth of the aspects related to global competence within teacher education programmes. In order to do so, we are setting up a procedure to create some rubrics to assess preservice teachers' global competence development. Research design Methodology

The research design is based on a modified Delphi method (Avella, 2016; Stewart et al., 2017; McPherson et al., 2018; Revez et al., 2020). The traditional or conventional Delphi method «was conceived as a group technique whose aim was to obtain the most reliable consensus of opinion of a group of experts by means of a series of intensive questionnaires with controlled opinion feedback» (Landeta, 2006, p. 468). This method allows one or more panels of experts to come to a consensus about a given set of tenets or beliefs about knowledge. This method involves administering multiple revisions of a survey to the experts in the field being considered until

a consensus is reached (Manizade & Mason, 2010). The conventional Delphi method is founded on a process where the expert panel «initiates the alternatives in response to the researcher's question(s). Instead, the modified Delphi indicates the process whereby the initial alternatives in response to the researcher's questions are carefully selected before being provided to the panel» (Avella, 2016, p. 311; Custer et al., 1999). Participants According to the Lawshe table (Lawshe, 1975), the total amount of experts should be between 5 and 40. We are involving 32 experts – academics, researchers and teacher educators – who are working in teacher education programmes of different world's areas (Europe, Pacific area, North and South America) and who are engaged in international/intercultural programmes for preservice teachers. Procedure and instruments Both conventional and modified Delphi methods are usually arranged with a series of iterative questionnaires and/or interviews until a consensus among the experts is reached (Baines & Regan de Bere, 2017; de Meyrick, 2003).

This research is drawn on a four-phase methodology. 1. Preliminary round: the researchers, with a pilot study, highlighted the main aspects of global competence aspects related with the teacher education programmes (Parmigiani et al., 2021, in press); on these bases, they prepared the rubrics' drafts. 2. First round (qualitative): interviews. The experts will be interviewed separately to analyse and discuss the rubrics' drafts; in particular, following the suggestions made by Jonsson & Svingby (2007), they will analyse the relevance and the clarity of: a. the selected areas of global competence;

b. the dimensions and the criteria indicated for each area/sector; c. the descriptors related to the levels of performance. After the interviews, the researchers will analyse the discussions and modify the drafts following the suggestions made by the experts. 3. Second round (quantitative): agreement. In this stage, the experts will be asked to fill in an online questionnaire independently. Each of them will have to indicate the relevance and the clarity of the updated version of the rubrics. In particular, they will rate the areas, the criteria and the descriptors. We will calculate the following indicators: a. the content validity index for each item (I-CVI); b. a modified Kappa value will be calculated to evaluate the relevance of the items; c. the content validity index for the overall scale (S-CVI) in its both versions S-CVI/UA (Universal Agreement) and S-CVI/Ave (Average); a. the content validity ratio (CVR). 4. Third round (qualitative): refinement. The last round will be focused on the improvement of the items with acceptable but not high consensus. In this case, the experts will meet in three meetings (depending on the time zones) in order to reach the highest and final consensus. Data analysis and findings The qualitative data analysis will be carried out after the first and third round, using Nvivo 12 to classify the main categories and the nodes. Instead the quantitative data were processed with SPSS 25. The research is still ongoing but the first results are indicating a positive and progressive construction of the rubrics by the experts. When finished, the rubrics may be used in several contexts and situations like pre- and post-test before and after an international experience to assess the growth of global competence.

**DONNA  
PENDERGAST**

**KATHERINE MAIN**

**BERYL EXLEY**

**MIA O'BRIEN**

**ANNA DU PLESSES**

#### **LEARNING@HOME WORK INTEGRATED LEARNING (WIL) INITIATIVE: LEARNING FROM A PIVOT IN INITIAL TEACHER EDUCATION DURING COVID 19**

The learning@home Work Integrated Learning Initiative (hereafter WiL Initiative) was introduced as an alternative to graduate stage Professional Experience (PEX) ents for final year Initial Teacher Education (ITE) students during April 2020 when

schools were inaccessible for final experiences necessary for graduation due to COVID-19 restrictions. Five Queensland Universities and a total of 211 ITE students engaged in the WiL Initiative which was led by a partnership between

the Queensland Council of Deans of Education (QCDE and the Queensland Department of Education (DoE), in collaboration with key stakeholders. The WiL Initiative was prompted by the opportunity to make a positive contribution to an initiative already underway and required a pivot from the usual approaches to an innovative space. The WiL Initiative consisted of graduate stage activities and assessments delivered in an online teaching environment that complemented the Queensland Department of Education (DoE) learning@home platform. The notion of providing sequences of supplementary materials to enhance learning at home was a key foundation for the collaboration. ITE students worked closely with - and were supported by - university academic teams and DoE mentors.

This presentation provides insights into the initiative and shares findings from an evaluation with data from three surveys administered to the population of ITE students, mentors and academic staff participants in order to

understand the impact and success of the WiL Initiative and to inform future models. Fifty-three students, representing a 28% response rate; seven mentors, representing a 100% response rate; and 14 academic staff, representing a 79% response rate participated in the survey.

The findings reveal the approach facilitated the development of additional skills for all participants and achieved the aim of providing a structured, graduate stage PEx learning initiative for ITE students in their final semester of study, in readiness to join the teaching profession when they otherwise might not have had the opportunity to do so. The themes identified in the six key learnings acknowledge the strengths of the initiative and the points of process that warrant attention in any future offering and are related to: use of technology; working collaboratively; demonstrating the achievement of the Australian Professional Standards for Teachers; the nature of professional experience; process and product; feedback and reflection.

**MALLIHAI  
TAMBYAH**

### **“IT’S VERY DIFFICULT FOR A STUDENT WHO HAS JUST LOST DAD”: EXPLORING TEACHER PROFESSIONAL AGENCY IN ENACTING CURRICULUM WITH TRAUMA-AFFECTED STUDENTS**

**TRACEY  
SEMPOWIC**

Trauma-informed teaching practice has highlighted concerns about teachers’ professional agency related to the Australian Curriculum. It is questionable as to whether the design of the curriculum, based on principles of excellence and equity for all, leads to greater equity of outcomes for students from diverse socio-cultural and linguistic backgrounds and abilities, including students who have experienced trauma (Brennan & Zipin, 2018; Price & Slee, 2018). There have been few studies of teacher agency and trauma-informed practice.

We explore the experiences of teachers in three Queensland schools, applying temporal understandings of teacher agency (Emirbayer & Mische, 1998; Biesta & Teddler, 2007; Vähäsantanen, 2015; Priestley, et al., 2011) and trauma-informed practice (Craig, 2016;

Howard, 2016, 2020). This research draws on Bronfenbrenner’s (1979) Ecological Systems Theory (EST), supported by the guiding principles of Booth and Ainscow’s Index for Inclusion: a guide to school development led by inclusive values (2016).

Fifty-five primary and secondary teachers participated in a mixed-methods (Tashakkori & Teddlie, 2010) study (in two phases), of teacher agency in teaching English, History, and Health and Physical Education. Quantitative elements in the Phase 1 survey explored teachers’ attitudes to inclusive education and their awareness and capacity to exercise discretion in teaching children from trauma backgrounds. Semi-structured interviews in Phase 2 sought greater understanding of the teachers’ knowledge and experiences of working with children affected by

complex trauma. Ethics approval was obtained from the Queensland University of Technology Research Ethics Approval Committee (approval number 1800000305). Permission to approach nine schools was obtained following scrutiny of the survey instrument and interview protocols by the Queensland Government Department of Education. We report on Phase 1 findings in this paper.

Key findings indicate that informal professional development (PD) in complex trauma and beliefs about inclusion were associated with greater confidence and experience with curriculum planning and inclusive practice. Teachers may access informal PD, and develop confidence, agency, and inclusive practice via two channels – either experience with diverse student populations or experience with curriculum planning and modification. Possible reciprocal relationships exist between confidence and professional agency, and informal PD and inclusive practice. Furthermore, experience with refugee and migrant populations contributes

to professional agency, while experience with curriculum development contributes to inclusive practice. Survey outcomes reveal that teacher confidence and awareness of topics that challenge trauma-affected students is in tension with a lack of pathways to modify curriculum and assessment.

The study highlights the gap between policy and practical teacher agency. Trauma-aware workforce training and skill development is needed to enhance teacher agency when implementing sensitive topics in the curriculum with trauma-affected students. Accessible PD for teachers and evidence-based courses for preservice teachers which incorporate cultural competence, trauma-informed practices, and Universal Design for Learning (UDL) approaches to planning for differentiation are highly recommended. Further research is also needed to ascertain preservice teachers' knowledge and capacity to modify curriculum and implement inclusive approaches with students from trauma backgrounds.

## DONNA TANGEN

### STRANGE BEDFELLOWS? EXAMINING THE NEXUS BETWEEN SOFT POWER OBJECTIVES OF GOVERNMENT FUNDED OUTBOUND MOBILITY PROGRAMS AND TRANSFORMATIVE LEARNING

DEBORAH  
HENDERSON

International education has been one of the strategies through which national governments build relationships aimed at furthering their strategic and economic interests with other countries. This form of public diplomacy, or soft power, seeks to influence others through the power of attraction and ideas. In 2014, the Australian government consolidated its soft power policy approach to promoting opportunities for more Australians to have an international study experience in the form of Outbound Mobility Programs (OMPs). The particular policy under scrutiny in this research, the New Colombo Plan (NCP) (DFAT, 2014) is built on the previous Study Overseas Short-term Mobility Program (STMP) (DFAT, 2012) to provide funding in the form of grants to encourage Australian students to travel overseas to one of

a list of designated countries. It is envisaged by the government that such engagement in the short-term leads to long-term relationships that can be used as a basis for promoting Australia's interests in the region. Australian universities have embraced this government initiative as a way for students to not only gain in a global experience, and enhance their intercultural competence for future employment, but also for them to be ambassadors to promote Australian universities to potential students. There is, however, limited research on the longer-term benefits of this form of engagement in pre-service teacher education and whether graduates are able to fulfil government soft power expectations. In this paper we describe the impact of engagement in one iteration of the STMP program (in 2013) and three iterations of the NCP program (2014-2016)

that connected Australian pre-service teachers with Malaysian pre-service teachers at a campus in Kuala Lumpur. While neither the Australian government nor universities outline how students should interact with communities overseas, the grant money through both schemes mandate that travel must connect to learning outcomes in students' learning programs. Our qualitative research explored whether program alumni had met these objectives.

Following the approval of ethical clearance, we connected with twenty (n=20) of the Australian participating pre-service teachers up to eight years after they completed their outbound mobility placement in Malaysia. Data were gathered through individual semi-structured interviews to investigate the transformative learning they gained and whether participants believe this experience contributed to their teaching careers and life choices. Transformative

learning occurs when new experiences challenge individuals' prior knowledge, beliefs, practices and basic assumption about things, prompting them to reflect and consider new ways of thinking and behaving. We employed Mezirow's (1991) theoretical framework to analyse the degree to which participation in the NCP program led to transformative learning beyond the program itself in realising at least some of the NCP objectives. Whilst limited, findings indicate that the nature of people-to-people interactions was critical to achieving transformative learning outcomes and that intercultural development gained in the program has had a lasting effect in the participants' approaches to teaching. These findings suggest that participation in OMPs contributes to pre-service teachers' developing intercultural capabilities beyond graduation and into their roles as teachers.

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## NICOLE THEW

### USING PARTICIPATORY ACTION RESEARCH AS A PRACTICAL APPROACH TO MITIGATE STUDENT DISENGAGEMENT

## JESS HARRIS

Disengagement with schooling places students at risk of immediate and lifelong negative outcomes, including early school leaving and reduced employment opportunities. With reports suggesting that up to 40% of students experience disengagement with school at any given point in their schooling, there is a dire need for teachers to focus on engaging students. Though engagement is complex, malleable and and multifaceted, teachers are uniquely positioned to understand the diverse needs of their students and mitigate disengagement.

While education research offers substantial insights into supporting student engagement, teachers often face frustration with the pace of research and the need to discern how to translate external or top-down recommendations in ways that meet the needs of their students. This paper reports on the use of Participatory Action Research (PAR) to assist teachers to build trusting relationships with students. This approach draws

on current research on engagement, trust and student voice to create a roadmap for teachers that offers practical tools for supporting the engagement of their students. This approach to PAR can be used to make immediate changes to practice in ways that honour the diverse voices of students and gives them a direct role in co-designing their learning.

Pilot testing of this PAR process involved focus groups, student-teacher co-designed lessons and student observational feedback on lesson delivery using two rounds of the PAR cycle. By participating in the collaborative design of lessons, students were given an opportunity to provide feedback on the approaches to learning that they find most engaging. Furthermore, participating students gained a greater appreciation of the daily work of teachers in the process of planning lessons, strengthening the relationships in the classroom.



While the pilot phase of this research demonstrated a positive effect on student-teacher relationships, it highlighted the diversity and unique needs of classes of students. Collaboratively designed lessons were successful for the class involving students who participated in the design process. These lessons, however, were not successful with other classes. This finding reinforces the argument that the classroom

teacher and students are uniquely positioned to determine the best possible strategies for meeting the complex needs of their class. We argue that this collaborative approach offers an immediate, practical strategy for teachers seeking to build trusting relationships with students and, ultimately, to support the engagement of all students.

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#### **GREG VASS      PUNK PEDAGOGIES IN TEACHER EDUCATION: FOSTERING CRITICAL CONSCIOUSNESS THROUGH CREATIVE DISCUSSIONS**

In 1976, the Brisbane based band The Saints sang about being stranded on the Ipswich train line, 'livin' in a world insane, they cut out some heart and some brain, been filling it up with dirt'. As hinted at here, the band spoke of and represented the sort of disenfranchisement and disenchantment that many young people were experiencing. The band has been identified as one of the progenitors of the punk movement that has spanned the 50 years since this time, and has reached into most corners of the planet (McFarlane, 1999). As with many punk bands, the key members met in school, drawn together for more than their shared musical interests, they also shared a disposition and view of the world that questioned and challenged the political and economic influences of this period. Dominant schooling practices have long struggled to address the sorts of critical and anti-authoritarian questions being asked by some young people in education, consistently falling short of enabling the knowledges and skills that underpin the critical consciousness that Freire (2013) spoke of in the 70s. Arguably, the current circumstances are even more dire in the wake of the COVID-19 pandemic, concerns with climate change, ongoing racial and gendered violence and inequalities, spiralling economic instability, to name a few of the issues contemporary school students encounter. More

than ever, schooling needs to find ways to be an act of love and courage, as Freire (2013, p. 34) put it, 'It cannot fear the analysis of reality or, under pain of revealing itself as a farce, avoid creative discussion.' In this paper, I will make the case that the punk movement can productively contribute to the sorts of creative classroom discussions Freire envisioned. Said another way, the punk movement presents a range of cultural and socio-political resources that can make a valuable addition to asset-based based approaches to schooling practices (Alim & Paris, 2017). While much has been written and said about punk over the years, and it may be fair to say it is widely maligned and misunderstood, it remains a movement that continues to attract and retain support from large numbers of young people (Dunn, 2016). Perhaps this is because, at least in part, punk is a movement that continues to provide a suite of socio-cultural resources that help nurture and sustain those that experience disenfranchisement and disenchantment within the worlds they move through (Cordova, 2016). Despite this, currently punk as a movement linked with schooling is - at best - a nascent and fringe approach taken up by few (Heffernan, 2019). A situation that I believe needs to change, and teacher education is a context in which innovations in punk pedagogies can and must be further explored.

JANA VISNOVSKA

### UNDERSTANDING AND CHALLENGING THE ESTABLISHED CURRICULAR FOUNDATIONS TO MAKE “PRACTICALLY MEANINGFUL” AND “INTELLECTUALLY RIGOROUS” TEACHING VIABLE

JOSE LUIS  
CORTINA

Adopting a complex view of teaching consistent with the one proposed in a recent APJTE editorial (Biesta et al., 2020), we defend a position that in teaching mathematics, like in teaching of other disciplines, mathematics needs to be approached as a cultural practice (Freudenthal, 1971). This is not how ‘mathematics to be taught’ is presented in content-driven curricula, such as the Australian Curriculum: Mathematics. As a result, the practices and values that students take part in and come to view as being mathematical in the process of instruction (e.g., importance of memory for which idea to apply in which situation) do not always resemble the practices and values of the discipline of mathematics (e.g., necessity of the coherence of reasoning as new mathematical ideas are being developed).

The research problem taken up in this presentation targets how theoretical foundations reflected in mathematics curricula support, or undermine, the teaching of mathematics, where mathematics is conceptualised as a practice. Drawing on design research methodology (Cobb et al., 2003), we conducted a conceptual analysis of the structural and content elements of examples of historical and current ‘western’

mathematics curricula to infer how ‘mathematics to be taught’ and ‘mathematical learning’ were conceptualised in them. In doing so, we relied on the Realistic Mathematics Education design theory heuristics (author involved, 2008) and our design research experiences as we made judgements about how complexity of teaching was supported or undermined in relation to the theoretical foundations traceable in the curriculum. Our findings indicate that in current mathematics curricula (1) content remains privileged over development of mathematical practices, and (2) being drawn from modern, abstract mathematics foundations, content ideas introduce incoherencies to mathematics to be taught in classrooms. This makes teaching unduly difficult, non-mathematical, and prone to being inequitable. Instructional innovations that aim to ‘undo’ the incoherencies, that would otherwise result from the teaching led by the curriculum, inevitably conflict with the sequencing of the curricular goals for which the teachers are being held accountable. This makes classroom-based collaborative research with practicing teachers, such as design research, highly problematic.

REBECCA WALKER

### GRADUATE PERSPECTIVES OF WORK INTEGRATED LEARNING IN FULLY ONLINE INITIAL TEACHER EDUCATION

CHAD MORRISON

SUSAN BELTMAN

VAL MOREY

Higher education is increasingly responding to the need for flexible, accessible study options for diverse student cohorts. This includes offering courses available in fully online mode that incorporate work integrated learning (WIL) which contribute to preparing work-ready graduates. This chapter presents one university's approach to delivering fully online initial teacher education (ITE), its embedded WIL components and innovative approaches for support and supervision. Survey responses from 56 online ITE graduates showed that participants were

predominantly mature-aged females transitioning from other careers and who juggled multiple responsibilities during the final WIL. Overall, graduates were satisfied with their WIL and intended to stay in teaching for their whole career. Most were employed as teachers, with approximately one-quarter employed at their final WIL placement school. Insights gained about this component of fully online ITE are of global significance given the sustained interest in the capacity and retention of teachers in Australia and across the world.



**JILL WILLIS**

**TEN YEARS OF GOINGOK: FROM HUNCHES TO SCALABILITY**

**ANDREW GIBSON**

The possibilities for a digital tool to support preservice teachers to reflect and be empowered had a beginning at ATEA in 2012 when some early career academics connected over a shared concern about the transition of preservice teachers into challenging first year schools. In the following years, they collaborated with an inventive information scientist and preservice teachers to inform the technical design of GoingOK software. The aim was for the software to support early career teachers to be authors of their professional identity, creating plotlines of their experiences through the creation of digital reflective narratives that could empower them to be resilient colleagues (Morrison, Willis, Crosswell & Gibson, 2014). This paper looks back across the work of ten years, and the projects that have been informed by ATEA discussions at conferences in 2013, 2016, and 2018, and the lessons learned and potential ahead for new methodological approaches.

While reflection is a well-established practice in teacher education that enables the author to look back on experience, to question and make connections, and in doing so create new knowledge to inform current and future practice, reflections are time consuming to read at scale. Reflective Writing Analytics (RWA) have the potential to honour the experiences of the reflectors while enabling large-scale data

analysis that can have meaning for educators and computational analysts alike. Computational analysis promises quick analysis of large amounts of data, but it is often not meaningful. Human sociocultural analysis can find patterns in human experience, but it is labour intensive and the generalisability of interpretations and conclusions can be challenged when applied to data at scale. This is particularly the case when dealing with reflective writing which is personal. Just relying on digital tools cannot achieve this work. A productive abductive interaction or sociotechnical approach has been developed over the last 10 years (Gibson, 2017; Willis & Gibson, 2020). It is based on the nuanced co-construction of meaning with users.

In this paper, an example of how the socio-technical process enabled reflections to be identified for close attention, and how data visualisations at scale highlighted features that were not necessarily noticeable from other ECT data will be shared. Additionally new proposed visualisations will be presented for discussion and commentary. Dialogic development has been slow and steady, regularly informed by ATEA participants. GoingOK has now been used by over 2500 people who had written more than 14,000 reflections, and is being used internationally. From strong foundations, there is still potential for this open access tool to inform future work.

**ANNETTE WOODS**

**TEACHERS ENGAGING WITH DIVERSE STUDENTS AND THEIR FAMILIES: COLLABORATIVE CURRICULUM DESIGN WORKSHOPS FOR RURAL TEACHERS WITH INCREASING NUMBERS OF EALD STUDENTS.**

**MARGARET KETTLE**

In rural communities in Australia, trends in migration related to skilled workforce opportunities have resulted in increasing numbers of children and young people who do not speak English at home attending schools in these communities. As such teachers and leaders in these rural schools are increasingly expected to engage with diverse cohorts of students and their families in contexts where this may not have been required in the past. In this paper we present data collected as part of a larger project that investigates the use

of home languages of students as a pedagogical tool to improve outcomes and engagement of young people with English as a second or additional language in rural high schools.

**SUSAN DANBY**

**LYNN DOWNES**

The project encouraged secondary school teachers, students and parents in one rural secondary school to work with researchers to identify possible adjustments to pedagogy and curriculum with the aim of supporting learning and teaching toward improved outcomes for

EALD students. Design-based research principles supported teachers to identify, plan and evaluate changes to teaching and learning in their classes, with an express focus on better serving the needs of young people with a home language other than English. The teachers were introduced to the principles of translanguaging in a series of workshops with researchers and after making adjustments they reported on the effectiveness of their endeavours to their peers and the researchers. The findings of the larger research project are being distilled into a set of principles for teachers to consider when teaching children and young people who have a home language other than English.

In this paper we present on one dimension of the larger project. As part of supporting teachers to engage with EALD young people and their families, the researchers facilitated a workshop that brought young people and their families

together with current teachers. The aim of these workshops was two-fold. First, to support the identification of pedagogic and curriculum adjustments that would support the young people's learning in class. Second, to open spaces for communication between families and teachers focused on the competence of those who speak languages other than English at home, the expertise and life experiences of the families, and the value placed on education by both the young people and their parents. This second aim was based in the researchers' sustained engagement with issues related to deficit discourses and how they can constrain teachers and schools from engaging positively with diverse students and communities. In the paper we present findings related to shifts in teachers' understandings and knowledges about their students' language competence, and home experiences with languages across contexts and modes.

## 8

## Symposium

MEGAN ADAMS

**TRANSITIONS INTO THE TEACHING PROFESSION: 'DO I STAY OR DO I GO?'**

SINDU GEORGE

PAUL SWAN

REBECCA COOPER

ANGELA

FITZGERALD

RICHARD

GUNSTONE

One decade ago, the OECD (2011) reported the supply and demand of teachers world-wide is of growing concern. In 2021, it seems the situation has not improved as both globally and locally, retaining graduate teachers in the profession continues to be of concern. Estimates indicate that in Australia, up to 20% of preservice teachers (PSTs) do not enter the profession (Weldon et al, 2015) and between 8-30% of graduate teachers leave the profession within the first five years (Weldon, 2018). The personal and national financial cost of educating PSTs who do not either take up the profession or leave shortly after they enter, cannot be underestimated. There is a growing need to better understand the current trends as to why some PSTs are not entering the profession and graduate teachers are not remaining in the profession to inform future innovations and development in Initial Teacher Education courses (ITE).

Education is a demanding and complex profession - with technological advances, increasing government and parental input, low wages, and the global/local uptake of inclusive education policies. It is well documented in international and national literature that a major area of concern for PSTs entering the profession is working with students displaying challenging behaviours in classrooms. The symposium examines different perspectives of professional practice in relation to PSTs as they enter classrooms. We begin by presenting the findings of a systematic literature review (2014-2020) regarding PSTs and graduate teachers working with students in classrooms displaying challenging behaviours. In the second paper a cultural-historical approach (Vygotsky, 1987; Edwards, 2017), to preservice teachers understanding of the educational context and ways their Master of Teaching degree has positioned their learning, development and whether or not they feel

ready to enter the profession is examined. Finally, we present the findings of a focus interview with principals leading 'schools of choice' or 'alternative schools' and their expectations and concerns about hiring PSTs.

**Preservice teachers working with students displaying challenging behaviours in classrooms: A systematic literature review**

This systematic literature review examines preservice teachers' (PST) perspectives about working with students displaying challenging behaviours in mainstream classrooms and includes PST's specializing in Master of Teaching early childhood, primary and secondary degrees. The search is timely as it is understood that preservice teachers and newly graduated teachers cite the challenging behaviours of students observed and experienced in classrooms as one of the main reason for not entering the profession, and a contributing factor to not feeling ready to teach. One aim of the review was to make the findings relevant to current and future PST's enrolled in Master of Teaching degrees and hence, the review search terms were initiated from 200 PSTs survey responses. The review focused on key words located from the survey findings outlining the types of behaviours causing most concern and feelings about confidence when responses were required to these behaviours during their placement experience. The aim of the systematic process was to elaborate and expand current conceptualisations of challenging behaviours in classrooms and to better understand PST's responses, to address these in future ITE courses. The methodology is consistent with Newman and Gough's (2020) process and involved selecting and refining search terms; scoping the literature; appraising and reducing the literature and finally, analysis and synthesis. There were five categories that emerged from analysis of the literature that matched the PSTs' responses. These included:

specific types of behaviours (e.g. aggression, abuse, violence), issues pertaining to meeting needs of students with disabilities in mainstream settings, complex needs, classroom behavior management, and confidence. The synthesis and analysis focus on perceptions of PSTs and ways to ameliorate the PSTs perceived challenges. The review has practical implications for the ways that university course leaders can use PSTs perspectives to structure innovative units that cater for the perceived needs of PST's, and address areas that support PST's to feel more classroom ready as they transition into the profession.

#### **Preservice teacher's experience with challenging behaviours and perceived readiness to enter the classroom**

The focus of this paper is an innovative program that begins to answer the perceived needs of preservice teachers (PSTs) in their final semester of a Master of Teaching degree. Moving away from pre-set course content, the teaching/learning is interactive, discovery based and more applicable to the teaching profession. After ethical permission was granted, preservice teachers were invited to respond to a survey concerning working with students in classrooms displaying challenging behaviours. Using analysis of responses, (n=200) the course leaders worked with an experienced practicing teacher to develop real life problem based scenarios that related to PSTs perceived needs.

Conceptually, we use cultural-historical theory (Vygotsky, 1987) specifically the zone of proximal development (ZPD) for data analysis to better understand PSTs learning and developmental needs. Data analysis is drawn from a mixed method study of 200 participant surveys and 10 focus group discussions with 20 PST's (n=10 hours). The current study has its focus on student responses to the survey and three PST's who critically reflect on their own experience during placement, and ways the problem based scenarios delivered by the practicing teacher supported their confidence and perceived readiness to enter the classroom. Emerging from

the analysis initial findings indicate that PST's have a strong desire to understand underlying issues that may create challenging behaviours in classrooms but these issues are rarely discussed in university courses.

Originating from the findings, this study has implications both for teacher education courses and PSTs readiness to enter the profession. With the growing complexity of the profession, and the global/local constraints of schooling, finding different ways of bridging the theory/practice divide may contribute to innovative ways of developing Initial Teacher Education courses to better meet the perceived needs of PSTs as they enter a profession that is complex, often contested, yet vital for progression of society.

#### **Principals in schools of choice – expectations and concerns about preservice and graduate teachers**

In Victoria, Australia, 'schools of choice' or 'alternative schools' are independent bodies that are positioned between local government and private fee-paying schools. These institutions offer varied pathways for school completion, some are Registered Training Organisations (RTO), others offer Vocational Education and Training (VET) courses. The student population is drawn from those who are disenfranchised with school and seek alternative education and pathways to employment. The schools usually cater for a lower numbers of students than government or independent schools due to the often complex needs of students, which include but are not limited to trauma informed backgrounds, young mothers and school refusal. Students who attend these schools may find the progression in government or independent schools challenging and not conducive to learning needs. Schools of choice is the fastest growing sector in the Victorian education system and the principals aim to hire teachers with specialised skill sets.

Conceptually, we draw on cultural-historical approach (Vygotsky, 1987). More specifically the concepts of common knowledge, relational expertise and relational agency (Edwards and

Hedegaard, 2019) are used to examine principals understanding of newly graduated teachers.

After ethical permission was granted by a university committee, three focus group discussions (n= 6 hours) were held with 10 principals. Emerging findings indicate that newly graduated teachers are not usually hired in schools of choice. Principals report that some newly graduated teachers have a perceived need to control students, rather than understanding the importance of building relationships. Notable exceptions include PSTs with a primary Health and Physical Education specialist degree. Other teachers hired include people

with life experience in service professions such as nurses, or police. The second finding indicates that when graduates are hired, they usually require high levels of support, and retention is low, due to the challenges in the classroom and the schools cannot offer career progressions.

Implications from this study provide professional insight into the complexity of teaching in a school of choice. There is a need for university courses to offer a broader range of teaching experience and include Vocational Education and Training (VET) and Registered Training Organisations for PSTs who are interested in this area.

MELLITA JONES

### MUTUAL BENEFITS AND AVOIDING HARM: MULTIPERSPECTIVE INSIGHTS INTO A DEVELOPING COUNTRY IMMERSION PROGRAM IN AUSTRALIAN TEACHER EDUCATION

RENATA CINELLI

MARY GALLAGHER

This series of papers explores the perspectives of pre-service teachers (PSTs), host country teachers, and teacher educators involved in a long-term international immersion experience in the developing country of Solomon Islands. The program involves groups of 20 PSTs completing a 4-week teaching experience at two Solomon Islands locations: one a k-12 Catholic school on the outskirts of the capital city, Honiara, and the other a rural, government primary school on the small island of Savo. PSTs spend almost five weeks in-country and are immersed in the local life and culture of Solomon Islanders in what has provided significant personal and professional learning experiences for everyone involved. The symposium offers important insights into the potential learning for PSTs, host country teachers and children, and teacher educators involved. Perhaps more importantly, though, lessons learned from experiences and research-informed analysis of some program experiences provide important insights on the potential dangers of doing damage to communities and relationships if sensitive and informed practice is not observed. In an era of increased government funding for higher education students to travel and study internationally, and particularly in the Indo-Pacific

area where so many of Australia's neighbouring countries face human development and poverty issues, this symposium offers new insights into successful immersion that maximises learning and minimises potential harm for everyone. These are critical considerations as the world begins to consider a return to post-COVID connections with our international counterparts in the field of education and serves to benefit those embarking on or negotiating established inter-cultural teacher education programs.

#### Sustainability of outcomes for Australian preservice teachers 12-months after a Solomon Islands Practicum

There is widespread recognition of the importance of intercultural understanding as a capability for 21st century teachers. Strong foundations in intercultural understanding, some argue (e.g., Malewski, Sharma, & Phillion, 2012; Marx & Moss, 2011; Romijn, Slot, & Leseman, 2021), requires teacher preparation to provide exposure to global settings. This will prepare interculturally competent teachers who can meet the needs of diverse students. Indeed, teaching in international settings is known to provide challenging experiences for preservice teachers (PSTs),

and their navigation of these challenges are focal to their positive personal and professional development. Research has consistently reported the positive outcomes of international practicum to include increased classroom confidence; enhanced cultural understanding; enhanced strategies for supporting children who speak English as an additional language; broadened worldview; and increased awareness and understanding of privilege in Australia (e.g., Addleman et al., 2014; Barkhuizen & Feryok, 2006; Cinelli & Jones, 2017; Cruickshank & Westbrook, 2013; Kabilan, 2013). Like our own previous research (Cinelli & Jones, 2017), much of the existing literature on international practicum or short-term experiences measures the outcomes pre-, during or immediately post-trip. The present study extends existing literature by examining the outcomes for three cohorts of PSTs (2016-2018) at 12-months post international teaching experience in Solomon Islands. Data collection at 12-months post experience means PSTs (N=44) have had the time and opportunity to reflect on their experience and enact any personal and professional learning via a subsequent practicum in the Australian context. Using Mezirow's Transformative Learning Theory (Mezirow, 1991), we will address the following research question: What outcomes of an international teaching practicum in Solomon Islands are present for Australian preservice teachers 12 months post-experience? We will also discuss the importance of intercultural engagement as vital work in preparing PSTs for the unknown and unforeseen, yet undeniably 'global' future.

### **"Voices on the ground" Solomon Islands teachers' perceptions of hosting an Australian pre-service teacher education program**

While the outcomes and benefits of international immersion programs for pre-service teacher (PST) participants are explored in a growing body of literature, there has been much less focus on the impact of such immersion experiences on host country institutions and teachers (Mathews, 2017). There is little research available on the challenges, benefits or negative aspects of these programs

for participating communities (Major, 2020). This paucity is problematic because it contributes to a distorted perspective which may hide important information and insight. As Major and Santoro (2016) observe, the benefits for visiting PSTs is often framed narrowly, in terms of PST transformation with little consideration of the impact or consequences for hosts. Hence, those designing and leading such programs must expand their considerations to recognise the effects for host communities. Accordingly, the cultural complexity of relationships and perspectives of all stakeholders need to be taken into consideration in any exploration of the impact and effect of cultural immersion programs (Kearney, Athota & Bee, 2018; Major & Santoro, 2016). The context of this research is Solomon Islands, one of the least developed countries in the world (UNESCO, 2016). The program consists of a 5-week teacher education immersion funded through Australian federal government's New Colombo Indo-pacific mobility initiative (DFAT, 2020). Given that developing nations are generally more vulnerable to colonising influences, even if they involve well-intentioned western visitors, programs like this one have potential for good and poor outcomes. Therefore, this research explores the perspectives of Solomon Island teachers, leading to a more equitable 'relationship building' (Major, 2020) collaborative approach where the 'voices on the ground' are heard and respected. This is especially important given the intention of the program as one of mutual empowerment and reciprocity; goals in line with participatory forms of international development (Ife, 2016; Kothari, 2005; Ledwith, 2011). Perspectives of the Solomon Islands teachers and outcomes of the program for their students will be discussed.

### **"It's still ok" - The importance of cultural theory for avoiding harm in inter-cultural immersion programs in teacher education**

*In memory of our friend and colleague: Mr Robert Kemakeza (1966-2020)*

This paper reports on a single case study of the implementation of the Solomon Islands international immersion program featured in the



previous two papers, with a particular focus on the program component occurring in the island village and school of Savo. Newly awarded New Colombo Plan (NCP) funding from the Australian Federal government enabled expansion of a nine-year existing teacher education immersion program in Honiara, Solomon Islands to the rural school on the nearby Savo island. Despite the previous nine-year experience of staff in Solomon Islands, key issues emerged over the three years of the expanded program's implementation.

An analysis of the case was undertaken through the lens of cultural theory including Hofstede's (1980) societal value dimensions, and Hall's (1976) high/low culture contexts and mono/poly-chronic concepts of time. These elements of cultural theory were utilised to analyse the initiation, implementation and outcomes of the expanded program. Findings highlight the critical importance of genuine participatory models of partnership (Ife, 2016); facework (Ting-Toomey & Dorjee, 2018); and the need for culturally competent actors who have a deep understanding of cultural theory, especially when establishing programs in countries where the

relative wealth between the nations involved is substantially different.

International programs are increasingly popular in Australian Higher Education, encouraged by funding schemes like NCP, which increases students' opportunities to engage in inter-cultural immersion experiences (DFAT, 2019). With such growth in opportunity, it is essential to examine not just the successes, but the failures and potential harm that might occur for host countries in these programs, especially when there are often unequal power relations due to colonial histories and current development concerns. Such concerns are commonplace for many of the Indo-Pacific countries where NCP is targeted. "It's still ok" our friend and colleague, principal Robert Kemakeza used to say to everything in our program. However, we believe there are important lessons learned, and practices we recommend to others engaging in the establishment of similar inter-cultural partnership work, highlighting in particular the warning from Fletcher (2012), that "good intentions are never enough (and can indeed be harmful)" (p. 1390).

## JAMES DAVIS

## ENTREPRENEURIAL THINKING IN TEACHER EDUCATION AND PROFESSIONAL LEARNING

## HITENDRA PILLAY

Entrepreneurial education has emerged from the OECD as an international policy initiative over the past 30 years. It is a broad conceptualisation that captures entrepreneurship education focusing on venture creation to act on opportunities, and enterprise education involving the development of personal capabilities toward action taking behaviours in any context. In teacher education contexts entrepreneurial education is a relatively new field of interest, where there is a paucity of research. This symposium showcases novel and emergent research for understanding the notion of teachers as entrepreneurial thinkers, the ways in which entrepreneurial education is being interpreted in school education and what it means for teachers to be creative in school education settings. Presenter 1 outlines

## KAI-STEFANIE

## LORIMER

a reflective study of his teaching in this field over the past four years focusing on teachers as leaders and entrepreneurial thinkers as a vehicle for developing innovative professional practices. Presenter 2 describes a conceptual review of key entrepreneurial concepts relevant to teacher education and school contexts. Presenter 3 will deliver a conceptual review addressing entrepreneurial creativity and what it may mean to teachers across various school education contexts. These studies highlight considerations for expanding the international sub-field of entrepreneurial thinking as it applies to teacher education as each study offers directions for further research. Overall, the symposium represents a showcase and invitation to join a thriving research programme with scope for

international expansion from an Australian led initiative.

### **Teachers as entrepreneurial thinkers: Promoting innovation in professional practice**

The purpose of entrepreneurial thinking in school education is to support personal growth so that young people build a capacity for engaging with the world they live in and feel confident to be an active participant in society. It is about equipping students with future-ready, portable skills to enable thinking across disciplinary boundaries and beyond school. To create this reality, there is increasing interest in the teaching profession and in higher education toward building teachers' capacity for becoming entrepreneurial thinkers in their everyday professional practice. Like innovation in any field, the emergent international interest in entrepreneurial thinking is often opposed, and in education it is sometimes labelled as the encroachment of neoliberalism. In this paper, I contend that we should not conflate neoliberalism with freedom, liberty, and the emancipatory potential for teachers as entrepreneurial thinkers. The aim of this paper is to discuss a strategy for developing teachers as entrepreneurial thinkers for promoting grassroots, teacher-led innovation in everyday professional practice. Conceptual framework informing the research. The conceptual framing of this paper is shaped by the document Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (2018). Entrepreneurial education is a broad concept that captures both entrepreneurship education and enterprise education. Entrepreneurship education focuses teaching and learning around the organisation and management of new ventures to realise opportunities and innovations. Enterprise education involves the development of human capabilities such as skills, behaviours and attributes for building confidence to act on ideas and opportunities across any context. Throughout this paper these ideas are applied in different ways, reflecting the contexts of schools and teaching practices for promoting localised innovation. Research methods, including ethics.

This paper is grounded in a reflective and reflexive approach for illustrating my learning around what and how I teach entrepreneurial thinking in teacher education, as experienced over the past 4 years. This enduring practice of reflective learning is evident in my previous publications where I have documented my teaching experiences and professional growth around entrepreneurial thinking. The steady shift in my teaching materials over the years also establishes a trail of documentary evidence of the growth in my own learning through reading, engagement with my students, writing, and critical self-reflection. My teaching materials and publications therefore represent the productive outcome of my practices as a reflective and reflexive teacher-researcher. As a reflective methodology there was no requirement for this study to be approved by ethics. Key insights or findings, and implications. The key insights from this study are evident through a synthesis of entrepreneurial thinking with teacher education, which seeks to promote innovative teachers across all year levels. It illustrates ways in which teachers may think and act as innovators and change agents in everyday school contexts. An entrepreneurial ethos is evident in an orientation toward action and making change happen in teachers' everyday professional work. This paper outlines a strategy for inspiring and equipping teachers to leverage entrepreneurial thinking for innovation in teaching.

### **Entrepreneurial education: A synthesis of concepts and implications for teacher education research**

Entrepreneurial education is an emerging concept developed by researcher and policy makers to meet the dynamic and uncertain human capital needs of the 21st century. While the policy developers have introduced the concept in schools, there is a lack of clarity regarding what constitutes entrepreneurial education and what knowledge and skills teachers require to effectively implement the concept in everyday classrooms. Since entrepreneurial education is now included in school curricula around the world there is an increasing expectation on teachers to

understand, resource and provision student's entrepreneurial education. The aim of this review paper is twofold; first, attempt to explicitly describe what constitutes entrepreneurial education including overlapping concepts and second, how some of the entrepreneurial education concepts may be adopted in school contexts. The latter discussion is intended as a means to explore how teacher educators could engage with these ideas in cross-curricula contexts to enhance their pre-service and in-service training. Research Methods. This review paper draws from a mix of policy and practice research in teacher education that support adoption of entrepreneurial education across both initial teacher education and ongoing professional learning. The review used systematic literature review method and consulted a total of 9 curricula that integrate or mention entrepreneurial education from the EU, Australia, USA and OECD countries. Using content analysis, key attributes were aggregated and presented as an illustration of behaviours, attributes and competencies of entrepreneurial education. As

a conceptual review this study does not require ethical approval. Key Insights and Findings. The paper then uses an attribute, namely risk-taking from the consolidated table to analyse and discuss the implications for teacher educators. Its discussions theorise the attribute and link to implications for teacher education. Common themes throughout reviewed papers found that students can be entrepreneurial thinkers and risk-takers and entrepreneurial education should be included in the curriculum, yet there is not enough research for teachers to move forward. This paper is not intended to be exhaustive, nevertheless it contains a comprehensive list of publications suggesting a need for further research in entrepreneurial education and its classification according to various attributes. The paper will be useful to teachers, school administrators and others concerned with developing teacher education to support more effective adoption of entrepreneurial education field in school education.

## SUSANNE GARVIS

### TECHNOLOGY INNOVATIONS IN TEACHER EDUCATION

WENDY GOFF

Technology innovation is important for the future of teacher education and provides learners with new ways to develop skills and practices. In this symposium, we present current examples of excellence from our teacher education programs and also challenge current understandings around ICT.

THERESE KEANE

NARELLE LEMON

SIOBHAN O'BRIEN

#### **Developing Initial Teacher Education Student's Teaching Practice Through a Virtual Reality Simulated Classroom**

*Wendy Goff, Rhonni Sasaki; Andre Dowsett; David Paroissien; and Justin Matthies*

KATRINA VAN  
VUUREN

BIN WU

Historically, there has been a clear dichotomy between theory and practice in Initial Teacher Education courses. Universities are generally purported as the context in which theoretical knowledge is gained and schools are positioned as the contexts in which practical experience is

ANNE RODHE

WILLIAM KEANE

developed (Zeichner, 2010). Around the world the recent Covid-19 pandemic coupled with this 'formed belief' around the dichotomy of theory and practice in ITE has posed significant challenges for universities, governments and schools, particularly in relation to the practicum experience of ITE students. It has also prompted key players involved in the preparation of teachers for classroom practice to rethink the theory-practice nexus and to seek out ways in which the practical skills and understandings of ITE students can be developed in the university context. The study reported in this presentation adds to this discussion by providing insight into how a Virtual Reality (VR) simulated classroom embedded in an ITE program was used to develop ITE Students teaching skills, understandings and self-efficacy around their teaching practice. The VR simulated classroom utilised in the study was a low-immersion VR

platform that draws on Mursion software to offer ITE students a real-time interactive teaching experience. Two-hundred and thirty-eight ITE students participated in the study. Participants were final year ITE students who were enrolled across the undergraduate and post-graduate ITE program. Data were collected via a pre- and post-questionnaire and were analysed through Bruner's four primary sources of information that promote self-efficacy: performance attainments; vicarious experiences of observing the performances of others; verbal persuasion/social influences; and physiological states (Bandura, 1982, p. 126). In this presentation we outline the results of this study and highlight how practicing to teach in a VR simulated classroom in the university setting can address the dichotomy between theory and practice in ITE courses.

#### **Future teachers professional use of Instagram: Connection, community and reflective practice**

Teachers are increasingly using social network sites to obtain support and access resources, especially during their early years in the profession where they need to manage significant challenges. Additionally, those studying to become teachers, pre-service teachers, are also utilising social media to assist them to form communities and reach out to those in and entering the classroom for ideas and support. Social media platforms such as Instagram, Facebook, and Snapchat are dominate in the personal life of Australian pre-service teachers. Yet, from the perspective of teaching pre-service teachers, very few opportunities are provided for these individuals and cohorts to transfer their knowledge of use, active behaviours and engagement into their studies as future teachers. In this paper, the integration of social media into initial teacher education courses at one Australian university is shared. Since 2018 social media has been harnessed in early years, primary, and secondary professional experience subjects. Pre-service teachers' personal use of social media, specifically Instagram, has been integrated professionally to foster digital literacy through the development professional digital

profiles where curation of content that is rich, informative, and embraces generosity and reciprocity is encouraged. Both a community hashtag and a class hashtag are integrated into and across curriculum and assessment as a vehicle to enhance voice, learning across year levels and degrees, and peer support. Use has become an innovative way to make visible learning and reflective practice. A community has formed to help pre-service teachers connect professionally while addressing reported feelings of peer isolation. This paper draws on longitudinal mixed methods data collected across 3 years and suggests that the integration of social media into initial teacher education allows for a transfer of personal knowledge into professional knowledge. Through acknowledging pre-service teachers personal use, opportunity is presented to support transfer into and across professional boundaries enabling the opportunity to form communities, access information and support the sharing of professional insights.

#### **ICT in schools: Are we at the tipping point?**

Few modern educational initiatives have had such widespread and contested impact on teaching and learning as the use of Information, Communications and Technology (ICT) in the classroom. Initially, schools deployed computers in special purpose computer laboratories to such an extent that computers came to thought of as highly specialised, with access only occasionally possible. However, greater access to technology, mobility and affordability has seen the increased deployment of 1:1 programs with the expectation that technology is used more generally in the classroom.

In light of the expectation that computers have uses in all classroom settings, ensuring that Pre-service teachers are digitally literate in Initial teacher Education (ITE) courses poses many challenges. The stereotype that "new" (especially young) teachers to the profession are highly proficient using ICT is a misconception. Whilst it may be a fair assumption that young people use computers extensively, age alone doesn't

necessary ensure that they are well versed in using technology in the classroom. The questions central to ITE include:

1. Do we teach students ICT skills in a standalone ICT subject?
2. Do we integrate ICT within all units that students study?

These two questions pose many further challenges in light of how we teach technology knowledge,

selecting appropriate technology resources to use in a classroom, strategies on how to use technology and the safe and responsible use of technology as identified in the Australian Professional Teaching Standards. In this presentation I outline the complexities in teaching ICT in ITE, current ICT practices in classrooms and how we prepare students in ICT in ITE at Swinburne University of Technology.

## Yael Leibovitch

### TEACHING FOR THINKING — IMPLICATIONS OF AN EXPLICIT FOCUS ON TEACHER PEDAGOGICAL EXPERTISE IN THE DEVELOPMENT OF STUDENT CRITICAL THINKING SKILLS

## Peter Ellerton

## Adam Kuss

A focus on student cognition in the classroom supports current educational policy in the Australian context. The Australian Curriculum and Assessment Authority (ACARA) has recently been redeveloping the critical and creative thinking general capabilities to be more understandable and actionable by teachers, relating these capabilities more explicitly to teacher contexts. The Queensland Curriculum and Assessment Authority (QCAA) and the NSW Department of Education Catalyst Lab have also highlighted critical thinking as a key 21st-century skill, developing teacher resources and platforms for sharing understanding and professional learning in this area. Less attention is given, however, to teachers' pedagogical understanding of why particular assets—including resources, strategies and programs—are effective (or not) in developing students' cognitive skills and how expert teachers can modify those assets to optimise outcomes for particular classes with varying characteristics or requirements. Such pedagogical understanding cannot be developed without explicit attention to the underlying theory that drives teacher practice. This theory is understood as the internal mental models developed by each teacher as they work towards understanding 'why they do what they do' in terms of its effects on student thinking. This symposium will look at three key aspects of

developing teacher pedagogical expertise in teaching for thinking. The first paper outlines a model of expertise development in teaching for thinking embedded in a case study of teacher professional development working with high performing Indigenous students. The second paper presents the results of a program of teacher training exploring the connections between classroom discourse, student thinking and the quality of student writing. The third paper focusses on the causal connections between pedagogical leadership and dispositional shifts for both school leaders and teachers, which are necessary (if not sufficient) aspects of a school's cultural change as it moves to a focus on thinking skills.

#### Working within theory to develop teacher pedagogical expertise in teaching for thinking

This paper is the first in the symposium themed Teaching for thinking—implications of an explicit focus on teacher pedagogical expertise in the development of student critical thinking skills. This paper describes how an action research process, centred around a professional development program for teaching critical thinking, enabled teachers (in a specialised program for high-achieving Aboriginal and Torres Strait Islander students) to develop their pedagogical practices to support student cognition. It argues that a well-structured action research approach

supports and enables teachers to link theory to practice in developing their pedagogy, especially where such development implies a shift away from content and curriculum-oriented pedagogy. Principal among these mechanisms are four key elements. The first element is the grounding of practice in theory, the second is the provision of special materials that help bridge theory and practice, the third is well-designed practical activities built by teachers based on their developing pedagogical understanding, and the fourth element is collaboration among practitioners in undertaking transformative pedagogical change. Critically, the collaborative component is shown to be effective when teachers share not just their activities and strategies but also the thinking behind their implementation, providing a means for the normalisation of practice and understanding as well as providing the substance and direction of a professional community of inquiry. The conclusions from this study support the claim that these four key mechanisms are crucial to implementing a critical thinking pedagogy and describe how action research can support the advent of such mechanisms into pedagogical development programs that can contribute to significant and sustainable change. Overall, findings suggest that where the support of student cognition is the goal, pedagogical development predicated on theory and focused on independent practice in a culture of collegial collaboration and dialogue, works best to create sustainable practices of teaching for thinking.

#### **Classroom discourse, student cognition and the thinking writer**

This paper is the second in the symposium themed Teaching for thinking—implications of an explicit focus on teacher pedagogical expertise in the development of student critical thinking skills. In response to the increasing global concern over students' writing capabilities at the secondary and tertiary level, this paper shares findings from a 2019 Queensland study that explores how teachers negotiate classroom discourse to better engage and support student writers.

The conventional way that academic writing is approached in secondary schools typically fails to engage students due to its prescriptive character and reliance on closed teacher talk. Studies also indicate that teachers lack confidence regarding writing instruction (e.g. NSW Government, 2017). With the intent of enhancing teacher capability in the writing domain, and building upon the growing international body of research which underscores the value of talk to student learning (Mercer, 2019), this paper shares insights from a co-inquiry school-based case study that investigates the following research question: How do secondary school Humanities teachers think about and negotiate classroom discourse to position students as effective academic writers and thinkers? Underpinned by a social constructivist theory of learning and socio-cognitive understanding of writing, and using a range of qualitative methods, this project closely documents the iterative collaboration of three dialogically-adept teachers as they design, implement and reflect upon the utility of student interdependent thinking as an organising principle for literacy learning. Findings indicate that educators view accountable talk (Michaels, O'Connor & Resnick, 2008), standard form argument structure and the values of inquiry (Ellerton, 2015) as a useful means to develop the cognitive and metacognitive abilities of student writers. In addition, the data highlights the importance of sustained and participatory professional learning opportunities for the successful uptake of new writing pedagogies. These outcomes have implications for how we prepare and support educators to lead literacy learning in a range of classroom contexts.

#### **School leadership in the pedagogical development of teaching for thinking**

This paper is the third in the symposium themed Teaching for thinking—implications of an explicit focus on teacher pedagogical expertise in the development of student critical thinking skills. The importance of developing student thinking is well documented. However, enacting the required shift in pedagogy towards enhancing

student cognition is complex, characterised by a significant personal transformation on the part of the teacher. To gain insights into the leadership challenges of altering classroom practice to enable student cognition, this paper shares findings from an ongoing Queensland study investigating the effects of school leaders' understanding of pedagogy and leadership on their professional practice. Leaders' underlying pedagogical rationale informs decision-making processes intended to enable teachers' pedagogical growth. Consequently, such interpretations permeate through leadership practice, shaping leaders' and teachers' perceptions of valued forms of pedagogy. The comparative ethno-case study uses qualitative research methods to investigate the relationship between school leaders' enacted interpretations of teaching for thinking and leadership on teachers' pedagogical development. The study utilises Pierre Bourdieu's 'thinking tools', (1990). Specifically, this paper

builds on Bourdieu's notion of Habitus (1990), contextualising the concept for leading teaching and learning initiatives intended to improve student cognition. In this case, habitus is defined as the schemes of thought and tendencies to act which influence the practices employed for the development of desired student outcomes. Moving beyond teaching and leadership strategies has resulted in the identification of two necessary dispositional shifts for both teachers and leaders. The first describes the nature of professional dialogue and ways of working, which teachers and leaders tend to engage in together. The second, the pedagogical inclinations for planning, delivering, reflecting and evaluating teaching for thinking learning experiences. This study's central outcome emphasises the importance of educators' pedagogical understanding, regardless of their positions in the field. This finding has implications for development programs for school leaders and teachers working towards enhancing student thinking.

## KELSEY LOWRIE

### COMMUNITY' READINESS IN ITE: PLACEHOLDER, POLICY AND PRACTICE

#### PETA SALTER

This symposium explores the theories, policies and practices of "'community' readiness" in teacher education. 'Classroom ready' is often interpreted as technical skill which requires more 'practice' to the detriment of more 'complex' interpretations of the relational nature of teachers' work, leading to a potential narrowing of teachers' professional roles (Salter & Halbert, 2019; Zeichner, 1992). Darling-Hammond, Flook, Cook-Harvey, Barron & Osher (2020, p. 99) assert that connections between home and school are critical to providing aligned supports for "the whole child within a whole school and a whole community context". As a panel we each engage with the complex, multidimensional notion of terms such as 'community' a trajectory from theory, to policy, to practice so as to untangle the discursive clusters and processes that can be taken for granted in such a term and the implications for teacher education.

#### TANYA DOYLE

#### LEAH DANIEL

The first paper explores the role of language and how community is discursively positioned and formed. This theoretical and conceptual work argues that community can be more than a 'placeholder'. The second paper focuses on how community is commonly contextualised in education policy. The analysis draws on theories of power and Discourse (Foucault, Ball) and the concept of the Ideograph (McGee) to interrogate the spatial, social, emotional and moral discourses that organise and disorganise education in relation to community in key Australian education policies. Paper three presents vignettes of practice that respond to Barnes' (2020) call to innovate ITE curriculum so as to inform PST readiness to engage with a multi-dimensional notion of community. These are critical reflections on practice and our effort to navigate policy tensions and reclaim space within our programs.

### **'Community' as a placeholder**

The role of language in how community is discursively positioned and formed is an important consideration for teacher educators. The refrain that teachers must 'engage with community' is unquestioned, but to what extent and how is much more contentious. For example, is engaging with community merely schools communicating with community? Or does it acknowledge space for community to participate in education, or to have agency in and for education? And if communities were to engage more actively in education, in what ways might schools and communities be impacted, both positively or negatively? Key to untangling the tensions of 'community' is first interrogating to whom or what 'community' refers to. Broadly, 'community' is often simplified to a reference to local place, or abstracted to ambiguous references to cultural and/or social relationships that unite groups across places and in diaspora. These relationships may reflect discreet memberships, and positive as well as negative aspects of communities. Community can also represent populations to be governed. As Shay and Lampert (2020) note, the discourse of "community is used both to unite and embrace, and to differentiate and exclude" (p. 253). As a result, community can be viewed as a loaded 'placeholder'; recognised and commonly accepted as important, with varying interrogation. When interrogation does occur, descriptions of 'complexity' are a common partner placeholder, which can be used to denote a point on a continuum anywhere from a source of richness through to a foundation of insurmountable barriers and impediments. Furthermore, the loading of this placeholder works in symbiosis with how engagement with it is subsequently framed, and how community engagement comes to be constructed, mobilised and entwined with notions of educational success. This first paper explores how community can be conceptualised and theorised to be more than a 'placeholder' in educational contexts, and what correlations these theories and concepts have with notions of educational success.

### **Untangling 'community' discourse in teacher education policy**

Teachers' roles in and with 'Community' are represented in a range of ways across educational policies. As a historical and discursive construct, the term and its use to demarcate, assign and legitimate educational identities, of learner, teacher, school community, learning community should not be taken for granted. The term invokes "matrices of affinity that appear more natural" than other civic political terms (Miller & Rose, 2008, p. 91). Community is an ordinary language term that could be considered an "ideograph", an ill-defined normative goal term that has a shared understanding by 'society' (McGee, 1980, pp.15-16). Ideographs 'cloud' and 'hinder' the possibilities and alternative visions of community and education identities. This paper draws on theories of power and Discourse and the concept of the Ideograph to interrogate the spatial, social, emotional and moral discourses that organise and disorganise education in relation to community. We interrogate the policy assemblage both as Discourse which "articulates and constraints the possibilities and probabilities of interpretation and enactment" and as text that is always 'becoming' and is interpreted and responded to within relation of power in various complex contexts (Ball, 1993, p.15). These analytical lenses focus on how community is most commonly contextualised in education policy, both in macro policies such as The Alice Springs (Mparntwe) Education Declaration and how these are translated and operationalised in two key policies that shape educational practice: The Australian Curriculum and the AITSL Professional Standards. Finally, the analysis focuses on community in Initial Teacher Education (ITE) program standards and the political context and commentary in the TEMAG report (Department of Education, 2015). In order to better understand the stated intentions underpinning the positioning of community in teacher education policy, words employed to indicate the motivation for recognising and engaging with community, are identified. This discursive policy analysis unravels the ideograph of Community and illustrates the



complexity of teachers work alongside tensions and possibilities that arise in ITE when we attend to such complexity.

**Reclaiming ITE curriculum innovation to support the development of 'community-ready' preservice teachers**

'Classroom ready' is often interpreted as technical skill which requires more 'practice' to the detriment of more 'complex' interpretations of the relational nature of teachers' work, leading to a potential narrowing of teachers' professional roles (Salter & Halbert, 2019; Zeichner, 1992). Initial Teacher Education (ITE) programs afford only minimal attention to both the preparation of teachers to work with families and communities (Graue, 2005), and to community field experiences as a source for teacher candidate (TC) learning (Cochran-Smith & Villegas, 2017). Yet, as noted by Darling-Hammond, Flook, Cook-Harvey, Barron & Osher (2020, p. 99), connections between home and school are critical to providing aligned supports for "the whole child within a whole school and a whole community context".

The challenge for teacher educators is in supporting preservice teachers to firstly recognise, then engage with, a complex, multidimensional notion of terms such as 'community' (Barnes, 2020) and 'home', so as to contextualise the decisions they make in their classrooms. This challenge highlights the entangled relationship between 'classroom readiness' and 'community readiness' for teachers' work in practice and the space that must be reclaimed in ITE programs for broader notions of what constitutes teaching practice. Space (or lack thereof) to theorise and

research notions of 'community' and 'home' particularly during ITE program (re)accreditation cycles, is central to shaping ITE curriculum intentions and to making way for the exploration of these understandings of 'community' and 'home' in ITE experiences. Moreover, theoretically rich conversations shared by colleagues as part of ITE curriculum innovation bring to light the opportunities, tensions and challenges faced by teacher educators and preservice teachers alike in navigating policy and praxis in relation to the work of PSTs as novice practitioners in classroom and community settings. In this paper we present three vignettes of practice that respond to Barnes' call to innovate ITE curriculum so as to inform PST readiness to engage with a multi-dimensional notion of community: (1) informing ITE curriculum innovation through research focused on engaging parents through the mathematics curriculum (Daniel, Doyle & Kaesehagen, 2020) (2) working with PSTs to re-represent learning materials with and for parents who were supporting children 'learning at home' (3) innovating curriculum through an eService learning project. Together, these vignettes serve as illustrations of practice in an ITE program intending to develop preservice teachers' community and classroom readiness. Through an evaluation of our own experiences of curriculum enactment, we recognise that, despite our acknowledgement of the criticality of supporting the development of 'community readiness' for our preservice teachers, we, too, find ourselves working hard to avoid 'squeezing it around the edges' of our curriculum. Going forward, we seek to reclaim space within our own programs to redress this balance.

JO LUNN

**TEACHING ABOUT, TO AND FOR DIVERSITY: EXPLORING A NEW PEDAGOGY OF TEACHER EDUCATION**

LEONIE ROWAN

Teachers around the world report a lack of confidence about working with learners who are regarded as 'diverse'. This symposium explores knowledge claims (epistemic cognition) that underpin the pedagogical work of teacher educators. Epistemic cognition identifies the

beliefs, dispositions, and skills individuals, including teacher educators, hold about the nature of knowledge and processes of knowing (Green & Yu, 2016). Research in the field has shown that cognitions about knowledge and knowing can influence and/or mediate teaching practices

LYRA L'ESTRANGE

MARY RYAN

TERRI BOURKE

across a broad range of educational contexts. We argue that such cognitions are likely to have an impact on how teacher educators engage in epistemic reflexivity – that is making judgments with respect to teaching preservice teachers to variously think about, identify, name, and work with 'diverse learners'. Such a focus can help to address the why of teacher education pedagogies, as called for by Loughran and Menter (2019). Using our theoretical framing of epistemic reflexivity, in this symposium we explore teacher educators epistemic reflexivities across a 1. case studies, 2. national survey and 3. social lab data. Findings point to different ways of knowing about our work as teacher educators and a new pedagogy of teacher education.

#### **Case studies: Teaching For diversity**

Epistemic cognition can impact on how teacher educators making pedagogical judgments with respect to teaching preservice teachers to variously think about, identify, name, and work with 'diverse learners', thereby informing a new pedagogy of teacher education. To address the need to support preservice teachers to work with learners who are regarded as 'diverse', we explored the knowledge claims (epistemic cognition) that underpin the pedagogical decision making of teacher educators using case study methodology.

We draw on the Epistemic Reflexivity- Teacher Education for Diversity (ER-TE4D) which identifies teacher educators' epistemic cognitions in pedagogical decision making with respect to teaching About, To and For diversity in teacher education. By teaching About diversity, we refer to teacher educators imparting facts and knowledge about diverse learners; teaching To diversity encompasses the skills and adjustments needed to include these learners; and finally teaching For diversity focuses on social justice aspects of diversity.

Clark Chinn's AIR framework (Chinn et al., 2014) of epistemic cognition was used to guide the analysis of the transcripts and observation notes. The "A" refers to epistemic Aims as the

goals teacher educators identify for preservice teachers' learning about teaching diverse groups of children. These epistemic aims might include a focus on "knowledge, deep understanding, explanation, justification, true belief, the avoidance of false belief, useful scientific models, and wisdom" (Chinn et al., 2014, p. 428). The "I" in the AIR framework refers to epistemic Ideals. These are the criteria or standards "that must be met for an explanation to be good" (Chinn et al., 2014, p. 433). Finally, the "R" relates to Reliable epistemic processes which are the personal epistemic processes used to achieve epistemic aims (Chinn et al., 2018).

Twenty-seven teacher educators from across Australia and New Zealand agreed to participate in the case studies. Teacher educators were observed in specific teaching (both online and face-to-face) activities that engaged preservice teachers in learning about teaching to diversity. These observations were then used as the basis for individual stimulated recall interviews (approximately 60 minutes) to explore epistemic reflexivity for teaching About/To/For diversity. We analysed each of the interviews and observation notes at two levels. First, we explored the data using the AIR framework. This allowed us to understand, holistically, the aims, ideals and reliable processes teacher educators engaged in for teaching to/about/for diversity. In this symposium we report on one group of teacher educators (n=10) who held an epistemic stance related to a critical social justice orientation.

The educators who held a critical social justice epistemic stance described epistemic aims, ideals and reliable processes that were focused on critical reflection and evaluation of multiple, competing perspectives. They also reported, and were observed to engage in, a range of critical pedagogies (teaching approaches that promoted critical thinking processes for social justice). These teacher educators overall were focussed on teaching For diversity – that is the social justice aspects of diversity. Such profiles provide us with glimpses of a new pedagogy of teacher education which addresses the need to

engage in epistemic reflexivity for teaching For diversity in teacher education programs.

### **The Epistemic Reflexivity Survey for Teacher Educators (ERS-TE)**

There is a growing body of evidence which shows that newly graduated teachers do not feel prepared to teach the increasingly diverse student body in contemporary classrooms. Further, we have limited understanding of the ways in which teacher educators work with pre-service teachers to enhance their knowledge about diversity and how to address the diverse needs of students in their classrooms. The Epistemic Reflexivity Survey for Teacher Educators (ERS-TE) presented in this paper provides a new way of capturing epistemic thinking in this context.

We draw on a new conceptual framework, titled Epistemic Reflexivity- Teacher Education for Diversity (ER-TE4D) developed within the Australian Research Council project titled Educating preservice teachers to teach diverse learners. This epistemic reflexivity framework identifies teacher educators' epistemic cognitions in pedagogical decision making with respect to teaching About, To and For diversity in teacher education.

The Epistemic Reflexivity Survey for Teacher Educators (ERS-TE) was developed specifically for this project to examine the relationships between the different theoretical constructs from our framework of epistemic reflexivity (described above) for teacher educators. Australian and New Zealand teacher educators (N=286) completed the ERS-TE online. Ethical approval was granted by the relevant institutional ethics committee. An exploratory factor analysis was conducted to determine the components of the scaled questions relating to Epistemic Aims, Criteria for Knowledge (epistemic ideals), Reliable Epistemic Processes, Reflexivity (decision making), Enablements and Constraints and Teaching Practices. This data was then used to perform a series of regression analyses exploring the relationships between these factors and teacher educators' views about the relative importance of teaching About, To and For diversity.

Our analyses revealed promising psychometric properties for the survey factors identified in this investigation. Findings from the regression analyses suggest that teacher educators have clear aspirations around second order teaching (Loughland & Menter, 2019) whereby they espouse the value of critically reflexive practice and the 'why' not just the 'what' of teaching. Interrogation of epistemic cognitions, however, indicated that lower order epistemic aims of knowing, were much less likely to produce epistemic thinking about reliable processes of criticality and reflexive transformation in practice. Conversely, higher order epistemic aims around making critical connections, were likely to lead to reliable processes of knowing and doing for social justice and equity.

### **Seeking a reflexive space for teaching to and about diversity: Emergent properties of enablement and constraint for teacher educators**

The recasting of teaching as a technical enterprise rather than as a space for intelligent problem-solving means that governments around the world will continue to pursue agendas to regulate and prescribe teacher education. Teacher education reform has been attempted for over 30 years in many countries around the world, yet the crucial priority of preparing teachers for increasingly diverse classrooms has not been addressed. We used an innovative social lab methodology to investigate the conditions of teacher education experienced by 12 teacher educators at a metropolitan university in Australia.

Archer's (2007) reflexivity theory provides a way to examine the decisions and actions that teacher educators undertake within the emergent conditions of education and teacher education. Archer suggests three distinct, yet related, emergent properties that contribute to our decisions and actions. These emergent properties are Personal (personal identity: emotions, beliefs, worldviews etc), structural (orders of society) and Cultural (prevailing beliefs, norms, ideologies, and expectations of a societal group). Each of these properties is always emerging in relation to

the others and can be experienced as enabling or constraining. In this way, the conditions that teacher educators create or promote can have an enormous and differential effect on pre-service teachers' understandings of and engagement with diversity when they enter the profession.

We were interested in the ways that 12 teacher educators from a metropolitan university in Australia understood the prevailing conditions of diversity in contemporary schools and how they co-constructed their accounts of decision-making and action in their work with pre-service teachers. To analyse these understandings and experiences, we used our theoretical framing of reflexivity, and, in particular, how the teacher educators' personal, structural, and cultural emergent properties related to teaching to and about diversity, were experienced as enabling or constraining. We received ethics approval from the participating university.

Personal, structural, and cultural emergent properties were evident and were experienced variously as both enablements and constraints. Our findings show that these teacher educators were more constrained than enabled in their reflexivity for teaching to and about diversity. These findings have implications for considering a pedagogy of teacher education based on reflexive decision making.

### **Walking the talk: Creative teachers leading creative students**

In 2022, the Organisation for Economic Cooperation and Development (OECD) will assess creative thinking in the PISA innovative domain test. The OECD has influenced the education policy of successive Australian governments, calling for the promotion of creativity capabilities in teaching and learning. In response, the Australian Curriculum, Assessment and Reporting Authority required the embedding of Critical and Creative thinking as a general capability across the domains of its 2013 national curriculum. Creativity is also evident as part of entrepreneurial education, which has emerged from OECD policy initiatives, and is embedded in some national

curriculum contexts such as Wales and New Macedonia. Despite this international focus on creativity in school curricula, it remains uncertain how school systems, teachers and schools in Australia are responding to the challenge of enacting creativity in practice. Research Methods. The presentation outlines an integrative review of policy and practice of creativity as an enterprise skill in schools. It draws on research from Australia, the EU and other OECD countries, integrating empirical findings from a number of perspectives. The purpose of this presentation is to interrogate and synthesize the literature on creativity in enterprise education in a way that moves the field towards a much-needed shared understandings around teaching practices. As a conceptual review this paper does not require ethical approval. Key Insights and Findings. I synthesise current thinking about how creativity operates within enterprise education and I explore the potential for empowering teachers to embed this capability across various teaching areas. While the objectives of many enterprise education programs in schools vary widely, and the teaching of entrepreneurial skills is still mostly contained within subject silos, the review shows that interdisciplinary teaching and learning is becoming more common. There is much anecdotal consensus regarding the importance and desirability of developing creative capacity in schools, yet studies have repeatedly shown that educators do not prioritise creativity in their praxis for a variety of reasons. This study finds a pervasive lack of teacher confidence in developing the capacity to teach creativity. Common misunderstandings related to spontaneous originality vs. innovation and the domain-specificity of creativity, as well as about whether creativity exists innately, and the extent to which pedagogical choices have the power to influence all the above. On a policy level, the review shows that the general capabilities do not receive the same attention as the key learning areas of the curriculum and that critical thinking is preferred over creative thinking. This review presents a useful foundation for the planning and contextualisation of the teaching of creativity

capabilities across the Australian curriculum. Future research should address the following questions to understand current Australian best practice, and how Australian schools can adapt international exemplars most effectively: What actions do Australian high school teachers take

to develop creativity capabilities in their students? How do they account for student heterogeneity in this context? And, how do they link their teaching with international and national policy imperatives regarding entrepreneurial education?"

REBECCA  
SPOONER-LANE

### THE CHALLENGES AND AFFORDANCES OF IMPLEMENTING A TPA: THE QUALITY TEACHING PERFORMANCE ASSESSMENT (QTPA)

JULIA MASCADRI

NERIDA SPINA

Australia has recently followed the global policy trend that requires final-year pre-service teachers' to successfully complete a Teaching Performance Assessment (TPA) prior to graduation. The TPA is a high stakes assessment for both graduating preservice teachers and initial teacher education providers. For pre-service teachers, it is the final assessment hurdle to be successfully completed prior to graduation. For initial teacher education providers, the quality of pre-service teachers' TPA determines whether they are ready to enter the teaching profession. This symposia discusses The challenges and affordances for a university implementing a TPA: The Quality Teaching Performance Assessment (QTPA). Paper 1 provides an overview of the QTPA and discusses how focus groups with assessors that were held after the first full iteration of implementation provided insights into the judgement making of assessors. Paper 2 focuses on the oral component of the QTPA, in which students are required to present the substance of their QTPA to a panel of three assessors. This paper outlines the importance of the oral component in producing fair assessment outcomes. Paper 3 draws on focus groups held with assessors in which a key finding was that participating in QTPA capstone assessment provides important feedback about their own teaching, how it fits into the degree program, and how they might further refine their approaches to initial teacher education. The findings of these three papers will be critically discussed in relation the international TPA

literature.

### Using Assessor Feedback to Refine the Consistency in Scoring a TPA

The Accreditation of Initial Teacher Education programs in Australia requires all preservice teachers in their final year to successfully complete a Teaching Performance Assessment (TPA). The TPA is an authentic assessment of preservice teachers' practical knowledge and skills against the Graduate Teacher Standards. The TPA measures a breadth of teaching practices including planning, teaching, assessing and reflecting. The Queensland University of Technology (QUT) uses the Quality Teaching Performance Assessment (QTPA) which was approved by the Australian Institute of Teaching and School Leadership's (AITSL) Expert Advisory Group in 2019. The QTPA is used to assess teaching performance of graduates at four ITE institutions Edith Cowan University (ECU), Murdoch University, University of Sunshine Coast (USC) and QUT. Moderation occurs within and across institutions to ensure consistent judgements are made by the assessors. However, the assessment of portfolio assessments is a complex task and improving consistency in marking is reliant on the ability of assessors to approach marking the assessment in the same manner. It also involves understanding and using the criteria sheet as it was intended. Due to the high stakes nature of the assessment, the research team believed it was important

to gain an understanding of how assessors approached marking the QTPA following the initial implementation. The present study involved six focus groups with twelve QTPA assessors who had participated in a full day of assessor training and had assessed at least eight QTPA submissions. Participants were encouraged to provide feedback about the ease and clarity of scoring each QTPA component. The focus groups revealed some variability in assessors' judgments despite receiving the same training and using the same assessment criteria. The study's findings highlight factors that may influence assessors' judgements. Important implications for assessor training and the development of precise assessment criteria are discussed.

#### **The affordances of an oral presentation in a TPA**

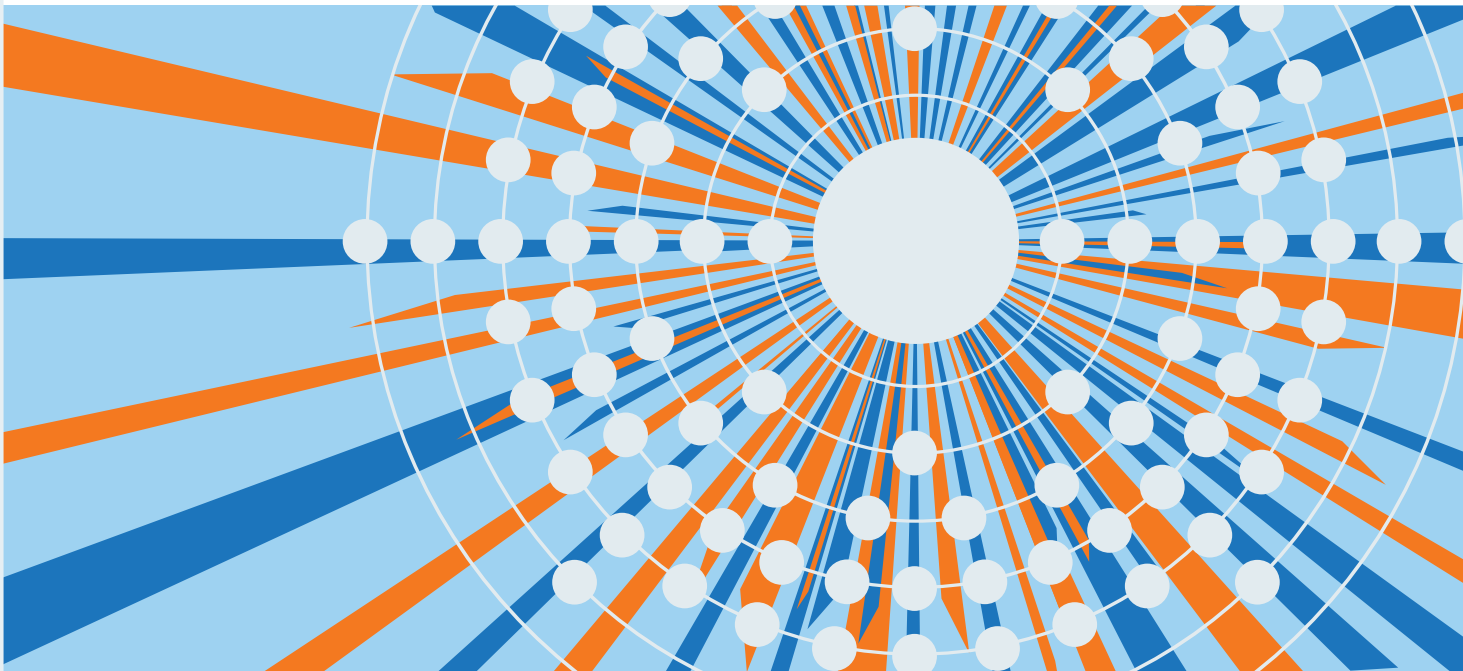
As an authentic assessment of teaching, TPAs should assess the diverse knowledge and skills that are required in teaching practice. From an international perspective, most TPAs require a written submission and in some instances a video recording of teaching practice. In Australia, QUT academics designed the QTPA to assess preservice teachers' ability to articulate their knowledge and skills using both written and oral communication. The oral component of the QTPA emphasises the importance of providing preservice teachers with an opportunity to verbally articulate the knowledge presented in the written components of their assessment, while also developing their ability to confidently communicate about their professional experiences. The criteria for the oral component require assessors to make judgements against three items. Specifically, preservice teachers' ability to articulate a) the link between planning, teaching, and demonstration of impact on student learning; b) how their teaching beliefs influence teaching practices, and c) how professional learning during their final practicum influenced their teaching practices. This paper draws on data from six focus groups that explored QTPA assessors' experiences making judgements of preservice teachers' preparedness to meet the graduate teaching

standards. Overall, the assessors found it easy to differentiate what the oral items easy were assessing and indicated that they found the oral items easy to score. Additionally, assessors' views confirmed the importance of an oral component to ensure authenticity and fairness in a high stakes TPA. The assessors' discussions indicated that the oral component provided preservice teachers with an opportunity to authentically demonstrate their verbal communication, which is a key teaching skill, while also increasing the fairness of the assessment through the potential prevention of plagiarism and contract cheating. These findings have important implications, as TPAs have increasingly become an international policy priority in teacher education programs.

#### **What can academics learn about their own teaching by assessing final year students' TPA assessments?**

In developing and implementing TPAs, universities have worked to ensure pre-service teachers' preparation for this capstone assessment by embedding graduate teaching standards ITE degrees. In developing the QTPA, QUT spent considerable time ensuring that ITE courses were re-imagined to ensure that students would be well-prepared for this high-stakes capstone assessment. This paper discusses how the participation of university academics in the assessment process also affords ITE educators with additional information to inform their own work and their teaching programs. Findings from focus groups revealed that the involvement of academics in assessing student work (both written and oral) creates an ongoing feedback loop for ITE educators, in which they are able to see how their teaching is evident in students' responses. This paper presents data from focus groups held with assessors in the QTPA, in which they reflected on how well students appeared to have been prepared to meet the graduate teaching standards, to commence work as beginning teachers, and to successfully complete their QTPA assessment. Assessors also indicated that the experience prompted them to

make connections between their own teaching and the wider degree program, which led them to consider how they might further refine their work to ensure the delivery of a cohesive, rich program of study over the course of their degree. This critical reflection has the potential to influence programs of teaching, and to improve the quality of teacher education.



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