



UNIVERSITY OF GLASGOW SCHOOL OF EDUCATION

International Study Association on Teachers and Teaching Conference 2025

in Glasgow, Scotland, UK

"Quality Teaching for a More Equitable World"

June 30-July 4, 2025



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BUREAU





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Conference Theme

Teaching quality affects the richness of student learning and shapes the learning environments and access to those. Quality teaching also considers students' social and cultural identities and provides opportunities for rich educational experiences for students from diverse backgrounds and circumstances. In this sense, equitable quality teaching is key to addressing the challenges of today's educational landscape as it leads to social justice and sustainable development.

Research in this area questions what it means to support student learning with inclusive and equitable teaching practices, the kind of knowledge and skills teachers need to address these challenges, the main tenets of inclusive curriculum design, and socially just learning environments addressing the needs of students from different backgrounds in sustainable ways.

Evidence shedding light on these areas will inform teachers, teacher educators and policymakers. Therefore, ISAT'T' 2025 will encourage submissions addressing the connections between quality teaching and equity as well as the characteristics of quality teaching paving the way for socially just classrooms. The submissions can address one or more of the following sub-themes:

Characteristics of quality teaching

Research on equitable teaching practices

Addressing social justice by leveraging technology and innovative approaches

Curriculum design for equitable teaching

Equity and inclusion in teacher education

Reconciling tensions for a new social contract in education

Promoting equity and inclusion through effective partnerships with schools

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ISATT 2025
Programme
&
Abstracts

Conference Schedule

PreConference - Monday, 30/June/2025 (James McCune Smith Building (JMS) 607)

09:00 - 09:25	Registration - Coffee/Tea
09:30 - 10:15	Session 1 (Networking)
10:20 - 11:15	Keynote Speech
11:15 - 11:30	Comfort Break 1
11:30 - 12:30	Session 2 (Workshop)
12:30 - 13:15	Lunch and Networking
13:15 - 13:45	Session 3
13:45 - 14:45	Session 4 (Workshop)
14:45 - 15:00	Comfort Break 2
15:00 - 16:00	Session 5 (Workshop)
16:05 - 17:10	Session 6 (Panel)
17:10 - 17:15	Session 7 (Closure)
17:30 - 18:30	Drinks Reception - Hunterian Museum

Main Conference - Tuesday, 01/July/2025

08:00 - 17:00	Registration, Coffee/Tea - JMS Foyer Area
08:45 - 09:00	Opening Ceremony, JMS 438
09:00 - 10:15	Keynote - International teacher education? Where to from here? Cheryl Craig, Texas A&M University - JMS 438
10:30 - 11:50	Session 1.1 - Teaching and Diversity - JMS 507 Session 1.2 - Leadership & ITE - JMS 607 Session 1.3 - Assessment & Students - JMS 630 Session 1.4 - Equity & Policy - JMS 639
10:30 - 11:05	Session 1.5.1 (Tue / 10:30-11:05) - Round Table Discussions (S-STEP) - JMS 641
11:15 - 11:50	Session 1.5.2 (Tue / 11:15-11:50) - Round Table Discussions (S-STEP) - JMS 641
10:30 - 11:50	Session 1.6 - Professional Development - JMS 707 Session 1.7 - Teaching/Learning – Music - JMS 734 Session 1.8 - Professional Identity/Engagement - JMS 743 Session 1.9 - Teacher Wellbeing - JMS 745 Session 1.10 - Symposium - Disrupting the old and re-conceptualising the new: Towards equity in Australian education - WMS - Yudowitz Session 1.11 - Symposium - Advancing equity with a culturally responsive and diverse teacher workforce - WMS - Gannochy Session 1.12 - Symposium - Researching teaching quality in international and comparative perspective - WMS - Hugh Fraser Session 1.13 - Symposium -The ISATT community collaborative projects for reimagining teaching for a more equitable world Part 1 - JMS 438
12:00 - 13:15	LUNCH - JMS Foyer Area
13:30 - 14:50	Session 2.1 - S-STEP Studies - JMS 507 Session 2.2 - Curriculum Types & Studies - JMS 607 Session 2.3 - Childhood Practice & Inclusion - JMS 630 Session 2.4 - S-STEP Studies - JMS 639 Session 2.5 – Outgoing Executive Meeting (ISATT Executive only) - JMS 641 Session 2.6 - Teacher Identity & Novice Teachers - JMS 707 Session 2.7 - Professional Learning - JMS 734 Session 2.8 - Teacher Preparation - JMS 743 Session 2.9 – Mentoring - JMS 745

	Session 2.10 - Symposium - Teachers and truth-telling pedagogies: A global perspective - WMS - Yudowitz
	Session 2.11 – TBA - WMS - Gannochy
	Session 2.12 - Symposium - Exploring School-University Partnerships Committed to Educator Learning, Access, and Equity - WMS - Hugh Fraser
	Session 2.13 - Symposium- Mentoring for Quality Teacher Retention: International Perspectives - JMS 438
15:00 - 16:20	Keynote - From teaching, to teaching teachers, to teaching teacher educators: A journey in search of quality education for all
JMS 438	Lin Goodwin, Boston College, USA - JMS 438
16:30 - 18:00	ISATT National Reps Meeting - JMS 639
19:00 - 20:30	Glasgow City Council Civic Reception GCC, 80 George Square
Main Conference - Wednesday, 02/July/2025	
08:50 - 10:10	Session 3.1 - Assessment (Pre/In-service teachers) - JMS 429 Session 3.2 - Inclusive Environments - JMS 430 Session 3.3 - S-STEP Studies - JMS 507 Session 3.4 - Teacher Education & Special Needs - JMS 607 Session 3.5 - Social Justice & Different Approaches - JMS 630 Session 3.6 - S-STEP Studies - JMS 639
08:50 - 09:25	Session 3.7.1 - Round Table Sessions - JMS 641
09:35 - 10:10	Session 3.7.2 - Round Table Sessions - JMS 641
08:50 - 10:10	Session 3.8 - Social Justice - JMS 707 Session 3.9 - Gender & Marginalisation & Anti-racism - JMS 734 Session 3.10 - Leadership Types & Strategies - JMS 743 Session 3.11 – TBA - JMS 745 Session 3.12 - Symposium - Bridging the enrichment gap: Realising children's rights to expressive arts education in Scotland - WMS - Yudowitz Session 3.13 - Symposium - Equity and inclusion in teacher education in the French context - WMS - Gannochy Session 3.14 - Symposium - What must teacher educators know and be able to do? Exploring essential knowledge, skills, abilities, and purpose - WMS - Hugh Fraser Session 3.15 - Symposium - Taking stock: A diverse and anti-racist teaching profession in Scotland? - JMS 438
10:10 - 10:30	Coffee Break - JMS Foyer Area
10:30 - 11:50	Keynote- Teaching and learning as acts of justice: Constructing classrooms as spaces of radical love Ann Lopez, University of Toronto, Canada - JMS 438
12:00 - 12:50	Lunch - JMS Foyer Area
13:00 - 14:00	ISATT Members Meeting - JMS 438
14:10 - 15:30	Session 4.1 – TBA - JMS 429- Session 4.2 - Inclusion & Quality Teaching - JMS 430- Session 4.3 S-STEP Studies - JMS 507 Session 4.4 - Democracy & Equitable Teaching - JMS 607 Session 4.5 - Literacy & Reading - JMS 630 Session 4.6 - S-STEP Studies - JMS 639
14:10 - 14:45	Session 4.7.1 Round Table Sessions - JMS 641
14:55 - 15:30	Session 4.7.2 – TBA - JMS 641
14:10 - 15:30	Session- 4.8 - Leadership & Language - JMS 707 Session 4.9 - Teaching Practice & Policy - JMS 734

	Session 4.10 - Trauma-informed Practices - JMS 743
	Session 4.11 - Language & Teacher Education - JMS 745
	Session 4.12 - Symposium - What makes a quality learning environment? A symposium of dilemmas, evidence and professional action - WMS - Yudowitz
	Session 4.13 - Symposium - Collaborative Online International Learning (COIL) explained through the critical lens of Tutors and Students - WMS - Gannochy
	Session 4.14 - Symposium (#421) - What are we left with? Investigating the impact of international recruitment and retention policies on teaching as a profession - WMS - Hugh Fraser
	Session 4.15 - Symposium (#450) - The ISATT community collaborative projects for reimagining teaching for a more equitable world Part 2 - JMS 438
15:30 - 15:50	Coffee Break - JMS Foyer Area
16:00 - 17:20	Session 5.1 - Diverse Student Backgrounds - JMS 429
	Session 5.2 - Curriculum & Inclusion - JMS 430
	Session 5.3 - S-STEP Studies - JMS 507
	Session 5.4 - Social In(Justice) - JMS 607
	Session 5.5 - Modern/Emerging Technologies - JMS 630
	Session 5.6 - S-STEP Studies - JMS 639
16:00 - 16:35	Session 5.7.1 - Round Table Sessions - JMS 641
16:45 - 17:20	Session 5.7.2 - Round Table Sessions - JMS 641
16:00 - 17:20	Session 5.8 - International Contexts - JMS 707
	Session 5.9 – Diversity - JMS 734
	Session 5.10 - Teacher/Student Perceptions - JMS 743
	Session 5.11 - Reading & Literacy - JMS 745
	Session 5.12 - Symposium - Nurturing Teacher wellbeing as a response to enhance the quality of teaching toward equity - WMS - Yudowitz
	Session 5.13 - Symposium - Reflecting on educators' plurilingual identities and competencies for equitable teaching practices (ENROPE Language Teacher Professional Development SIG) - WMS - Gannochy
	Session 5.14 - Symposium - Using critical theory to explore the construal and inclusion of students for whom English is an additional language in second level schools - WMS - Hugh Fraser
	Session 5.15 - Symposium - Exploring Clinical Teaching 2.0: Where to now? - JMS 438
17:30 - 18:30	Session 6.1 - Poverty & Moral/Religious Education - JMS 429
	Session 6.2 - Equity & Socioeconomic Status - JMS 430
	Session 6.3 - S-STEP Studies - JMS 507
	Session 6.4 - Language Learning & Teaching - JMS 607
	Session 6.5 - Critical analysis/pedagogy - JMS 630
	Session 6.6 - S-STEP Studies - JMS 639
	Session 6.7.1 - Round Table Sessions - JMS 641
	Session 6.8 – TBA - JMS 707
	Session 6.9 - History Practices - JMS 734
	Session 6.10 – Citizenship - JMS 743
	Session 6.11 - Teacher Agency & Education - JMS 745
	Session 6.12 - SSTEP Studies - WMS - Yudowitz
	Session 6.13 - Symposium - How equity and diversity is addressed in teacher education: Findings from four countries - WMS - Gannochy
	Session 6.14 - Symposium - Reflecting on the ways in which educational professionals are co-constructing shared understandings of learning progression for Curriculum for Wales (CfW) - WMS - Hugh Fraser
	Session 6.15 - Symposium - The quality of teaching in light of the teacher's verbal and non-verbal support style and student engagement - JMS 438
19:30 - 23:59	Gala Dinner (Òran Mór - Byres Road)

Main Conference - Thursday, 03/July/2025

08:50 - 10:10	<p>Session 7.1 – TBA - JMS 429-</p> <p>Session 7.2 - Teacher Knowledge / Education - JMS 430</p> <p>Session 7.3 - S-STEP Studies - JMS 507</p> <p>Session 7.4 - Inclusive Education - JMS 607</p> <p>Session 7.5 - Quality Teaching - JMS 630</p> <p>Session 7.6 - S-STEP Studies - JMS 639</p> <p>Session 7.7 - Professional Practices - JMS 641</p> <p>Session 7.8 - Artificial Intelligence in Education - JMS 707</p> <p>Session 7.9 - Learning Environments - JMS 734</p> <p>Session 7.10 - Partnerships & Practice - JMS 743</p> <p>Session 7.11 - Special Needs Education - JMS 745</p> <p>Session 7.12 - Teacher Retention/Workforce - WMS - Hugh Fraser</p>
08:50 - 10:50	Poster Sessions - JMS Foyer Area
10:10 - 10:30	Coffee Break - JMS Foyer Area
10:30 - 11:50	<p>Keynote- Equitable quality professional learning for equitable quality teaching: Uncovering tensions and surfacing possibilities</p> <p>Aileen Kennedy, University of Glasgow, UK - JMS 438</p>
12:00 - 13:00	LUNCH - JMS Foyer Area
13:00 - 19:00	Free Time

Main Conference - Friday, 04/July/2025

08:30 - 10:30	Incoming ISATT Executive Committee Meeting - JMS 429
08:50 - 10:30	<p>Session 8.1 - International Contexts and Sustainability - JMS 430</p> <p>Session 8.2 - S-STEP Studies - JMS 507</p> <p>Session 8.3 - Case Studies & Action Research - JMS 607</p> <p>Session 8.4 - "Teachers and Teaching: Theory and Practice" Editorial Board Meeting - JMS 630</p> <p>Session 8.5 - S-STEP Studies - JMS 639</p> <p>Session 8.6 - SSTEP Studies - JMS 641</p> <p>Session 8.7 - Mathematics Teaching & Learning - JMS 707</p> <p>Session 8.8 - Teacher Roles, Competencies, Identities - JMS 745</p> <p>Session 8.9 - Studies on Teachers' Selves - WMS - Yudowitz</p> <p>Session 8.10 - Teacher Education/Training - WMS - Gannochy</p> <p>Session 8.11 - Symposium - Problematizing professional tensions in teacher education - WMS - Hugh Fraser</p>
10:40 - 12:00	<p>Session 8.12 - Science Education/Teachers - JMS 438</p> <p>Session 9.1 - Global Deans of Education Round Table - JMS 639</p> <p>Session 9.2 - Symposium - Developing skill in analysis in narrative studies - JMS 607</p> <p>Session 9.3 - Technology and Reflections - JMS 707</p> <p>Session 9.4 - Meet the Editor - Teaching and Teacher Education Journal - JMS 743</p> <p>Session 9.5 - Meet the Editor - "Studying Teacher Education" Journal - JMS 745</p>
12:00 - 13:00	Lunch - JMS Foyer Area
13:00 - 13:15	Closing Ceremony - JMS 438

PreConference Presentations

Session 1 (Networking) - Navigating our PhD journeys: Networking session

Alexander Vaniev & Cardenas Constanza, University of Glasgow, UK

Time: Monday, 30/June/2025: 9:30am - 10:15am · Location: JMS 607

Keynote Speech

Alison Phipps, University of Glasgow, UK

Time: Monday, 30/June/2025: 10:20am - 11:15am · Location: JMS 607

Session 2 (Workshop) - Developing your skills and planning for your future

Dickon Copsey & Bernie Critchley, University of Glasgow, UK

Time: Monday, 30/June/2025: 11:30am - 12:30pm · Location: JMS 607

Session 3 - Navigating the academic research culture

Lavinia Hirsu, University of Glasgow, UK

Time: Monday, 30/June/2025: 1:15pm - 1:45pm · Location: JMS 607

Session 4 (Workshop) - Making progress with data

Ismail Ozgur Zembat, University of Glasgow, UK

Time: Monday, 30/June/2025: 1:45pm - 2:45pm · Location: JMS 607

Session 5 (Workshop) - Getting published in high-impact journals

Cheryl Craig, Texas A&M University, USA

Time: Monday, 30/June/2025: 3:00pm - 4:00pm · Location: JMS 607

Session 6 (Panel) - Sharing the journey – Reflections on our academic selves

Rhona Brown¹, Cheryl Craig², Simon McGrath¹, Catherine Reid¹, Edward Sosu¹

¹University of Glasgow, UK; ²Texas A&M University, USA

Time: Monday, 30/June/2025: 4:05pm - 5:10pm · Location: JMS 607

Main Conference Abstracts

Keynote Speech - International teacher education? Where to from here?

Cheryl Craig

Texas A&M University, USA

The trajectory of the International Study Association on Teachers and Teaching (ISATT) will be outlined, alongside conceptions of international teacher education and comparative education. ISATT's recent developments will be spotlighted. Comparisons will be made with other international groups, and similarities and differences will be pinpointed. A candid discussion of the role of international organisations and scholars in highly volatile times will conclude the talk.

Session 1.1: Teaching and Diversity

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 507

Session Chair: Geneviève Audet, Université of Quebec in Montréal, Canada

Session Chair: Lauri Oskari Lantela, University of Lapland, Finland

Learn from someone else's experience? Potential of a preservice teachers' training in educational intervention in the context of ethnocultural diversity in Quebec

Geneviève Audet¹, Véronique Grenier², Gina Lafortune¹, Mélissa Goulet¹, France Dufour¹, Josée Charette¹

¹Université of Quebec in Montreal, Canada; ²Institut national de la recherche scientifique, Canada

In Quebec, the only French-speaking province in Canada, more than a third of Quebec students are first or second generation immigrants (Ministère de l'Éducation du Québec, 2023), and the initial training of teachers regarding the consideration of ethnocultural diversity varies depending on the university they attend (Larochelle-Audet et al., 2013). The heterogeneity that now characterises most classes requires future teachers to develop a more inclusive approach (Magnan et al., 2021). The training must also bring them closer to real practice, enabling them to develop a certain professional know-how (Schön, 1983; Giddens, 1987) in a context of ethnocultural diversity. In a research project conducted with preservice teachers (Audet et al., 2022-2026), we tested an experiment using an intervention training system in the context of ethnocultural diversity, based on stories of practice from in-service teachers that feature a student from an immigrant background (Audet, 2022). Through pre- and post-training questionnaires and individual interviews, we documented the effect of the experiment on future teachers' acquisition of the professional know-how related to considering ethnocultural diversity. Generally, the results indicate that the group analysis (Desgagné et al., 2012) of these stories of practice facilitated the evolution of future teachers' representations of students from immigrant backgrounds and their families, their perceptions of their responsibility towards these students as well as their positions regarding the status and legitimacy of the students' languages and cultures of origin. The potential and limitations of such a training experiment for an effective implementation of inclusive practices will then be discussed. Our presentation is part of sub-theme 5: Equity and inclusion in teacher education.

Papering the cracks of diversity: Moral Education implementation in a Scottish case-study primary school

Chantelle Boyle

University of Glasgow, UK

Within Curriculum for Excellence, Religious and Moral Education is just one of the eight areas implemented within Scottish primary schools (The Scottish Government, 2011). The current paper, related to an ongoing doctoral thesis, aimed to understand how moral education was implemented in a non-denominational primary school.

An interpretive paradigm was adopted to provide in-depth descriptions of how moral education was implemented through a single case study approach (Kumatongo and Muzata, 2021). The three research tools were semi-structured interviews, researcher observations of moral education lessons, and document analysis. Nine educators participated in these. Twelve lessons were observed across the primary school stages, and the School Improvement Plan was collected from the school. These were then inductively thematically analysed to identify emerging patterns (Braun and Clarke, 2021).

The findings suggest that moral education implementation in this primary school had a tokenistic approach to diversity. Interviewees expressed that religious festivals are used in their practice and that these are only taught at specific times of the year. Despite this, Education Scotland (2021) has stated that 'one off lessons that explore diversity... can have unintended consequences of 'othering' those who are not from the ethnic group which is in the majority' (p. 21). Within this primary school, this one-off approach was common, and educators were aware that this was having a negative impact on students in their school.

The current research highlights the need for equitable teaching practices as a way to address the needs of students from different backgrounds. The recent Census has shown that society continues to diversify (Scotland's Census, 2024), which ultimately impacts the students in our classrooms. Therefore, the practice within moral education must be reflected on as to whether or not current teaching approaches are inclusive of various religious and non-religious beliefs.

Diversity in the future of teaching - Views of student teachers

Lauri Lantela, Ville Pietiläinen, Suvi Lakkala
University of Lapland, Finland

Inclusive education has been a worldwide trend for decades, but has remained contested in practice. There is an international consensus on the philosophy of inclusive education, which is based on removing learning barriers for all students, addressing their needs, and steering them to make choices and be active in their adulthood in the broader context of society. What has been challenged is the ambiguity of inclusive pedagogy and practical implementation of inclusion: How can education meet the needs of diverse learners? In this article, we investigate student teachers' views on the professional challenges of their future work from the perspective of inclusive education. Our research uses sensemaking theory, which describes how people create meaning and understanding from their experiences. In our research, we ask what kind of changes student teachers believe will happen in their work in the future with the increase in diversity and inclusion. We are also interested in how the student teachers tackle the practical issues that arise with diverse learners. The data (N=134) were collected from two student-teacher groups. The first data set was collected using the reminiscing the future method, in which the students evaluated the changes in the teacher's work and identified future challenges. In the second data collection, another student group constructed meanings through a sensemaking process to explain and understand the themes of the first data set. Our results help to understand student teachers' perceptions of diversity and their attitudes toward it. In addition, the results describe how student teachers evaluate the teacher's work as it changes with the increase in diversity.

Session 1.2: Leadership & ITE

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 607

Session Chair: Daniela Acquaro, The University of Melbourne, Faculty of Education, Australia

Session Chair: Alexander Vaniev, University of Glasgow, UK

The importance of the voice of pre-service teachers within Initial Teacher Education in Scotland and their perception of their role as Teacher Leaders.

Julie Isdale

University of the West of Scotland, UK

This small-scale study aims to explore pre-service teachers' perceptions of their role as Teacher Leaders and how their sector of study and/or background and experience may influence these perceptions. These perceptions are compared with research literature and Scottish Educational policy to consider how improvements to policy and Initial Teacher Education provision may arise from increasing engagement with student voice. A mixed methods approach utilising an online survey and self-selecting semi-structured interviews was employed. Statistical analysis of the quantitative data and thematic analysis of the qualitative data were combined to gather a breadth and depth of response. Initial findings suggest that perceptions towards TL are varied among pre-service teachers and may be influenced by factors such as the institute of study. Their personal background and experience were also factors that influenced their perception. The sector did not appear to affect perceptions. In addition, the findings suggest a disconnect between policy on Teacher Leadership and the perceptions of pre-service teachers. Findings also highlight that this is an area that would greatly benefit from further research to allow a research-informed approach to ITE provision within Scotland and beyond. One gap highlighted in the literature and policy

was a clear definition of teacher leadership and how this can be enacted in different stages of a teacher's career. Furthermore, there may be a lack of clarity between what constitutes teacher leadership and what is professional conduct in teaching. This is in line with the conference theme of ensuring education is inclusive and equitable for pre-service teachers through understanding how context can affect their self-image and potentially their progression as teacher leaders.

Exploring teachers' experiences in traditional and alternative teacher training programmes in Nigeria.

Chidubem Precious Ezurike

University of Glasgow, UK

This study explores the experiences of teachers in both traditional and alternative teacher training programmes in Nigeria, with a specific focus on the alternative programme offered by Teach For Nigeria (TFN). The aim is to understand teachers' perceptions of the similarities and differences between these two programmes and to investigate their motivations for joining both programmes. The research employs two theoretical frameworks: the *Learning to Teach* framework from a sociological perspective and the *FIT-Choice* model. The *Learning to Teach* framework was used to explore how teachers perceive the training they received in both traditional teacher education (TTE) programmes and TFN. Meanwhile, the *FIT-Choice* model was adopted to understand teachers' motivations for joining both programmes. A mixed-methodology approach was employed, combining quantitative surveys with qualitative interviews. The findings revealed that teachers perceive traditional teacher education as providing a strong theoretical foundation, but it often lacks practical, student-centred pedagogical training. In contrast, TFN is viewed as emphasising hands-on, practical training but potentially neglecting important educational theories required for reflective teaching. Furthermore, it was found that teachers typically joined TTE as a career fallback or for intrinsic reasons, while they were primarily motivated to join TFN for extrinsic factors such as professional growth and career advancement.

This study contributes to the understanding of teacher education in Nigeria, particularly in terms of how different training models shape perceptions of quality teaching. It emphasises the need for balanced curricula that integrate both theory and practice to better prepare teachers for quality teaching. These insights are particularly relevant to the conference sub-theme of *Characteristics of quality teaching*, as they offer recommendations for enhancing teacher education to ensure that teachers are equipped with the theoretical knowledge and practical skills necessary for effective quality teaching in diverse educational contexts.

Developing leadership literacy in initial teacher education: Fostering equity and inclusion for a resilient teaching workforce

Daniela Acquaro, Amanda Samson

The University of Melbourne, Faculty of Education, Australia

The objective of this research is to conceptualise leadership literacy as a critical capability in initial teacher education (ITE), essential for developing resilient, committed teachers who champion equity and inclusion in their practice. As teachers are increasingly expected to take on leadership roles early in their careers, this study emphasises the importance of integrating leadership learning into ITE. This research argues that fostering leadership literacy equips teacher graduates with the emotional intelligence, resilience, and self-efficacy necessary to navigate complex school environments and align with school cultures that promote equity and inclusion.

This study draws on theories of affective organisational commitment, career ecosystems, generational differences in work values, and evolving psychological contracts to examine teacher satisfaction, retention, and attraction. These theories are analysed through the lens of equity and inclusion, underscoring the importance of culturally responsive teaching and equitable school cultures.

The research synthesises existing studies on teacher shortages, attrition, workforce diversity, and leadership in education. Additionally, it proposes a leadership literacy model for ITE. This model is supported by a descriptive analysis of student experiences from surveys and focus groups, highlighting strengths and growth areas in ITE subjects focused on leadership development.

Early career teacher retention is influenced by alignment between personal values and organisational culture, particularly regarding equity and inclusion. Leadership literacy fosters a deep understanding of self and workplace environments, enabling teachers to make employment decisions that support equitable practices. Millennials and Generation Z, who prioritise social justice and diversity, seek workplaces that reflect their prosocial values, making their affective commitment to equity critical.

Embedding leadership literacy in ITE is essential for shaping a future teaching workforce committed to equity, diversity, and inclusion. This prepares teachers to lead not only within their classrooms but also as active contributors to equitable school cultures.

Exploring the transferability of non-formal education train-the-trainer practices to academic development

Alexander Vaniev

University of Glasgow, UK

This research explores how teaching practices of Train-the-Trainer (TtT) programmes within European student non-profit organisations can inform early career academic teacher development programmes in the UK higher education context.

To assess the transferability of non-formal education pedagogical practices and conceptual approaches used in TtT initiatives, the study first compares, contrasts, and maps the differences between the professional development frameworks, such as the European Training Strategy Competence Model for Trainers (2016) and the UK Professional Standards Framework (2023). Secondly, based on four case studies – two TtT courses for experienced student organisation members and two UK-based academic development courses for early career academics such as novice lecturers and graduate teaching assistants (GTAs) – the paper examines the distinctive features of each programme. It then identifies those aspects of TtT events that can be adapted in the higher education setting, such as learner-centredness, flexibility, practice orientation, and continuing reflexivity. The study employs institutional theory to explore how formal higher education institutions might integrate or resist non-formal education practices, considering their institutional contexts, possible tensions, and academic precarity.

Preliminary observations suggest that TtT practices may offer more adaptable, culturally responsive, and reflective approaches and are often more sensitive to meeting the diverse needs of learners compared to traditional university teaching methods. This research is particularly relevant for academic developers involved in the certification of academic practice or GTA training, but also educators seeking to integrate inclusive and student-centred approaches in higher education, contributing to broader debates on equitable university teaching practices and curriculum design.

This paper aligns with the conference sub-theme “Characteristics of quality teaching”. It provides insights into how the innovative and inclusive approaches from non-formal education-based training can enhance the learning experiences of early career academics in becoming more competent and sensitive university teachers.

Session 1.3: Assessment & Students

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 630

Session Chair: Theresa Meikle, Mindful Pathways, Canada

Session Chair: Parmod Kumar, Haryana School Shiksha Pariyojna Parishad, India

Teacher-led learning circles on formative assessment: Developing teacher leadership and teaching practice to improve students' learning

Carol Campbell¹, Christopher DeLuca², Danielle LaPointe-McEwan², Martin Henry³

¹University of Edinburgh, UK; ²Queen's University, Canada; ³Education International

This paper concerns the characteristics of teaching quality. It is well-established that teachers are central to education systems and that teaching quality is vital for educational improvements to support students' learning (OECD, 2021). This paper presents findings from the Teacher-led Learning Circles (T3LFA) project, which facilitated professional learning and development to advance teachers' leadership of effective formative assessment practices to benefit students' learning. The T3LFA project was led by Education International and implemented over three years (2020-2023) in seven countries: Brazil, Côte d'Ivoire, Ghana, Malaysia, South Korea, Switzerland, and Uruguay.

The theoretical framework combined the identification of six key features of effective professional learning and development (Campbell et al., 2022) and four evidence-based Assessment for Learning strategies and linked practices (Lysgåth et al., 2017, 2019). Two overarching research questions are explored. In the Teacher-led Learning Circles:

- What promising teacher-led formative assessment practices were identified?

- What professional learning and teacher leadership processes supported teachers' formative assessment practices?

The data are from: teacher pre-survey (n=171, 99% response rate) and post-survey (n=121, 70% response rate); a teacher codification framework questionnaire for examples of promising formative assessment practices (113 responses); questionnaires for local facilitators (n=27, 63% response rate), local union representatives (n=10, 59% response rate) and national researcher (n=7, 100% response rate); and National Country Reports (n=7, 100% response rate).

The findings indicate statistically significant improvements in teachers' confidence in and embeddedness of practice for teachers' use of effective formative assessment strategies and linked practices in the categories of Learning Intentions and Success Criteria, Questioning and Classroom Discussion, Feedback, and Self- and Peer-Assessment. The findings also indicate positive improvements in professional learning and development processes to support teachers' formative assessment practices. Reported benefits included teachers' increased knowledge and use of formative assessments with benefits for students' learning, progression, confidence, agency, and academic achievement.

Exploring the connections - Teacher presence and student flourishing

Theresa Meikle, Kim Smith

Niagara University, Ontario

This presentation focuses on the interactions between teacher presence and student flourishing. Drawing on the PERMA framework established by Seligman, the "Calm, Clear, Kind" framework of Patricia Jennings and the work of Dr Stuart Shanker, we explore how teacher presence - mindfulness, embodiment and self-regulation support student social-emotional and academic flourishing. Cultivating the conditions for positive emotion, engagement, relationships, meaning, and accomplishment in classrooms is dependent on teacher-student and student-student relationships.

Research is conducted through classroom practice, interviews and professional learning sessions. Presenters will share evidence-based approaches to create compassionate and equitable classrooms through teacher presence, instructional / assessment practices and curriculum design.

This work is significant as we are witnessing high levels of stress for both teachers and students. In addition, student disengagement and social media distraction are impacting student mental health and personal relationships.

This work crosses a number of the sub-themes of the conference, including: quality teaching, curriculum design and equitable teaching practices.

Role of monitoring to conduct effective review meetings to increase student learning outcomes in primary schools

Parmod Kumar¹, Arpit Upadhyay²

¹Haryana School Shiksha Pariyojna Parishad, India; ²Central Square Foundation

Monitoring and Evaluation (M&E) play a crucial role in achieving targeted educational outcomes. In the state of Haryana, India, an M&E mechanism has been meticulously established to ensure accurate data collection by mentors in classrooms, the implementation of structured pedagogy by teachers, and the mastery of weekly competencies by students to achieve Foundational Literacy and Numeracy (FLN) by grade 3. This study delves into the practical application of the M&E framework to conduct effective review meetings across 22 districts in Haryana. The research methodology encompasses a comprehensive analysis of observations from 18 District Project Implementation Unit (DPIU) review meetings, alongside in-depth interviews with 4 District Elementary Education Officers, 4 FLN coordinators, and 8 members of the State Project Implementation Unit team. These qualitative insights are complemented by quantitative data from 8669 schools, meticulously collected during mentoring and monitoring activities. This extensive dataset has been analysed to track progress on seven Key Process Indicators (KPIs).

Review meetings, a critical component of the M&E framework, were evaluated using detailed pre-meeting, during-meeting, and post-meeting checklists that involve 16 distinct parameters. These parameters ensure a thorough assessment of the meeting's effectiveness in facilitating targeted actions. The study underscores the significance of quality data collection and the need for consistent training for district officials on M&E practices. Such training is pivotal for enhancing the capability of officials to conduct meaningful review meetings that drive actionable outcomes. The findings from this research highlight the transformative potential of structured review meetings in applying M&E tools. By fostering a culture of accountability towards educational goals, these

meetings significantly contribute to the mission's success. The study demonstrates how systematic M&E processes can profoundly impact nearly one million students in Haryana. In conclusion, this research emphasises that robust M&E frameworks and effective review meetings are indispensable for achieving educational targets.

Session 1.4: Equity & Policy

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 639*

Session Chair: Valerio Ferrero, University of Turin, Italy

Session Chair: Mandeep Bhullar, Bhutta College of Education, India

Cohort analysis of pupil equity funding in Scottish urban primary schools from 2017/18 to 2020/21

Kerr Mark Lumsden

University of Glasgow, UK

The research aims to understand to what extent the Scottish Government's Pupil Equity Funding reduced the poverty-related attainment gap for a cohort of urban pupils from 2017/18 to 2020/21. Pupil Equity Funding is where schools are given additional funding per deprived student to increase equity in attainment. A positivist approach is utilised to understand the interplay between the variables of interest (such as poverty, attendance, ethnicity, etc.) and changes in attainment.

The methods for this research involved combining datasets on school attainment, student and teacher statistics and deprivation. The attainment data was then compared to create a change variable for each attainment measure (Reading, Listening and Talking, Numeracy and Writing). These change measures were then used as dependent variables in four models (one for each measure) and were then analysed for statistical significance.

Overall, the research showed that the attainment gap had increased over the cohort period. The findings built on previous research and showed how variables such as class size had a negligible impact on attainment. However, it also showed the interconnectedness and nuances between the different attainment measures. It illustrated how the impact of variables such as attendance and parental qualifications changes based on which measure of attainment you are using. Furthermore, it illustrated how variables such as ethnicity, additional support needs, etc., were statistically significant in relation to base attainment but not in relation to changes in attainment over time.

Pupil Equity Funding focuses on addressing equity and inclusion through giving school leaders autonomy in how to spend additional funds. The research contributes to understanding where Pupil Equity Funding should be targeted to increase equity. Building on this research, schools could establish greater partnerships with one another and with the third sector to utilise funding to increase joint curriculum offers or increase shared student support options.

Equity and quality teaching in rural and multi-age classrooms: An action research in the Italian context

Valerio Ferrero

University of Turin, Italy

This paper presents a study on quality teaching (Hollins, 2011; Lovat & Toomey, 2009) in rural schools characterised by age heterogeneity. The focus on Italy provides useful reflections on school systems with similar characteristics and problems.

The research fits into the discourse on equity in education (Griffiths, 2003; Hackman, 2005), understood as a commitment to guarantee quality schooling to all students by responding to their specific educational needs and valuing heterogeneity without reducing it to a non-existent standard (Pica-Smith & Contini, 2020). In this sense, multi-age classes are a challenge in rural contexts (Cornish, 2009; Fargas-Malet & Bagley, 2022; Lund & Karlberg-Granlund, 2023): they are often viewed with concern by families and by teachers, who feel more comfortable in age-homogeneous classes. Conversely, age homogeneity represents a cultural trait (Rogoff, 2004) that does not allow for an appreciation of the benefits of different ages and learning styles in the classroom (Gray, 2012).

The paper aims to answer these questions:

- How can equity and quality be promoted in rural schools?
- How is quality teaching in multi-age classrooms designed in terms of organisational and pedagogical practices?

An action research was conducted in a K-8 rural school in Italy. A qualitative approach was used; data were collected through focus groups, logbooks and a final open-ended questionnaire and thematically analysed (Braun & Clarke, 2021).

Teachers and leaders reviewed the school organisation and pedagogical methods. The actions concerned three areas: synergy with the territory and the community; reorganisation of school time; and creative use of professional resources. In this way, it was possible to improve the quality of teaching and consequently students' school experience through a design that consciously takes into account the age heterogeneity.

This paper aims to contribute to the reflection on quality teaching by highlighting its importance in contexts characterised by age heterogeneity.

Leadership for inclusive & equitable education systems

Mandeep Bhullar¹, Manpreet Bagga², Jaspreet Kaur³, Navkiran Kaur⁴

¹Bhutta College of Education, India; ²Partap College of Education; ³Partap College of Education; ⁴Elizabeth School of London

Nurturing effective leaders for social justice is crucial for transforming the landscape of education as effective leadership draws collaborative inferences from and for people of different race, gender, ethnicity, religion, caste, culture for social justice. As schools face challenges of demographic shifts, equitable and socially just practices reflected in people's behaviours are critical aspects of an inclusive institution's environment.

This research studies the role of leadership in addressing challenges of the diverse educational landscape and developing learning environments that support student learning with inclusive and equitable instructional practices (Harris, 2009). The paper critically appraises experiences of Indian School Principals through a qualitative study conducted on 15 leaders selected from Government and Private Public schools of Punjab district in North India, which collected data through interviews and focus group discussions.

Research questions of the study are:

What role does leadership play in creating inclusive and equitable education systems?

How can effective leadership be developed to lead socially just education systems?

The results show that effective leadership practices that foster inclusive learning environments include practices like recognising social identities, integrating conflicting ideas, overcoming stereotypes and creating workplace settings compatible with effective instructional practices. The study emphasises the need for leadership development programs that link theory to real field problems, provide mentoring and encourage collaborative professional learning.

The study highlights the pivotal role of school heads in driving change in diverse and complex educational settings as well as positively influencing equity in education (Pont, 2017), and the importance of investing in developing leadership talent to create socially just education systems.

References

Harris, A. (2009), 'Against the odds: Successful leadership in challenging schools'. In AM. Blankstein, P. D., Houston and R. W. Cole (eds), Building sustainable leadership capacity. Thousand Oaks: Corwin Press.

Pont, Beatriz. (2017). School Leadership for Equity: A Comparative Perspective. 10.1108/S1479-367920160000031007.

Session 1.5.1 (Tue / 10:30-11:05) - Round Table Discussions (S-STEP)

Time: Tuesday, 01/July/2025: 10:30am - 11:05am · *Location:* JMS 641*

SSTEP Round Table Sessions Part 1

Why should I care? Using contract grading in an introductory education class

Kristin Rae Harty¹, Dawn Turkovich², Philip Kanfush²

¹Chatham University, USA; ²St. Vincent College, USA

Justifying grades is part of being a professor in today's classrooms. Sometimes, negotiation between a student and a teacher about the grade overrides the learning process. If a grade does not meet the student's expectation, instructors observe students' increase in anxiety and decrease in motivation and interest in learning (Kohn, 1994).

There are additional concerns about student engagement when students are not invested in a course (e.g., non-majors; Barry, 2023).

Alternate grading systems, like contract grading, assist instructors with engagement. It is associated with critical pedagogy because it distributes the power equally between the instructor and student with the use of a “contract”. The student decides on a set of criteria that demonstrates their mastery. By alleviating the need to meet instructor expectations, students are free to ask questions and deeply explore the content.

My research aims were:

- How does one become an effective instructor in the challenging context of a class that enrolls non-education majors?
- How does my vision of the purpose of grading support my goal of student engagement and affect my interactions with the class?

S-STEP (Bullough & Pinnegar, 2001) was selected as the qualitative research approach because existing data was used to study my practices and professional experiences. For this study, four data sources were utilised: (a) autobiographic accounts, (b) field notes, (c) students’ reflections on the course, and (d) students’ assignments.

Two themes emerged around engagement: instructor-content engagement and student-instructor engagement. The instructor was able to teach the content at a deeper level by developing more engaging lectures and developing higher-level thinking questions. Second, the instructor was able to interact with students on an equitable level and respond to their needs. Alternative grading systems, as an equitable teaching practice, may assist the instructor in course development and improve student-instructor interactions, thus increasing overall engagement.

Empowering Pre-service Teachers: Leveraging Field-Embedded PLNs for Enhanced Literacy Instruction and Multilingual Learner Support

Shannon Maura Kane¹, Loren Jones², Margaret Polizos Peterson³

¹University of Maryland-College of Education, USA; ²University of Maryland-College of Education, USA;

³University of Maryland-College of Education, USA

Research on teacher education highlights the mismatch between the practicum of pre-service teachers (PSTs) and coursework (Brown, Barry, Ku, & Puckett, 2020; Barnes & Smagorinsky, 2016; Zeichner, 2010, 2018). This study explores ways in which field-embedded collaborative literacy practices through the formation of Professional Learning Networks (PLNs) impact PSTs’ beliefs and enactment of literacy instruction, with a particular focus on multilingual learners (MLLs).

PLNs serve as the conceptual framework combined with self-study methods in teacher education practices (S-STEP). PLNs propose a theory of learning that situates the acquisition of knowledge and skills in communities. As groups engage in collaborative activities, members grow and learn specific norms and expectations (Lomos et al. 2011; Vescio et al. 2008). As a framework focused on the multiple communities, this theory of learning is highly relevant to teacher preparation programs. Furthermore, as teacher education researchers, self-study of our practices provides an opportunity to analyse and reflect on educators’ ways of knowing and knowledge of practice, while considering practices that support literacy learning (Berry, 2015).

Open coding of various data sources was conducted, including course assignments, syllabi, student feedback, and reflective memos.

Findings include, but are not limited to:

- PSTs describing how participating in PLNs fostered experimentation with instructional practices
- PSTs taking on the role of critical friend in the PLNs without prompting
- PSTs engaging with multiple aspects of content area literacies to support all students, particularly MLLs.

Based on findings, this work has the potential to address the mismatches perceived within PSTs’ shift from full-time coursework to full-time field placements and to build PSTs’ use of collaborative literacy practices as modes of learning and learning to teach all students. Given its focus, this study connects with the overall conference theme and the strands, Characteristics of Quality Teaching and Research on Equitable Teaching Practices.

Supporting Collective Teacher Efficacy in Small-Group Reading Interventions

Stephen Joel Winton¹, Diane Morris Miller¹, Norbertha Chacon Zavala²

¹University of Houston-Downtown, USA; ²Sam Houston State University

The research aim of this study was to explore characteristics of quality teaching and curriculum design for equitable teaching related to small-group reading instruction. Through a partnership between a campus principal, an instructional specialist, a university associate professor, and reading language arts teachers at an elementary school in the Southwest United States, we sought to increase and assess collective teacher efficacy in small-group reading interventions. We designed an instructional framework focusing on standards-aligned exemplars to improve the reading achievement of students in grades 3 through 5. The lessons focused on teacher clarity, exemplars, the gradual release of responsibility, a variety of modes of student responses, and alignment to standards. Further, we aimed to increase equity for economically disadvantaged students by providing authentic reading and writing experiences. We sought to move beyond traditional test preparation, typically unengaging and usually more prevalent in low socio-economic schools, towards the high-quality best practices that all students deserve. The study followed the theoretical framework of andragogy as we aimed to increase collective teacher efficacy through shared practices via professional development, professional learning communities, collaborative lesson planning, and coaching cycles. We utilised the methodological approach of grounded theory using the constant comparative method to analyse teachers' perceptions of the instructional framework through focus groups. Findings revealed that during the two years of implementing the instructional framework, students' reading achievement on the state assessments increased compared to the three years before implementation; additionally, teachers' responses were positive towards the instructional framework. Implications for developing the practice of stakeholders and future research are further discussed based on this self-study of teacher education practices. This study addresses the conference theme of teaching quality as we aimed to improve teachers' practices in equitable reading interventions, with a focus on the specific strand of characteristics of quality teaching.

A self-study of early childhood faculty social emotional learning and the impact of pedagogical development and delivery

Brandy Smith¹, Allison Barnes², Allison Pattee³

¹Wartburg, USA; ²University of Northern Iowa, USA; ³University of Northern Iowa, USA

Knowing the critical importance of social emotional learning (SEL) as a path to equity and justice in our teacher education programs, this group of junior faculty considered how to better teach preservice teachers about equitable teaching practices through SEL. Building on previous self-study by the authors, the focus of this study was continued exploration of how to impact preservice teachers' SEL understanding, exploring their own social-emotional competencies. The five commonalities of self-study research found across the work of Barnes, LaBoskey, and Samaras (Mena & Russell, 2017) were used.

The authors journaled and reflected on class sessions, critically questioning preparation, pedagogical delivery, and student response to teaching through a SEL lens. They examine how the deliberate use of questioning enhances instructional practices and promotes reflective teaching among novices. Collaborative reflective inquiry was a critical piece to the study. While the analysis continues, preliminary findings show that we are not intentionally pointing out how our actions impact students or providing feedback to enable them to reflect deeper on social awareness and relationship skills. Most critically, this study has opened discussions around what social and emotional competencies need to be deliberately taught in our teacher preparation programs, tied to characteristics of quality teaching and curriculum design for equitable teaching. We hope to contribute to the ongoing dialogue about SEL teaching practices by employing self-study methods to present perspectives from educators immersed in the current teacher education landscape.

Mena, J., & Russell, T. (2017). Collaboration, multiple methods, trustworthiness: Issues arising from the 2014 International Conference on Self-study of Teacher Education Practices. *Studying Teacher Education*, 13(1), 105-122. <https://doi.org/10.1080/17425964.2017.1287694>

Transforming practice through self-study: Enacting inclusive literacies with preservice teachers

Deborah Florence Toope
Acadia University, Canada

The aim of this collaborative self-study was to investigate how I enacted inclusive literacies as an associate professor for elementary language arts and literacies in a Bachelor of Education program at a rural Canadian university. This study was informed by critical pedagogies (e.g., Apple, 2013; Freire, 1986; Giroux, 2011) and critical literacies (Comber, 2015a; 2015b). Critical pedagogy is defined as “that which attends to practices of teaching/learning intended to interrupt particular historical, situated systems of oppression” (Lather, 1992, p. 121). Paulo Freire’s (1986) critical pedagogy emphasises the importance of empowering students and liberating them through educational practices. Freire (1986) provides significant techniques of teaching that aim to enhance students’ critical thinking and agency as active learners and citizens. Committed to enacting socially just and equitable literacies with preservice teachers, a critical lens enabled me to examine, disrupt, and transform my practices to become more inclusive. My course design was inspired by Freire’s work, along with others (e.g., Apple, 2013; Giroux, 2011), who advocate for promoting a critical consciousness of students while developing an understanding of historical-socio-political incidents that surround learners. A central focus of my research was exploring relations among literacies, places, and identities. Drawing on data from course outlines, instructional artefacts, my reflective journal, and other course materials (powerpoints, handouts, photos, readings), I will show how S-STEP enabled me to enact more inclusive socially just literacies through critical reflective practice, leveraging digital technologies, and designing equitable literacy events. My work contributes to the overall theme of the conference by making connections between S-STEP and socially just classrooms.

Navigating HyFlex design and practices: A self-study of teaching practices and inclusivity in graduate teacher education

Abby Cameron-Standerford, Bethney Bergh, Christi Edge
Northern Michigan University

Three faculty members at a rural, midwestern university participated in an interdisciplinary Faculty Learning Community (FLC) to pilot HyFlex course design and delivery. The HyFlex model allowed students to choose learning modes (in-person, synchronous online, and asynchronous online). Throughout the two-year (2022-2024) pilot, three FLC members conducted a self-study to explore how designing and teaching HyFlex courses influenced their practices.

We utilised narrative, transactional, and adult learning theories to frame and critically examine how we individually and collectively experienced the (new to us) world of teacher preparation through HyFlex (Connelly & Clandinin, 1990; Dewey & Bentley, 1949; Rosenblatt, 1978). Epistemologically, transactional theory recognises dynamic, ecological relationships between knowers and their environments (Dewey & Bentley, 1949). We sought to improve teaching practices, student learning, and contribute to the larger academic landscape.

We chose self-study of teaching practices methodology to critically examine our teaching and develop more consciously driven modes of pedagogic/andragogic activity in light of FLC experiences. Data included transcripts of meetings and critical friends discourse, instructor and student-produced artefacts, student and faculty survey responses, and anonymous course evaluations. Bi-weekly collaborative discussions with internal and external critical friends (Schuck & Russell, 2005; Frambaugh-Kritzer & Stolle, 2023) provided cross-disciplinary perspectives to examine and reframe teaching practice (Freidus et al., 2005).

As a result of this research, we identified opportunities to transform our online teaching practices by (1) explicitly calling attention to how HyFlex pedagogies influenced the future iterations of the courses we taught in terms of design and practice; (2) attending to individuality in the online learning environment, as communicated by choice and multiple options for interacting with one another and the content; and (3) purposefully creating safe, equitable, and inclusive online learning environment for teachers, teacher candidates, and ourselves as teacher educators.

Cultivating a Curriculum of Flourishing

Elizabeth Hope Dorman¹, Jane Emily Dalton²

¹Fort Lewis College, Durango, Colorado, USA; ²University of North Carolina Charlotte, USA

The social context of higher education has shifted dramatically in recent years, influenced by post-pandemic effects, a worsening student mental health crisis, and broader societal changes in well-being (Darroch, 2023;

Gannon, 2024; Glazier, 2022; Malesic, 2022). These changes necessitate a new approach to teaching, creating what some perceive as a new social contract between students and faculty (Lausch & Bose, 2023; McMurtrie, 2023; Pettit, 2023; Supiano, 2024).

This self-study aims to answer the research question: “How can we cultivate a curriculum of flourishing and teach from our best selves within this changing social context?” A curriculum of flourishing promotes both student and faculty well-being, drawing from positive psychology (Diener et al., 2009; Ellyatt, 2022; Rehal & van Nieuwerburgh, 2022); equity-centred, trauma-informed pedagogy (Thompson & Carello, 2022; Venet, 2021); contemplative approaches to education and social, emotional, cultural competencies (Barbezat & Bush, 2014; Markowitz & Bouffard, 2020); and related movements such as Slow Professor and Teach from Your Best Self (Berg & Seeber, 2016; Schroder, 2024) and mental performance mindset (Holiday, 2014; Stutz & Michaels, 2023).

Self-study methodology (LaBoskey, 2004) was employed to generate insights. Over three semesters, data were gathered from teaching artefacts such as lesson plans with specific activities to cultivate flourishing, a teacher-researcher journal, and reflective discussions with critical friends. Iterative analysis revealed key trends, such as reframing difficulty as an opportunity for growth and deliberately cultivating elements of flourishing reported in the literature, benefiting the well-being of both students and faculty.

Findings indicate that a curriculum of flourishing fosters resilience, adaptability, and a stronger sense of purpose in both students and educators. This presentation will share insights into this evolving framework, offering practical strategies to help faculty respond to the ongoing changes in higher education.

Session 1.5.2: Round Table Discussions (S-STEP)

Time: Tuesday, 01/July/2025: 11:15am - 11:50am · *Location:* JMS 641*

SSTEP Round Table Sessions Part 2

Back to the classroom: Can a teacher educator go home again?

Lauren Amanda Angelone, Jody Googins

Xavier University, USA

In this Self-Study of Teacher Education Practices session, I will share my self-study of my return to the elementary science classroom after a hiatus of 12 years, during which I became a tenured teacher educator. My research aim is to investigate the current context of the K-12 classroom in order to inform and update my practice as a teacher educator.

This work builds on a pilot (Angelone, 2024) and similar self-study research (McDonough, 2017; Peercy, 2014; Scherff & Kaplan, 2006). I align this work with research from a sociocultural and critical perspective that recognises that learning is social and situated (Lave & Wenger, 1991; Vygotsky, 1978) and that schools are cultural sites of power (Foucault, 1977; Freire, 2000). I will also draw on Berry’s (2008) concept of tensions to provide a “language for describing practice, and in so doing, may be considered a way forward in developing a pedagogy of teacher education that can be shared” (p. 166).

This is a qualitative self-study of my return to the elementary science classroom for one semester. As I prepared, taught, and navigated elementary school once again, I wrote (and am in the process of writing) daily reflections and engaged another teacher educator as a critical friend (LaBoskey, 2004). Once the semester is complete, I will conduct a thematic analysis in order to contribute to the S-STEP literature in a way that acts as “a stimulus for others to better interpret their own experiences, so extending the personal benefits of self-study to new knowledge for others” (Loughran & Northfield, 1996, p. ix).

This work is related to the conference theme and strand in that quality teaching must reflect the current context. As classroom demographics change, teacher candidates must be prepared to contribute to a more equitable world within their classrooms.

Creating a Sense of Belonging in Teacher Education

Karen Ragoonaden, Lynne Tomlinson

UBC, Canada

Responding to calls to action addressing equity, diversity and inclusion in Teacher Education, this presentation focuses on two academic leaders as they navigate the intersections of race and gender in their professional contexts. These initiatives focus on how to engage with unsettling and provocative discussions about power and

privilege. Developing an open and calm receptivity along with a realistic attitude about long-held opinions, assumptions, and biases towards the self and others can create pathways where transformative practices emerge. Informed by a large-scale research about wellbeing and aligning with program exit surveys, initial results support the creation of spaces where a sense of belonging is nurtured by respectful, responsible, and reciprocal interactions. Capacities of unlearning and re-learning can be fostered in novel ways not just for academic leaders but for instructors, students and staff in teacher education. These findings provide direction for teacher education programs to construct opportunities and possibilities for success across the lifespan of a career.

In this self-study, we draw upon literature related to critical qualitative inquiry and self-study to frame our stances as critical friends. Lincoln and Denzin (1998) identified the “fifth moment for qualitative research” (p.22) as one that is characterised by being present and engaged in activist-oriented inquiry grounded in social criticism and social critique. In relationship to self-study methodologies, Bullough and Pinnegar (2001), citing the “humanistic commitment of the qualitative researcher to study the world” (p. 13), recognize that self-study’s appeal reflects the postmodern academic focus on identity and a Foucault-based recognition of the juxtaposition of power and privilege on self-formation (p. 14). It is with this reference point that we grounded our globalised self-study. Like Lincoln and Denzin’s fifth moment, we took seriously self-study’s aim is to “provoke, challenge, and illuminate rather than conform and settle” (Samaras, Hicks, & Berger, 2004, p. 908).

Moving goalposts: Unknowables, and anxiety in tenure and promotion

Mark Diacopoulos¹, Ruth Monnier²

¹Pittsburg State University, USA; ²Mount St. Joseph University, USA

This self-study examined the emotional labour experienced by two tenure-track faculty, Matt and Rebecca (pseudonyms), during their dossier collection and submission process. As a teacher educator and librarian, respectively, both sought to advance from Assistant to Associate Professor at a regional university in the Midwest USA.

Collaborative self-study involves scholars investigating phenomena together (Pitthouse et al., 2009). Matt and Rebecca, already part of a community of practice, explored their tenure and promotion process through the lens of emotional labour. Facing unclear institutional expectations and high stakes, they aimed to understand their scholarly identities by examining tensions and vulnerabilities.

This study aligns with LaBoskey’s (2004) aspects of self-study. Data was collected over nine months (January to September 2023). Data included meeting notes, personal reflections, journals, and a final recorded conversation, totalling 33,875 words. Data were analysed through initial coding and collaboration for confirming or disconfirming evidence (Erickson, 1986).

Most emotional labour manifested as anxiety in two areas: This anxiety stemmed from unclear and shifting expectations, with systemic support being vague or nonexistent. This arose from personal concerns about self-worth and scholarly identity, particularly as Matt, new to the area, was research-focused, unlike his teaching-focused colleagues.

This study contributes to scholarship on transitioning into teacher education and developing scholarly identity, highlighting the explicit tensions and anxieties faced. In the post-pandemic era, as tenure and promotion become less secure, traditional academic milestones need re-evaluation. A new social contract may be necessary to improve these processes and experiences.

Deepening practice: A collaborative self-study on deep learning in teacher education and educational leadership

Christine Beaudry¹, Jane Cooper², Leslie Gauna²

¹Nevada State University, USA; ²University of Houston-Clear Lake, USA

This proposal shares insights from an ongoing collaborative self-study examining deep learning practices in undergraduate teacher education and doctoral educational leadership programs, focusing on integrating self-regulated learning strategies. Our inquiry, conducted by Las Chicas Críticas, a professional collaborative group from multiple southwestern U.S. institutions, investigates our understanding of deep learning, its implementation, and connection to self-regulated learning. Our goal is to improve our future practice (Berry, 2004; Pinnegar et al, 2020) and engage in dialogue with others (Butler & Branyon, 2020).

Our inquiry is guided by the following wonderings:

- How do we conceptualise deep learning in our practices?

- What approaches do we incorporate to promote and support deep learning experiences for our students?
- How can we integrate self-regulated learning approaches to support deep learning?
- How can our insights inform our future practice in preparing teachers and educational leaders for deep learning?

Using a collaborative self-study approach (LaBoskey, 2004), we collect data through course artefacts, student feedback, instructor journals, and reflective discussions. Our analysis involves individual and collective examination of data, using coding techniques (Charmaz, 2006; Saldaña, 2021) to identify points of resonance (Conle, 1997) and dissonance with perceived values and practices (LaBoskey, 2004).

We explore how our understanding aligns with frameworks by Darling-Hammond and Oakes (2019) and Mehta and Fine (2019), emphasising learning environments that foster deep understanding, critical thinking, and real-world application. We also investigate integrating self-regulated learning strategies (Nilson, 2013; McGuire, 2018).

We anticipate our findings will provide insights into fostering deep learning in teacher education and educational leadership programs, sharing approaches and reflections on our evolved understanding and practices. Our presentation will offer theoretical and practical implications for supporting deep learning in educational programs.

Collaborative perspectives in physical education teacher-researchers education (PETE): a self-study based on (auto)biographical narratives in undergraduate and postgraduate courses

Luiz Sanches Neto¹, Rodrigo Fuentealba², Tom Russell³

¹Federal University of Ceará, Fortaleza – Brazil; ²Autonomous University of Chile, Santiago – Chile; ³Queen's University, Kingston, Ontario – Canada

This research report aims to investigate how (auto)biographical narratives have impacted the perspectives and assumptions of a physical education teacher educator, being himself a teacher-researcher, within the scope of undergraduate and master's courses in Brazil. The theoretical-methodological itinerary is qualitatively engendered as a self-study of teacher education practices (S-STEP) based on (auto)biographical narratives. The data set comprises narratives partially published in articles and book chapters from 2010 to 2023, totalling thirteen years. The thematic analysis of the narratives was shared, with the collaboration of two researchers from Chile and Canada. The evidence points to a complex path in the teaching trajectory with the following themes: the critical friendship between teacher-researchers, (auto)biographical and dilemmatic narrative modes of self, becoming a teacher-researcher permanently, reflective engagement based on action research, collaborative educative processes, knowledge community, transitions from narratives to self-study, promotion of self-education in a network, social (in)justice and ontology of educational practices.

Mindfulness, Creativity, and Well-Being: Seeking Balance in the Teaching Life

Jane Emily Dalton¹, Elizabeth Hope Dorman²

¹University of North Carolina Charlotte, USA; ²Fort Lewis College, Durango, Colorado, USA

Author Parker Palmer once posed the question, "If we don't attend to our inner life and value its gifts, how can we be of service to others?" (2017, p. 22). This paper explores how mindfulness and the creative arts act as tools to enhance well-being and sustain high-quality teaching, especially amidst the pressures of high-stakes accountability in the U.S. educational system. As educators strive to cultivate inclusive, equitable learning environments, attending to the inner resilience and creativity of teachers is essential for socially just teaching.

Drawing on Michalec's (2013) assertion that teachers need inner resilience to prevent burnout, this research explores how mindfulness and creativity cultivate calm, reduce stress, and foster innovative teaching—qualities that support all students, regardless of social or cultural identity. The work is further informed by Stern's (2004) concept of "present moment awareness" and Caldwell's (2014) notion of "bodyfulness," which emphasise how mindfulness practices sharpen awareness and creativity, essential for maintaining presence in teaching.

This research uses self-study methodology (LaBoskey, 2004), examining the experiences of two female teacher education professors. Reflective inquiry into their mindfulness and creative practices reveals how these approaches support authentic presence, enhance well-being, and foster creative, equitable teaching. By nurturing their inner lives, the professors find themselves better able to create learning spaces that address the diverse needs of their students.

By linking mindfulness and creativity to teacher well-being and the cultivation of socially just classrooms, this research underscores the critical role of teachers nurturing their inner lives in achieving broader educational goals.

In alignment with the conference's focus on quality teaching, this paper presents a model for fostering educator and student flourishing in a sustainable, equitable educational landscape.

Leading Socially Just Learning Environments: From Rhetoric to Transformative Change

Utkun Aydin¹, Ann Lopez², Alison Mitchell¹

¹Centre for Transformative Change in Schools (CenTCS), University of Glasgow, UK; ²Center for Leadership and Diversity (CLD), OISE, Canada

This roundtable brings together educational leaders, researchers, and practitioners to critically explore how education can shift from tokenistic commitments to actionable strategies toward sustainable, transformative practices that have the potential to reshape socially just learning environments. Grounded in the belief that educator professional learning and praxis are critical levers for enacting deep and systemic change, the session invites dialogue on how to build and sustain learning communities that challenge inequities and promote justice across diverse educational settings. Aligned with the development of national and international networks, this session will foster knowledge exchange among researchers, practitioners, and policymakers committed to advancing socially just education. It will also highlight the role of partnerships between universities and schools in bridging theory and practice, sharing emerging insights into how such collaborations can produce evidence-based reform. Through the collective expertise of participants, the roundtable aims to advance the understanding of leadership, enhance global collaboration, and further contribute to educational research and leadership as a driver of meaningful, practice-based transformation in schools.

Session 1.6: Professional Development

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 707

Session Chair: Linda Evans, University of Manchester, UK

Session Chair: Malgorzata Wild, Østfold University College, Norway

Teacher professionalism and professional development as a basis for quality teaching: Examining the models of Linda Evans

Linda Evans

University of Manchester, UK

The research aim is to show the link between professionalism, professional development, and teaching quality.

The paper will apply Linda Evans' (2014) conceptual models of professionalism and professional development as the theoretical framework. These models are increasingly being applied as analytical frames by researchers of teaching and teachers' lives (e.g. Behroozi & Osam, 2021; Beresford-Dey & Holme, 2017; Guerin, 2021; Johnson, 2018; Kowalczyk-Wałędziak, 2021; Philipsen et al., 2019, 2023; Pineda et al., 2022; Zeggelaar et al., 2018), and in their analysis of five 'powerful or potentially powerful' models of professional development Boylan et al. (2018) describe Evans's (2014) model as offering a 'paradigmatically distinct approach'.

Methods and findings: The paper will be predominantly conceptual, so it will not present a method and findings in the traditional sense of the terms. Its method will take the form of an examination of the contribution that Evans's model may make to researching professionalism and professional development, and to delineating and underpinning teaching quality. The paper will explain Evans's model, introducing its link with a parallel model of professionalism, and the 11 dimensions that, to Evans, comprise the componential structure of professional development. The paper will illustrate what Evans calls the chain-reaction-type process of individuals' micro-level development, whereby change (for the better) to one dimension leads to change in another, and then another, etc., exposing the multi-dimensionality of professional development for teaching quality. Drawing upon selected empirical data from research into teacher morale, job satisfaction and motivation, the paper will illustrate how teaching quality may be conceived of as reflecting not only what teachers do (which, in Evans's model, is encompassed within the behavioural component of teacher professionalism), but also teachers' attitudes (what Evans calls the 'attitudinal component'), and their intellectuality (the intellectual component of their professionalism).

Outdoor Learning and Play: Supporting Educator Confidence through Professional Development

Greg Mannion¹, Claire Ramjan²

¹University of Stirling, UK; ²University of Glasgow, UK

This research aims to explore educator confidence in taking learning outdoors and in Learning for Sustainability (LfS) in relation to the professional development opportunities of primary teachers and early years practitioners in Scotland.

LfS is the Scottish policy context within which outdoor learning is situated. Outdoor education and outdoor play and learning has a long-standing heritage. Based on a desire to engage learners experientially through structured and unstructured activities, and via reflection on “learning by doing” (Dewey, 1915, p255). Distinctively, the affordances of the outdoor environment are seen to enhance opportunities for learning in ways that are interdisciplinary, authentically felt, ‘hands-on’, ‘place-based’ and connected to local contexts (Beames and Brown, 2016; Lloyd, Truong and Gray, 2018). Of late, concerns around young people’s wellbeing, and the need for an educational response to issues around sustainability, climate change and biodiversity loss, have led to renewed emphasis on provision for outdoor learning.

Our research involves a cross-sectional survey approach is internationally distinctive in that it asked educators to provide records of location, duration, focus and curricular area of all outdoor provision during a pre-determined time window. In the 2022 research, educators were additionally asked to reflect on their confidence in taking learning outdoors and in LfS, and also to describe any professional learning opportunities they had had throughout their careers. Eighty-six educators from primary and early years settings responded to this part of the survey.

Our findings show that when practitioners have engaged with between 6 and 10 professional learning half-day or similar ‘sessions’, there is a correlation with more secure levels of confidence in outdoor provision *and* Learning for Sustainability. This finding suggests that commitment to changing professional practice happens most successfully with sustained provision over time.

Journaling for change: Teachers’ perceptions of self-study instruments in the professional development process

Malgorzata Wild¹, Christina Berg Tveitan¹, Elizabeth Grassi², Tina Louise Buckholm³, Natali Segui Schimpke³

¹Østfold University College, Norway; ²Regis University, USA; ³Fremmedspraksenteret, Norway

This study is a part of the project *What helps one, helps all: Implementing language and content integrated methodology in Norwegian classrooms*. The project aims to introduce an adapted SIOP model (Sheltered Instruction Observation Protocol) to classrooms in selected middle and upper secondary schools in Norway in order to increase plurilingual students’ engagement and academic achievement. We investigate how the teachers perceive self-study instruments such as journaling in their own professional development process. The study focuses on the dialogical relationship between beliefs and practices, the teachers’ report (Borg, 2017) and looks at whether their pedagogical awareness changes with the use of self-study instruments.

The study is relevant to the conference as it contributes to promoting equity and inclusion through effective partnerships with schools. The Norwegian Education Act (2024) stipulates that plurilingual students are entitled to adapted language instruction, but does not delineate a specific approach. Thus, there is a growing need for increasing in-service teachers’ competence in teaching plurilingual students as 52% of teachers in upper secondary schools are not accredited in second language pedagogy (Næss et al, 2023) and 84% of those working with plurilingual students see the need for more training (Lødding et al, 2024).

The study has a collaborative research design where the researchers and in-service teachers use self-study methodology (Samaras, 2011; Feldman, Paugh, & Mills, 2004) and Educational Research Design (McKenny & Reeves, 2019) to uncover the practitioners’ perceptions of pedagogical practices. Data collection includes teachers’ self-filming, journaling, and bi-weekly online teacher-researcher group meetings, during which the data is discussed and analysed jointly.

Preliminary results show that Norwegian teachers are given a significant amount of autonomy by the school administration, which might make professional development an individual endeavour. However, the teachers responded positively to a collective process and used it to leverage change in classroom culture.

Session 1.7: Teaching/Learning - Music

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 734

Session Chair: Xiaowen Ge, University of Glasgow, UK

Creativity and aesthetics in Chinese music education: Teachers' perspectives on quality

Xiaowen Ge

University of Glasgow, UK

This paper explores Chinese teachers' perceptions of teaching quality in music education, grounded in my doctoral research on teachers' implementation of recent policy reforms and their views on creativity within the context of twenty-first-century music education in China.

The research is guided by a comparative analysis of Western and Eastern theories of creativity, contrasting Csikszentmihalyi's Systemic Model of Creativity (1996) and Craft's Model of Possibility Thinking (2000) with Eastern perspectives, particularly the integration of fine art, truth, goodness, and beauty, as discussed by Rudowicz (2004). Eisner's (2017) framework of educational criticism and connoisseurship further informs the research methodology and analysis.

An interpretivist qualitative approach was employed, involving three rounds of non-participant observations and semi-structured interviews with six participants—three primary school music teachers and three piano teachers.

Findings reveal that these Chinese music teachers recognise the vital role of music education in fostering creativity through quality teaching. Their perceptions of teaching quality are deeply rooted in a holistic understanding that integrates aesthetic education with cultural and educational values. They highlighted the importance of quality in music education as a means to address challenges, including the limited scope of traditional teaching methods focused on technique and knowledge acquisition, alongside the pressures of examinations and the workload these create.

This research contributes to the conference theme of *Characteristics of Quality Teaching* by examining the impact of traditional and contemporary teaching practices, alongside systemic pressures, on teaching quality in Chinese music education. It also addresses *Curriculum Design for Equitable Teaching* by exploring how creativity can be integrated within the existing educational framework.

Enhancing Literacy through Music: Phonological awareness and equity in Scottish primary schools

Ailsa Ansell, Martin O'Neill

Glasgow City Council - Education Services, UK

This paper presents findings from a project exploring music education's role in supporting phonological awareness and literacy development in learners at two Glasgow primary schools. Delivered from August 2023 to June 2024 as part of the Youth Music Initiative (YMI), the project aimed to enhance phonological awareness through regular music instruction, focusing on pupils residing in areas of high deprivation and those for whom English is an Additional Language (EAL).

The project drew on Hallam's (2015) research on music's cognitive benefits for language processing, alongside Glasgow City Council's social justice initiatives, which emphasise inclusive education in addressing literacy gaps in disadvantaged communities.

The project involved fortnightly music lessons for Primary 1 pupils, delivered by YMI tutors who provided modelled lessons and resources for teachers. Phonological awareness assessments were conducted at the start and end of the year and were supplemented by classroom observations and pupil-learning conversations. Data were also collected from teachers, EAL specialists, and YMI tutors to evidence impact and are presented in video format.

The analysis revealed significant improvements in phonological awareness. In Primary School 1, 90% of children had gaps in phonological awareness at the start of the year, which reduced to 25% by June, with a 54% increase in average scores. Primary School 2 saw a 43% improvement, with 95% of pupils progressing. These gains were especially marked for those living in disadvantaged communities and EAL pupils, suggesting that the music programme effectively addressed literacy gaps in these groups.

This project demonstrates music education's potential to promote equitable teaching practices and close attainment gaps in literacy. By supporting diverse learners, particularly those living in poverty, with additional needs or

language barriers, the music programme illustrates how innovative teaching approaches can contribute to educational equity and inclusion, aligning with the conference's focus on socially just classrooms.

Session 1.8: Professional Identity/Engagement

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 743

Session Chair: Khadija Mohammed, UWS, UK

Session Chair: Juyan YE, Beijing Normal University, China, People's Republic of

Navigating to develop: The evolution of professional identity among Chinese pre-service English teachers during Australian internships

Juyan YE, Qiong WU

Beijing Normal University, China, People's Republic of

Teacher identity has been recognised as a significant factor influencing teaching practices, while creating a diverse learning environment for pre-service teachers can enrich their ideal identities (Yuan, Liu, & Lee, 2019). Inspired by Hong, Francis & Schutz's (2024) framework on teacher identity development, this study explores the intricate development of professional identity among 10 student teachers during their 10-week internship in Australia. Data were collected through semi-structured interviews, participatory observations, and reflective log collection. It was found that the Australian internship significantly reshaped the student teachers' professional identity. Their teaching philosophy transitioned from a focus on grammatical precision to an emphasis on student engagement and the communicative utility of language. Their view of students evolved from that of mere evaluators to one of understanding, appreciation, and respect for student diversity. Classroom management practices moved towards a model that values democracy and respect. The perception of the teaching profession itself shifted from solitary policy implementation to collaborative innovation.

The study further illuminates the complexity of constructing a professional identity, which involves a delicate balance between the teachers' cultural backgrounds and the host country's educational environment. It highlights the importance of aligning the values of the internship with those of the domestic teacher education programs to reinforce professional identity. However, the timing and duration of the immersion program can also affect the depth of understanding of their observations in the overseas environment. Additionally, the study underscores the critical role of interpersonal relationships, especially the mentors' roles, in shaping the professional identities of teachers during their overseas internships. Drawing from these insights, the paper proposes a Time-Place-Sociality Framework for the strategic design of overseas internship programs for supporting the professional identity development of pre-service teachers.

The paper can contribute to nurturing quality and inclusive future teachers in teacher education.

How master teacher studios foster quality and equity in regional education in China from the perspective of teachers' professional capital

Jiaoyang Du, Qiong Li, Xu Liu

Beijing Normal University, People's Republic of China

This research centres on the Master Teacher Studio (MTS), a localised Chinese model of teacher learning that establishes a professional learning community led by renowned teachers, in which teachers from the region voluntarily participate under their professional guidance. The objective is to identify and contribute Chinese solutions and insights aimed at enhancing the quality and equity of regional educational resources. Additionally, from the perspective of teacher professional capital theory, this study aims to refine the analytical framework and infuse the theory with local Chinese vitality for further development.

Employing teachers' professional capital as the analytical lens, the research conceptualises teacher development as an educational investment. Under the guidance of master teachers, MTS fosters the development of human capital, social capital, decision-making capital, and opportunity capital among teachers, thereby exerting a regional radiating and driving effect.

A case study was conducted in a regional MTS in Beijing, China, involving semi-structured interviews with 11 teachers (from different schools in the region) within the studio, complemented by participatory observation and artefact collection.

1. MTS builds trust across regions, paving pathways for the development of teachers' professional capital.

2. By linking with various professional organisations, MTS enhances teachers' opportunity capital.
3. MTS fosters teachers' social capital through the "inheritance of the mission of the Chinese teaching profession."
4. In MTS, participation in collaborative reading, teaching, and writing activities accumulates teachers' human capital and decision-making capital.

This research aligns with the sub-theme of "Equity and Inclusion in Teacher Education". By examining the role of cross-regional MTS in bolstering the development of teachers' professional capital, it aims to elevate regional teaching quality, facilitate the flow of educational resources across regions, and ultimately safeguard educational equity.

The four as model: Minority ethnic teachers' professional identity construction

Khadija Mohammed

University of the West of Scotland, UK

In 2024, Minority Ethnic Teachers represent just 1.9% of the profession (Scottish Government, 2024), an increase of 0.1% from 2022. Furthermore, fewer than 1% of minority ethnic teachers hold promoted posts. These statistics raise questions about the continued underrepresentation and the lived experiences of minority ethnic teachers in Scotland.

This paper sheds light on both the individual and institutional racism that minority ethnic teachers experience in schools across the West of Scotland and the impact of these experiences on their career progression. The author argues that to address the concerns of minority ethnic teachers, their racialised experiences should be acknowledged, helping them to navigate through the racial inequity they encounter.

Framed in Critical Race Theory, minority ethnic teachers shared their experiences of white colleagues adopting a 'colour-blind' approach, denying the existence of racism. Their counter-narratives helped to affirm and clarify that both overt and covert racial discrimination is a reality for them. The participants highlighted the importance of having safe spaces for them to share their experiences, affirm the added value they bring to the profession, and use this to support agency.

This paper situates the findings in a *Four As Model: acknowledgement, affirmation, agency and activism*. The four elements of the model, when combined, provide a useful, asset-based structure for minority ethnic teachers' professional identity construction. The model seeks to reframe the discourse, encouraging minority ethnic teachers to shift the focus from individual to systemic inequality; to reject community deficits, to reclaim the strengths; to share the cultural power they have and feel connected.

This paper concludes that if we are serious about social justice, equity and inclusion in the teaching profession, there are underpinning issues about the identities of minority ethnic teachers, as constructed within a dominant white profession, that require further exploration.

Session 1.9: Teacher Wellbeing

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 745

Session Chair: Alison Morag Murray, University of Stirling, UK

Session Chair: Jeffrey MacCormack, University of Lethbridge, Canada

Conceptions of well-being and stress of teachers on first practicum placement according to executive function profile

Jeffrey MacCormack

University of Lethbridge, Canada

The current study explores two questions: (a) How do pre-service teachers conceptualise their experiences of well-being and teacher stress? and (b) To what extent do those conceptualisations differ between pre-service teachers with normal executive function (EF) skills and those with poor EF?

Executive functions (EF) are crucial for understanding the cognitive experience of teaching. Daily, teachers use EF skills like emotional regulation, self-monitor, plan/organize, and working memory to manage the classroom, teach students, and stay calm in the frenetic pace of classrooms. Despite the intuitive connection between teachers' role in the classroom and their executive function, there has been little to no research on the executive function skill development of pre-service teachers (Corcoran & O'Flaherty, 2017).

Participants' EF skills were measured using the Behaviour Rating Inventory of Executive Function – Adult Version (BRIEF-A; Roth et al., 2005), which is a 75-item self-report measure that includes nine indices of executive function. Participants were also asked a series of questions related to their experiences of well-being and teacher stress.

The data for this study have already been collected, but the full analysis will be completed in the fall term of 2024. Early results suggest that pre-service teachers with elevated EF difficulties tend to have different experiences than their peers with normal executive function. Higher rates of stress and less effective approaches for stress management are characteristic of those with poor EF.

Diversity among teachers is a crucial component for helping diverse students. Understanding EF skills and how it affects sense of well-being and stress experiences is crucial for helping teachers in their early teaching experiences, especially for those with difficulties. Ultimately, developing teaching programs with an understanding of EF skills can improve *equity and inclusion in teacher education*.

Teacher anxiety versus well-being for quality education

Birsen Tutunis¹, Taner Hosseini²

¹Istanbul Kultur University, Turkiye; ²Istanbul Kultur University, Turkiye

Anxiety is a common experience among EFL teachers, affecting their teaching effectiveness and overall well-being. While previous research has explored social and affective factors contributing to EFL teachers' anxiety, the influence of sociocultural factors (SCF) has received limited attention. This study aims to fill this gap by examining the impact of SCFs on teacher anxiety based on Vygotsky's sociocultural theory and Lantolf's perspective. The aim is to investigate the influence of SCFs (social interaction, cultural expectations, language proficiency, scaffolding and support, classroom environment) on EFL teachers' anxiety and their potential implications for quality language teaching and learning. This study adopts an exploratory descriptive causal/quantitative approach to investigate the relationship between sociocultural factors (SCFs) and EFL teachers' anxiety. The research methodology involves the use of several data collection instruments and statistical analysis techniques.

The Teacher Foreign Language Anxiety Scale (TFLAS) questionnaire, specifically developed to assess EFL teachers' anxiety levels, was given to 70 EFL teachers. The TFLAS includes items related to teachers' anxiety in language instruction, classroom management, and interaction with students. The results indicate that teachers' perceptions of their own L2 proficiency and competence significantly influence their anxiety experiences. Teachers who possess a positive attitude towards their L2 knowledge exhibit lower levels of anxiety, while those who doubt their proficiency experience higher levels of anxiety. This finding emphasises the importance of promoting self-efficacy and confidence among EFL teachers. Creating a positive and supportive classroom environment, coupled with effective support systems, can alleviate teachers' anxiety. Strategies such as scaffolding, mentoring programs, and collaborative learning communities can contribute to a supportive teaching environment. Recognising and addressing cultural expectations and norms can help mitigate anxiety among EFL teachers. By fostering a culturally responsive approach to language instruction, teachers can create inclusive classrooms, which in turn brings quality in English Language Teaching.

Towards agentic health and wellbeing - critical thoughts to extend curricular physical literacy from school to home

Alison Morag Murray¹, Pamela Murray², Kristy Howells³, Brian Johnston⁴, Joe Cowley⁵

¹University of Stirling; ²University of Worcester; ³Canterbury Christ Church University; ⁴University of Stirling; ⁵University of Stirling

It is every child's right to thrive. To attain and sustain well-being, children need to have critical thinking proficiency as well as physical literacy. Metacognition is acknowledged as complex to define (Kuhn, 2021), yet a fundamental disposition for learning. In the current study, participants experienced a semester of a co-constructed PE curriculum. Whilst the curricular plan was set, the game form choices across one of the two weekly lessons were student-designed, applying the content and FITT principles across preferred game forms. Four classes experienced the curricular progression spiral through either direct or metacognitive instruction. Both assert children can learn basic skills as a prerequisite to higher-order thinking processes (Stockyard et al., 2018). This project examined the extent to which participants could forward plan, implementing declarative, procedural knowledge in their respective contexts when out of school. For this to occur, students, it was hypothesised, would need to possess knowledge of what and how to perform their suggested activities, effectively using guidance from

FITT principles (frequency, intensity, time, type of physical activity) to best serve their exercise and physical activity targets.

Furthermore, it is postulated that they would need to have agency in knowing and being able to organise themselves in the context of the respective environment without the explicit support of a teacher. Both approaches have merit for various goals and contexts. In the current context, teachers (N=2) approached the same content and activities through differing lines of more to less direct inquiry. The data collection adopted a quasi-experimental study design and employed a mixed methodology. Participating students (N=100) completed formative and summative national-level evaluations, together with pre-post evaluations around critical thinking and health-related fitness biomotor indices. The presentation will explore critical thinking competence from school to home practice.

Session 1.10: Symposium

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* WMS - Yudowitz

Disrupting the old and re-conceptualising the new: Towards equity in Australian education

Wendy Moran¹, Samantha Hyde², Madelaine Dawes²

¹Australian Education Research & Evaluation (AERE), Australia; ²NSW Department of Education, Australia

Australia's current social contract in education is underpinned by compliance-oriented policies, which are performative in nature and reflective of dominant discourses and exclusive values. While there have been some attempts to disrupt this contract in Australia, they have been largely unsuccessful as education policy and practice continue to perpetuate narrow definitions of participation and success. If we are to pursue quality teaching for a more equitable world, we must engage with policy, curriculum and educational organisation structures to challenge the existing social contract and build the new. This symposium explores three cases in the state of NSW in which the much-needed disruption is being attempted through a refusal to problematise student groups.

The first case highlights the need for First Nations' policy to align with a rights-based approach to education. The existing policy climate fails to meaningfully promote First Nations' self-determination and authenticity in enactment by teachers and school leaders. Through a qualitative approach involving interviews and document analysis, findings show the value in adopting a rights-based approach to education policy design and enactment. The second case uses curriculum to disrupt traditional expectations of academic career paths for students through the development of a senior numeracy course, which aims to consolidate functional numeracy and mathematics skills in preparation for post-school. Recent research found that the course significantly increased mathematics participation for students who otherwise would not have taken senior mathematics, empowering young people with the required numeracy skills to become active citizens. The third case represents disruption to traditional definitions of 'academic success' through the creation of an alternative senior school college. An evaluation exploring the impact of the college on engagement, wellbeing and academic achievement revealed that many students previously unable to engage or achieve in a traditional school were able to experience success and hope for a new future.

Session 1.11: Symposium

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* WMS - Gannochy

Advancing equity with a culturally responsive and diverse teacher workforce

Saroja R Warner¹, Maria Hyler², Sean S Warner³, David Lopez¹

¹WestEd, USA; ²Learning Policy Institute, USA; ³Clark Atlanta University, USA

Since 2020, the world has been experiencing a perma-crisis marked by a global pandemic, wars in Europe and the Middle East, and climate change (Suliman, 2022). One consequence is increased global migration as people seek safety and opportunities for a better future for themselves and their children. As a result, many nations are experiencing diversification of their populace and grappling with increasing social complexities, which are in turn contributing to inequities (Vertovec, 2023). In this context, the challenge of creating and sustaining a teacher workforce across the globe that is culturally responsive and reflects the racial and ethnic diversity of the populace is critical for achieving educational equity.

In the United States, a country of great diversity, there are significant disproportionalities in academic and social outcomes for non-White students, non-native English speakers and students impacted by poverty. Research conducted in the United States shows all students benefit from having a diverse group of teachers who enact culturally responsive pedagogies and practices as they prepare for a global society (Aronson & Laughter, 2016; Cherg & Halpin, 2016) and students who learn in classrooms led by teachers from diverse racial and ethnic backgrounds are more likely to develop positive identities, develop cultural competencies to combat stereotypes, reduce unconscious biases, and develop greater social cohesion (Blazar, 2021; Wells, Fox, and Cordova-Cobo, 2016).

This symposium features four presenters who will describe the research and evidence base that supports the need for culturally responsive and diverse teachers to achieve educational equity and the implications for teacher preparation and professional learning. Additionally, in this symposium, participants will learn about the design of a teacher preparation program aimed at recruiting and preparing Black teachers to teach STEM education in secondary schools in the US and resources for supporting teacher professional learning for culturally responsive teaching.

Session 1.12: Symposium

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* WMS - Hugh Fraser

Researching teaching quality in international and comparative perspective

Matthew A.M. Thomas, Rhona Brown, Michele Schweisfurth, Lisa Bradley, Perry Mia, Clara Fontdevila, Sarah Anderson

University of Glasgow, UK

The immense importance of teaching quality – especially for advancing equity – has been underscored by a robust body of research and reports in recent decades (e.g., Akiba et al., 2007; Darling-Hammond, 2000; UNESCO, 2014, 2024). Yet what we mean and understand by ‘teaching quality’ varies across time and space (Darling-Hammond, 2021). Moreover – and crucially for educational researchers, policymakers, and other key stakeholders – the means through which we can research teaching quality vary widely (Thomas et al., 2025).

This symposium, therefore, examines the intimate relationship between conceptualisations of teaching quality and the methodological approaches employed to study it. It further explores the role of context and considerations for studying teaching quality in international or comparative perspective through 4 papers as well as a brief introduction and discussion. The Symposium Organiser (Author 1) will first introduce the symposium topic, goals, and four papers. Then, the first paper (Authors 2 & 3) will discuss how the role of context may mediate both the conceptual and methodological study of teaching quality, drawing on several cross-national examples for illustration. In the second paper, Authors 4 & 5 will discuss arts-based approaches that could be utilised to study teaching quality, including how they might attend to contextual and conceptual differences. Author 1 will then discuss the promises and perils of observational research, including both ethnographic and highly-structured/quantitative protocols, for studying teaching quality around the world. In the fourth and final paper, Author 6 will present varied approaches to systematic literature reviews, which have become increasingly common in educational research (including on teaching quality), and the challenges of carefully considering their design so key contextual nuances are not lost. The Discussant will then offer reflections across presentations. Collectively, the symposium will offer unique conceptual, methodological, and contextual insights on researching teaching quality.

Session 1.13: Symposium

Time: Tuesday, 01/July/2025: 10:30am - 11:50am · *Location:* JMS 438

The ISATT community collaborative projects for reimagining teaching for a more equitable world Part 1

Stefania Kifor¹, Daniela Crețu¹, Daniela Roxana Andron¹, Heidi Flavian⁴, Maria Assunção Flores⁵, Agnieszka Kamyk-Wawryszuk⁶, Sally Wai-Yan Wan⁷, Magdalena Kohout-Diaz², Marie Christine Deyrich², Marie-Anne Châteaureynaud², Franck Tanguy², Chinwe Ogunji⁸, Jiri Kropac⁹, Martin Strouhal⁹, Albina R. Drozdikova-Zaripova¹⁰, Gulnara D. Gutorova¹⁰, Rosa Valeeva¹⁰, Loredona Perla¹¹, Laura Sara Agrati¹², Arianna Beri¹³, Annamaria Di Grassi¹⁴, Stefania Massaro¹¹, Daniela Savino¹¹, Ugo Lopez¹¹, Maria Teresa Santacroce¹¹, Quinter Migunde¹⁵, F. Sehkar Fayda-Kinik¹⁶, Bilge Kalkavan¹⁷, Duygu Yalman¹⁸, Stefinee Pinnegar¹⁹, Stravoula Kaldi²⁰,

Panagiotta Diamanti²⁰, Dorota Werbińska³, Joana Romanowski²¹, Outi Kyrö-Ämmälä²², Million Chauraya²³, Cheryl Craig²⁴, Małgorzata Ekiert³, Rachel Romanowski-Müller²⁵, Tara Ratnam²⁶

¹Lucian Blaga University of Sibiu, Romania; ²University of Bordeaux France; ³Pomeranian University, Poland; ⁴Achva Academic College, Israel; ⁵University of Minho, Portugal; ⁶Kazimierz Wielki University in Bydgoszcz, Poland; ⁷Faculty of Education, Chinese University of Hong Kong, Hong Kong; ⁸Alex Ekwueme Federal University, Nigeria; ⁹Charles University, Czech Republic; ¹⁰Kazan Federal University, Russia; ¹¹University of Bari, Italy; ¹²Pegaso University, Italy; ¹³University of Bergamo, Italy; ¹⁴University of Foggia, Italy; ¹⁵Maseno University, Kenya; ¹⁶Istanbul Technical University, Türkiye; ¹⁷Hasan Kalyoncu University, Türkiye; ¹⁸Fatih Sultan Mehmet University, Türkiye; ¹⁹Brigham Young University, USA; ²⁰University of Thessaly, Greece; ²¹Centro Universitário Internacional UNINTER, Brazil; ²²Lapland University, Finland; ²³Midlands State University, Zimbabwe; ²⁴Texas A&M University, USA; ²⁵Humboldt-Universität zu Berlin, Germany; ²⁶Independent Teacher Educator, India

Imagining possible ways to enhance quality teaching for creating equitable learning opportunities for diverse learners needs to recognise the historically and socially developing opposition between global imperatives that impose uniformity in education and the local cultures that are diverse. The diverse ways of knowing that students bring to formal education are largely overlooked in the stress to homogenise teaching and learning. However, there is much theoretical support to view diversity as a necessary aspect of learning in a dialogic meaning-making process (e.g., Bakhtin, 1981) and research literature on teaching and learning uphold the value of multiculturalism (Ladson-Billings, 2014; Parkhouse, Lu & Massaro, 2019; Ratnam, 2020). The ISATT collaborative projects are premised on the epistemological principle that reimagining teaching to diversity involves support to teachers/educators to experience first-hand what it means to learn from diversity so that they are able to provide similar support to the diverse students they teach.

The ISATT collaborative projects involve 72 members from Africa, Asia, Europe, North and South America. This provides a rich opportunity for members from diverse sociocultural contexts to gain a firsthand understanding of what learning with diversity means. They learn *about*, *with* and *from* each other as they engage collaboratively in exploring new possibilities for the future of teaching and learning through five studies on research topics which address the persisting challenges of enhancing quality teaching and teacher education.

Symposia Part 1 reports the findings of the first three of the five research topics of the ISATT collaborative project.

1. Filling the gaps of online practicum for pre-school and primary education in-service teachers
2. Integration of AI-based tools as part of teacher training: a step towards digital inclusion?
3. The changing roles of teachers in contemporary education

Session 2.1: S-STEP Studies

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 507
Session Chair: Joanne O'Flaherty, University of Limerick, Ireland

The invisible labour of field supervisors

Monica Renee Anthony¹, Amy Mungur¹, Wyatt Hall², Michael W. Krell³

¹Georgia Gwinnett College; ²Arlington Public Schools; ³University of Maryland, College Park

Despite the emphasis on practice-based experiences in educator preparation programs (EPPs), the work of supervision continues to be valued less than traditional teaching and scholarship in higher education. Common practices across EPPs that perpetuate this marginalisation include: assigning supervision to graduate students and contingent faculty; perceiving supervision as purely evaluative and administrative; and assigning large numbers of teacher candidates (TCs) to supervisors. These practices work to obscure the labour required to “support student learning with inclusive and equitable teaching practices” (ISATT, 2025 CfP).

This paper shares data from a larger collaborative self-study examining how experienced supervisors’ practices aligned with Cuenca’s (2010) framework of care, thoughtfulness, and tact. While analysing our data, we encountered evidence of supervisors engaging in emotional labour. Generally, emotional labour is labour expended to alter the emotions of oneself or others (Hackman, 2023; Hochschild, 1979). Our data demonstrates that field supervisors engaged in emotional labour similar to other feminised professions. For example, Allison described being frustrated with TCs but performed patience and encouragement to foster their feelings of self-efficacy rather than defeat. Ralph refers to “harmonizing” and modulating his own emotions in anticipated response to TCs, knowingly altering how he provided feedback, in an effort to manage TCs’ emotions.

We position this paper within the subtheme of “reconciling tensions for a new social contract in education.” Reconciling tensions between supervision and the EPP must begin by recognising its value and importance and acknowledging the invisible labour of the role. As supervisors expend time and energy attending to the emotional needs of multiple adults across contexts, they risk succumbing to compassion fatigue and burnout (Figley, 1995). Thus, we aim to showcase engaged field supervision, offering suggestions toward reconciliation that both recognise the labour of field supervisors while also addressing challenges of educator preparation.

First generation academics: A self-study of university leadership through the lens of class

Adam W. Jordan, Tracey Hunter-Doniger, Kevin Eakes, Kasey H. Jordan, Spencer Ward
College of Charleston, USA

In this study, Adam and Tracey engaged in collaborative self-study with the help of three critical friends, Kevin, Kasey, and Spencer, who each offered unique levels of critical friendship as co-collaborators. Adam and Tracey are both first-generation college students with rural, working-class backgrounds who now find themselves as the associate department chair and department chair, respectively, of a teacher education program at a university in the southeastern United States. This study focused primarily on the question, “In what ways do class and social background impact leadership decisions?” Additionally, this study considered the question, “In what ways do class and social background appear as facilitators of and/or barriers to critical departmental decision making?” Data included notes from weekly conversations with each critical friend with varying foci. Kevin, the associate dean of the same department, offered analysis as a fellow departmental leader invested in departmental outcomes. Spencer, the office manager for the department, offered analysis and insight from the perspective of a department member directly impacted by leadership decisions. Kasey, a colleague and program leader from another department, as well as Adam's wife, offered analysis from the perspective of a different department as well as insight into Adam's longitudinal development as a leader and decision maker in higher education.

Additional data included digital communications and reflections from monthly meetings of the entire group. Data analysis and collection are ongoing and rooted in methods common to constructivist grounded theory. Preliminary analyses consider the possibility of self-perceived class incongruence between working-class upbringings and the cultures of the academy. These incongruences possibly act as sources of insecurity. However, as a facilitator, the working-class value of a consistent work ethic potentially serves to promote perseverance through difficult tasks. Findings are relevant to teacher education leaders considering the role of class in diversification efforts.

Cultivating self-awareness in teacher education: Engaging in collaborative self-study through a Community of Practice

Joanne O'Flaherty¹, Dylan Scanlon², Cassandra Iannucci², Brigid Golden³, Tracy Galvin⁴, Mary Fitzgerald⁵

¹University of Limerick, Ireland; ²Deakin University; ³Mary Immaculate College; ⁴Ulster University; ⁵PCI College

Global citizenship education (GCE) has become a pivotal element of initial teacher education (ITE) in Ireland, urging educators to foster self-awareness and social responsibility among learners. This longitudinal study investigates the development, process, and scaffolding of an international Community of Practice (CoP) focused on enhancing teacher educators' (TEs) self-awareness for GCE. The research question driving this inquiry is: How do TEs experience professional learning aimed at fostering self-awareness in the context of critical GCE and social justice education? This question underscores the need for TEs to engage in reflective practices that illuminate their capacities and challenges in integrating critical GCE into their pedagogical repertoire.

The international CoP consisted of six participants: four teacher educators (from primary and post-primary education), one academic practice developer, and an external critical friend who works in psychotherapy. The CoP's intention was to engage in collaborative self-study with individuals from different disciplines and professions who have a common interest in understanding the ‘self’ in ‘practice’ with regard to fostering self-awareness in teacher education. Data were collected through cyclical CoP meetings (n=15) and written reflections (n=35).

The findings highlight: (1) an in-depth understanding of the self-awareness development process among TEs as they engage with GCE principles, (2) the identification of effective pedagogical strategies that facilitate self-awareness and its integration into teaching practices, and (3) insights into the cyclical process of reflective practice. Taken together, the three outcomes listed here inform the development of a model of professional learning for cultivating self-awareness in the contexts of critical GCE and social justice education that can be replicated in other educational contexts. The self-study approach sheds light on the importance of providing a

space for vulnerability. Drawing on this, we also address themes of safety, belonging, and impostor syndrome, which are vital considerations for TEs navigating the complexities of self-study.

Draw an elephant with your eyes closed: Critical conversations about play, assessment, & equity

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Our study aims to elucidate a self-reflective structure for increasing student engagement and equitable classroom practices, as well as assessing teacher and curricular effectiveness. Two researchers with classroom experience from pre-K through college graduates explore their journey of meaningful play and TASK parties in their classrooms. We use our parallel and intersecting experiences and ongoing conversations to make meaning of how productive and consequential TASK experiences can be for assessing effective teaching and learning. This work addresses a gap in play research as it specifically investigates a secondary (high school) context alongside a post-secondary teacher education context, using both the visual art and teacher education curriculum to engage and assess learners. Additionally, we layer our own intersecting experiences as participants in TASK to complicate and deepen our conversation toward curricular change.

Utilizing Herring's TASK structure (Herring, (2011) as a framework for gathering data on teaching and learning and reflecting as critical friends (Schuck & Russell, 2005), we ruminate through and identify connections in praxis, reflection, assessment, and envisioning curricular structures at all levels to engage play, innovation, and equity at the centre. Data sources include individual, collaborative, and student reflections, student feedback and evolving curriculum and teaching identities.

Findings follow trends in art education that highlight the need for more and deeper play experiences in the learning context, especially at the secondary and post-secondary levels. Student and researcher reflections indicate a continuing need for curricular openings where student voice and autonomy are possible, inviting more equity into all classroom spaces. Our layered and varied experiences allowed us to identify broader learner needs like community, authenticity, creativity, and agency. We also uncover various ways to approach assessment within and for play-based structures in the classroom that not only invite learner and teacher reflection but also reimagine assessment to value the creative process over the product.

Session 2.2: Curriculum Types & Studies

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 607

Session Chair: Kaili C. Zhang, university of glasgow, UK

Session Chair: Petra Menz, Simon Fraser University, Canada

What should be part of an initial teacher education curriculum? An international comparison

Kaili C. Zhang, Lindsay Gibson

University of Glasgow, UK

This literature review examines the essential components of initial teacher education (ITE) curricula to identify best practices that enhance the quality and equity of teacher-training outcomes. It addresses two key questions: (1) What should be included in an ITE curriculum to foster effective teaching? and (2) What are the best practices for achieving high-quality teacher-training outcomes?

The review is grounded in the Holistic Teacher Education theory, which integrates intellectual and pedagogical development with mindful and reflective practices in teacher education. This model emphasises cultivating teacher dispositions and beliefs, aiming to bridge the gap between teacher education institutions and schools. It advocates for a comprehensive approach that encompasses moral and spiritual education, fosters emotional intelligence, ethical awareness, and personal growth, and encourages educators to engage deeply in their own development to better support students' holistic growth.

A systematic review of scholarly articles and policy documents was conducted, with a focus on ITE curricula from leading educational systems. The methodology involved synthesising existing evidence, identifying best practices, and highlighting gaps in the literature to guide future curriculum development.

The findings reveal that effective ITE curricula incorporate subject content, pedagogy, and comprehensive assessment strategies, combining with practices that foster self-awareness and ethical development. Successful

programmes also highlight the importance of moral and spiritual education, equipping teachers to support students' holistic development. Key practices identified across countries include competency-based assessments, inclusive pedagogical strategies, reflective teaching methods, and values-based education.

This study aligns with the conference themes of quality teaching and curriculum design for equitable teaching. By comparing international ITE curricula, the review provides insights into creating effective teaching frameworks. The findings have implications for curriculum development and policy-making in Scotland and offer valuable perspectives from international contexts, including Singapore, the USA, Canada, and Australia.

The shadow curriculum of English ITE

Mandy Pierlejewski

Leeds Beckett University, UK

Recent changes to the regulations governing initial teacher education in England have included the requirement for all ITE providers to use a new state-mandated core content framework (Department for Education, 2019). Initial analyses of this framework indicate that it is reductive and narrow, emerging from a scientific model of knowledge focusing on technicist learning (Hordern & Brooks, 2023). This paper aims to analyse the CCF document, asking what kind of curriculum it constitutes. It uses a highly original approach to analysis called the *doppelgänger* as a method. This approach explores situations of conflict, asking where a double or *doppelgänger* emerges and how it functions as a technology of power. It finds that the conflicting demands of the CCF and initial teacher educators' desire to provide transformative education produce a dual curriculum. An authorised curriculum is established by the CCF, while a shadow curriculum emerges from the aspects which are rendered invisible in the framework. The lack of exploration of why teachers teach as they do is a stark omission from the CCF, along with any meaningful discussion of the impact of context on learning. I argue that teachers in England do not, however, exclude these important aspects of inclusive and equitable teacher education from their programmes. Rather, they form a shadow curriculum, one which exists within the ITE classroom but is not recorded on official documentation. The shadow curriculum, therefore, forms a resistance to the CCF, promoting equity and inclusion despite the tightly regulated framework in operation in England.

Department for Education (2019). *ITT Core Content Framework*. London: Crown.

Hordern, J. & Brooks, C. (2023). The Core Content Framework and the 'New Science' of Educational Research. *Oxford Review of Education* [Online], 00 (00), pp. 1–19. Available from: <https://doi.org/10.1080/03054985.2023.2182768>.

Equitable partners in designing the learning environment of an online course

Petra Menz, Joanna Niezen

Simon Fraser University, Canada

This paper describes the rationale, implementation and assessment of restructuring an online course, where all stakeholders – students, instructors, teaching assistants and a technician – had equitable input throughout the process. The course is designed for post-secondary students aspiring to be elementary teachers. Being offered tri-semesterly, online and asynchronously with students self-led through the material, the course's learning environment is of paramount importance. Since its creation in Fall 2013, with the advancement of technology, the learning environment of the course has become rich with material, offering active and comprehensive learning. However, as the course has grown, its structural complexity has also grown, making navigation increasingly intricate.

Furthermore, the students taking this course are not only comprised of a variety of ethnic backgrounds in Canada, a multicultural nation, but often identify with disability-related needs (~15%). When student surveys started to indicate that the learning and accessibility of the course were hindered by its navigation, the instructors realised that these undergraduate students needed to be involved in the restructuring process along with the graduate student teaching assistants and the implementing technician. After combining and organising feedback that was collected both informally and via surveys, representatives from all stakeholder groups met to decide on various design choices and map out a plan to improve the course layout. Undergraduate and graduate students contributed equally to this restructuring plan. Not only were the undergraduate students' insights thoughtful, but their unique viewpoints were invaluable, leading the discussion as experts in user experience and ultimately guiding many design choices. Moreover, the graduate-undergraduate student relationship that develops within the help centre was leveraged to speak to the common misconceptions that undergraduates face in this course. Student surveys

from three subsequent semesters were analysed. Ultimately, the inclusion of all stakeholders led to a richer and more accessible online learning environment.

Exploring the challenges in the broad general education to senior phase transition in Scotland's curriculum

Jonathan W. Graham
Glasgow City Council, UK

Curriculum Design for Equitable Teaching is a priority in Scotland. Since the implementation of Scotland's Curriculum for Excellence (CfE) in 2010, many secondary schools have modified their curricular structure to deliver required pupil entitlements and offer a Broad General Education (BGE) until the end of S3 (age 14-15). The autonomy afforded to Headteachers offers schools significant flexibility in designing their curriculum, which has resulted in a range of curricular structures across Scotland. However, many schools find it challenging to attain a balance between ensuring learners receive their entitlement to a BGE while also supporting progression to the senior phase (age 15–18) (Education Scotland (ES), 2020, 2024).

This paper draws on an empirical study carried out by a Headteacher (Principal) researcher in 2023. It explores the underlying reasons giving rise to the BGE challenges and how the challenges impact curricular structures. It interrogates policy and examines the curricular structures and organisation of learning in a Scottish local authority's (LA) (district) BGE curricula, alongside national inspection reports. The researcher employs a Case Study approach (Mfinanga et al., 2019), using the LA secondary schools as case study sites. The study draws from interpretive (Cohen, 2018) and constructivist paradigms (Cresswell, 2018).

The findings indicate that the wording and expectations in education policy, in addition to the competing demands of CfE and other educational agendas around equity and excellence, have given rise to the challenges reported by ES. The ways in which schools address such demands have resulted in a range of curricular structures and learning experiences in the LA's secondary schools, particularly in relation to S3. The paper concludes with recommendations for government bodies in relation to practice and policy, to alleviate challenges faced by schools, thus promoting *Curriculum Design for Equitable Teaching*.

Session 2.3: Childhood Practice & Inclusion

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 630
Session Chair: Gina Lafortune, Université du Québec à Montréal (UQAM), Canada
Session Chair: Anna Katarzyna Wozniczka, University of Iceland, Iceland

A Q methodological exploration: Early childhood teachers' attitudes toward equitable and inclusive practices underpinned by universal design for learning unveiled

Siobhan Canavan
Ireland

This doctoral study explored early childhood teachers' (ECT) attitudes towards inclusion-based pedagogical practices to assess their readiness for Universal Design for Learning (UDL) implementation in Irish early childhood classrooms as an effective, equitable pedagogical tool for quality teaching for inclusion and a more equitable world. This research aimed to gain a deeper insight and understanding of the variability in ECT attitudes and opinions about their inclusive practices through the lens of UDL. One key pedagogical approach to promote a fair and equitable education for all children is the UDL framework (Flood & Banks, 2021; Galkienė & Monkevičienė, 2021). However, most research has focused on UDL in higher education, with limited attention to early childhood education. High-quality early childhood education ensures all children's equal access and participation, including those from socio-economically disadvantaged backgrounds, ethnic minorities, and those with diverse learning needs (Curristan et al., 2023).

Social justice in education guided my theoretical framework for this study as I sought new knowledge regarding equitable teaching practices. Using Q methodology, I combined qualitative and quantitative research techniques to study in-depth, subjective views carefully and systematically. I took a constructivism/interpretivism paradigm in line with the principles of Q methodology to explore and analyse ECT's subjective views (Ramlo & Newman, 2011; Watts & Stenner, 2012). Using Q's unique analysis to identify patterns of responses within the Q sorts, this research found three distinguishing viewpoints on implementing inclusive pedagogical practices in early childhood education underpinned by characteristics of UDL. While there were distinguishing viewpoints, there

was also consensus and agreement among teachers about the importance of valuing and honouring all children's preferences, views, and choices within an inclusive child-centred practice, enriching children's learning opportunities and shaping quality inclusive teaching practices for equity in early childhood classrooms.

Primary school teachers confronting racism: Overcoming denial to transform educational practices

Gina Lafortune¹, Fasal Kanouté², Philip Howard³, Genevieve Audet¹, Evens Mensah¹, Marc Donald Jean-Baptiste¹

¹Université du Québec à Montréal (UQAM), Canada; ²Université de Montréal; ³Mc Gill University

In 2022-2023, an action research project was launched in collaboration with three schools to document the experiences of black pupils in primary schools in Quebec, Canada. The project has three main objectives: to identify the forms of racism encountered by the pupils; to document the strategies and resources mobilised by those involved to meet these challenges; and to support their agency by working with them to identify, implement and consolidate the most effective resistance strategies and transformative practices.

The project is based on critical and anti-racist theories, with a particular focus on anti-black racism in educational settings. The methodology is based on a two-year ethnographic study within the three schools, involving observations in various areas of the school environment, individual and group interviews with school staff, pupils and their parents, and immersion in certain school activities.

The preliminary findings presented in this communication are based on data collected from 26 teachers through ethnographic observations and individual interviews. These results reveal various forms of racism affecting black pupils and highlight the tensions and discomfort caused by this issue in the primary school context. Situations are often reduced to simple interactions between children, obscuring the systemic issues. Two trends emerge: on the one hand, most teachers deny racism and justify unfair processes and practices; on the other hand, a minority of teachers show a relative awareness of these issues but express a fear of making mistakes and a feeling of powerlessness in the face of the challenges and changes to be made.

This communication will explore these tensions in teaching practice. It will emphasise the need to move beyond diversity-focused approaches to promote far-reaching change, aimed at a genuine quest for justice and equity for all pupils.

Fostering inclusion in early childhood education and care through the development of interprofessional learning communities

Anna Katarzyna Wozniczka, Edda Óskarsdóttir, Hafðís Guðjónsdóttir
University of Iceland, Iceland

According to Icelandic law, the preschool is the first level of the school system and shall be characterised by inclusion and cooperation. Moreover, a new Act on the Integration of Services in the Interest of Children's Prosperity guarantees the right support for children and their families. With immigrants accounting for 20% of the Icelandic population, the focus is on ensuring schools are prepared to respond to the needs of immigrant children. Municipalities have been developing innovative practices to meet this diversity.

The aim of the study was to explore how the collective inquiry between teachers, special education teachers, teaching counsellors, principals and a refugee reception manager in one municipality evolved into an interprofessional learning community and analyse its impact on the inclusion of immigrant children in ECEC.

A professional learning community is a community of peers who share experiences and learn together in a purposeful way with the aim of empowering the children. Leading from the Middle (LfM) endeavours to support those professionals who are closest to the work of teaching and learning so they can collaborate purposefully, responsibly and transparently.

This paper builds on a case study of a multicultural team in a Riverside municipality. The municipality has around 12.000 inhabitants and six preschools with a total of 30 languages spoken. Data included observations, interviews with various professionals, and reviews of relevant documents, such as meeting minutes. Data were analysed through thematic analysis.

Findings shed light on the importance of including diverse actors in the development of preschool practices to ensure all children's well-being, participation and learning. Furthermore, having the authority, expertise, and confidence to implement new strategies collectively to educate all children is crucial for the development of ECEC. The study can inform teachers, teacher educators and policymakers worldwide on how effective partnerships with preschools can promote equity and inclusion.

The role of teachers' practices in the construction of their students' identity

Imane Sahraoui¹, Gina Lafortune²

¹Université du Québec à Montréal, Canada; ²Université du Québec à Montréal, Canada

In the course of their school careers, students experience and develop many facets of their being, but what about their identity? Like their minds, identities are built and shaped by their experiences, particularly at school, where they spend most of their days. The construction of children's sense of identity is influenced not only by their daily social interactions but also by the content to which they are exposed. Do they recognise themselves in stories or classroom activities? Do they feel comfortable sharing cultural or religious practices at home? The aim of this study is to document teaching practices and how they might support the identity construction of preschool and primary school students. This research is grounded in identity construction theories and critical pedagogy. In order to illustrate some examples of the possible impacts of certain teaching practices that can influence students' identity construction, we will be using data collected as part of an ongoing ethnographic research (Lafortune et al. 2022-2027), as a pilot for this study. While several studies in Quebec have analysed these issues with racialised minority adolescents and adults (Magnan, Darchinian and Larouche, 2016), very few have focused on elementary-aged students as they experience the construction of their identity consciousness, from preschool to elementary school. We now know that identity is a dynamic process reflected in daily interactions and choices (Dubet, 1994). Identity awareness is a process by which the individual gathers and becomes aware of the different components of their identity, starting with individual identity, which takes root from the age of 5-6 (Mucchielli, 2021). Primary-age children are therefore constantly developing their identity awareness, particularly at school, where they spend most of their time. This paper is part of the "curriculum design for equitable education" theme as it explores current teaching practices and curriculum choices.

Session 2.4: S-STEP Studies

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 639*

Session Chair: Richard Bowles, Mary Immaculate College, Ireland

How do we recognise the complexity and the layers of identity to engage in difficult conversations?

Nance S Wilson¹, Wendy L. Gardiner², Amy Tondreau³, Kristin White⁴, Tess Dussling⁵, Elizabeth Stevens⁶, Tierney B Hinman⁷

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The aim of this research is to understand how teacher educators can engage in complex conversations about race in literacy education settings. Reviewing multiple data points on our self-study research dealing with anti-racist teaching has demonstrated that for multiple reasons, including socialised niceness, power structures at institutions, and norms of white supremacy culture, we often are challenged by the difficult conversations necessary to move toward justice. This research follows 7 cis-female-white teacher educators as they engage in a critical reading of *Uncomfortable Conversations with a Black Man* (2022) to both learn new perspectives and to better understand the structures of these conversations for their own classrooms. We use the lenses of critical racial literacy, sociocultural perspectives on learning and intersectional positionality to help us uncover the complexity of socialised niceness in this self-study. Data includes journal entries, recordings of Zoom meetings for book discussions, and common assignments/discussions in our teacher preparation courses. Preliminary findings indicate that we are making progress with initiating these conversations, but we continue to work on sustaining and/or deepening them and giving teacher candidates (TCs) more access points to join us in the work. We had to get comfortable with our own discomfort to engage in these conversations, and the self-study group was a significant support for moving from conceptual understanding and intentions to concrete enactment. We found that examining the world beyond education through the eyes of someone else's experiences aided in identifying why the conversations were often uncomfortable, and thus gave a structure for these conversations with TCs. We entered, negotiated, and retreated from conversations related to justice and inclusion. The group, coupled with the readings, provided simultaneous sources of support, problem solving, knowledge construction, and accountability. Interrupting niceness and whiteness to engage in uncomfortable conversations built critical racial literacy.

Teaching for Meaning - A collaborative self-study

Richard Bowles, Anne O'Dwyer

Mary Immaculate College, Ireland

This paper explores the challenges faced by teacher-educators in their planning and support for pre-service teachers' development and learning. Specifically, the authors examined their own capacity to address these challenges while using the Meaningful Physical Education (MPE) approach.

MPE articulates a rationale for teaching physical education, based on the idea of prioritising meaningful experiences, thereby identifying potential and desired outcomes for participants in physical education. MPE is grounded in democratic and reflective pedagogical approaches, with a clear focus on student voice.

Over the course of an entire semester, one of the researchers taught a physical education module on an initial teacher education programme. Using a collaborative self-study approach, written weekly reflections were completed and shared with the second researcher, who was a faculty colleague. The second researcher adopted the role of a critical friend, commenting on the reflections and posing questions. The whole dataset comprised eleven written and annotated reflections and three recorded and transcribed conversations.

The data were analysed thematically, leading to the development of two central themes. Firstly, decisions relating to implicit and explicit instruction were highlighted in the context of the authors' intention to prioritise the students' meaningful experiences. It was challenging to retain a clear focus on the creation of a democratic teaching and learning environment, due to the novelty of this approach to the students and, to a lesser extent, to the researchers. The second theme described how the authors balanced teaching a set curriculum, with their intention to teach with a focus on their students' meaningful experiences. This challenged them to provide enough time and space for sufficient discussion and reflection.

This paper shares how the adoption of a self-study of teacher education practice (S-STEP) approach can support teacher educators' own professional development, while also scaffolding a positive and meaningful learning environment for their students.

Session 2.6: Teacher Identity & Novice Teachers

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 707

Session Chair: Desmond Carswell, Mary Immaculate College, Ireland

Session Chair: Małgorzata Ekiert, Pomeranian University in Słupsk, Poland, Poland

From "I as a Teaching Specialist" to more: Unravelling the multifaceted teacher identity of novice teachers through Dialogical Self Theory

Ruidan Zhang, Juyan Ye

Beijing Normal University, People's Republic of China

From the theoretical perspective of Dialogical Self Theory (DST), this study aims to understand how novice teachers' teacher identity is constructed in the first year of teaching through a qualitative study in the Chinese K-12 school context. In this study, 3 rounds of semi-structured interviews were carried out right after these novice teachers started their initial year at school, in order to track the dynamic process of identity formation. Other data sources, such as diaries and daily work schedules, were also collected.

The research finds that novice teachers engage in interactions with students, school leaders, colleagues and other significant others, and different interactions prompt diverse kinds of dialogues within the individual's internal self. Through these dialogues, categorised as cooperative, conflicted and introspective ones, teachers constantly reconstruct their answers towards what it means to be a teacher, how to be an excellent teacher, etc.

A pivotal self-position identified is "I as a Teaching Specialist," which is particularly salient during the early stage of the teaching career. Novice teachers often seek to establish their expertise in pedagogy to gain confidence, and such confidence then ensures them to effectively navigate other positions such as "I as a live streamer", "I as a school administrator" or "I as a parental figure", etc.

This study provides a fresh look at the often-overlooked inner world of novice teachers, underscoring the importance of heuristic guidance from teacher educators, supportive culture within the teacher community and ongoing self-reflection of novice teachers in shaping strong teacher identity with positive self-positions.

Teacher identity tensions and the need for new roles: Insights from Poland

Małgorzata Ekiert, Dorota Werbińska
Pomeranian University in Słupsk, Poland

Traditionally, the role of teachers, irrespective of the subjects taught, was, roughly speaking, to instruct, control, assess, organise, observe, and constitute a resource for their students. Yet, the complexity of today's world, with its changes (i.e. technology, AI), global and local challenges (i.e. pandemic, wars, more and more students in need for special educational needs) and demands (the ongoing reforms, parental expectations) seem significant enough to reconsider the issue, and redefine who the teacher is (becoming) and what is expected of them. Drawing on a qualitative and interview-based study with 10 Polish experienced teachers, we conducted a thematic analysis of data in the hope of examining the tensions which are gradually building within this group of professionals. It turns out that a lot of tensions result from the conflicts between teachers' personal values and institutional demands, as well as social and structural constraints originating beyond their classrooms. In addition, the study suggests new understandings of teacher roles that may better respond to the world's contemporary needs.

An ethico-political conceptualisation of teacher identity: Incorporating prospective teachers' sense of being into teacher education processes of becoming

Desmond Carswell¹, Paul F Conway²

¹Mary Immaculate College, Limerick, Ireland; ²University of Limerick, Limerick, Ireland

Aims: Using a Foucauldian framework (Foucault 1983, 1985; Clarke 2009), the aim of this paper is to understand how prospective teachers construct themselves in ethico-political terms, i.e., how prospective teachers construct the relationship that they have with themselves.

Theoretical Framework: Informed by Foucault (1983, 1985) and Clarke (2009), this paper addresses the ethico-political identity formation of prospective Irish primary-school teachers in terms (i) ethical substance i.e., the ways prospective teachers constitute themselves (ii) authority sources i.e., the attributed sources through which prospective teachers come to know their ethical substance (iii) self-practices i.e., the ethical work that prospective teachers undertake to understand themselves vis-à-vis unfolding experiences and (iv) telos i.e., the mode of being the prospective teacher aspires toward.

Method: Framed within the interpretivist paradigm, this paper draws on interviews (photovoice and semi-structured interviews) with a small sample (n=4) of prospective teachers that took place at three points during the final semester of their initial teacher education. For this paper, we use indicative examples from one illustrative composite case (Seán) using data typical of each case to evidence our claims (Gleeson, 2015; Willis, 2019).

Findings: Findings illuminate prospective teacher ethico-political identity as: (i) ethical substance as the basis for nascent teacher practical knowing-in-action and pedagogical sensitivities, (ii) temporally organised authority sources, (iii) dynamic and interrelated self-practices and (iv) telos as a form of identity prolepsis that emphasises three major valuational endpoints.

Relevance to the Conference theme and specific strand: This paper is relevant to the conference strand 'Equity and Inclusion in Teacher Education' as it evidences the generativity of an ethico-political conceptualisation of identity as a way of incorporating prospective teachers' sense of being into objectified teacher education processes of becoming.

Session 2.7: Professional Learning

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 734

Session Chair: Glenn Savage, University of Melbourne, Australia

Session Chair: Laura Sara Agrati, Pegaso University, Italy

Why professional learning is worth government investment

Glenn Savage, Larissa McLean Davies

University of Melbourne, Australia

Research Aim: Globally, education systems are focused on understanding what constitutes quality teaching and its impact on student outcomes. While much attention has been given to pre-service teacher development, governments are now emphasising the need for ongoing professional learning to improve teaching quality, retention, career progression, and system-wide innovation. This literature review provides a synthesis of research

evidence on the impacts of teacher professional learning and ongoing investment in professional learning by governments. This review approaches questions of value and worth from a holistic perspective, focusing on the impacts of quality professional learning on students, teachers, and education systems.

Theoretical Framework: The paper combines foundational theories of professional learning with research on evidence-informed policymaking to examine how governments and system leaders use research to shape professional learning strategies. This dual focus provides a generative lens for analysing the design, implementation, and impact of professional learning across diverse educational contexts.

Methods: The paper is based on a scoping review of global policy and research literature on teacher professional learning. It surveys key studies from various education systems, including OECD nations, identifying trends, gaps, and the impacts of professional learning.

Findings: The paper provides evidence that quality professional learning has strong positive impacts on students, teachers, and education systems. It highlights *five primary reasons* for investing in teacher professional learning: 1. Strengthening quality teaching and improving student learning; 2. Supporting career progression and leadership development; 3. Bolstering retention and job satisfaction; 4. Fostering collaboration and networked learning; 5. Driving system-wide innovation and improvement.

Relevance to Conference Theme: The paper strongly aligns with conference themes by emphasising the critical role of professional learning in fostering equitable and high-quality teaching. Professional learning empowers teachers to offer rich educational experiences for students, making it a crucial investment tool for governments.

Beyond the gears of the mechanism. A study on teachers' professional learning effectiveness

Laura Sara Agrati¹, Alessia Scarinci², Arianna Beri³

¹Pesaso University, Italy; ²University of Salento; ³University of Bergamo

The evaluation of effectiveness is still to be considered the weak link in teachers' professional learning: it mainly focuses on the satisfaction of teachers (*outcomes*), not on the change of knowledge, behavior (*output*) and organisational and actual practice (*impact*). Teachers' professional learning is a complex and non-linear process, whose cause-effect relationships are difficult to define. The teachers' professional learning evaluation requires comprehensive models of the complex, situated and contextual nature, open to transformative and critical hypotheses of professionalism itself.

The design, methodology and results of a training-investigation conducted in 2024 at the University of Bergamo and aimed at monitoring/evaluating the professional learning of teachers are presented. The study involved 200 teachers enrolled in the secondary school teaching qualification program within the course on school evaluation processes. The research question concerned the effectiveness of the professional learning experience in developing transformative and critical attitudes. It followed a mixed embedded design. The quantitative data were collected through a pre-post intervention' ad hoc' questionnaire and analysed with correlational statistical techniques; the qualitative data were collected through documentary reports (tools specifically designed for assessing student learning) and analysed using MAXQDA software.

The results indicate that the professional learning experience has modified some knowledge and behaviours (*output*) of teachers: it favoured a composite knowledge of school assessment and stimulated less routine and more original methods of intervention. It also had a fair impact on the school organisations to which it belongs, given the on-site adoption of the evaluation tools designed during the process (*impact*).

The study offers some remarks on the debate on professional learning, from a systemic and transformative, non-linear perspective. It helps to discuss the presumed concepts of 'quality' and 'efficiency' of teaching and professional development, and to redefine the role of teachers as empowered for development, not mere gears in a mechanism.

Session 2.8: Teacher Preparation

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 743

Session Chair: Brianna L. Kennedy, University of Glasgow, UK

Session Chair: Tanya Pinkerton, Arizona State University, USA

Unpacking mentoring in teacher preparation: Practices, goals, and outcomes in different preparation tracks

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Aim: To examine student teachers' (STs) mentoring experience on a large scale and compare two preparation tracks that include different fieldwork and mentor role designs.

Theoretical framework: The global trend towards field-based teacher preparation (Zeichner, 2012) promises to improve multiple aspects of teaching. Mentoring is one of its most significant vehicles for nurturing socially and culturally sensitive teachers (Kent, 2013). School-based mentors are more than just teacher educators (Feiman-Nemser, 1998); they are experienced teachers familiar with the culture of their school and its community, who help student teachers (STs) attune the knowledge they learn at the teacher preparation institution to the specific needs of their students (Dallavis & Holter, 2014; Efron et al., 2021). However, despite their importance, these issues are rarely examined on a large scale.

Methods: We used a mixed-method approach. First, we constructed a taxonomy that describes high-quality mentoring practices and goals based on field-grounded methodologies (Authors, 2023). We used this taxonomy to design a questionnaire distributed among Israeli STs. We collected data from STs (n=1341) in two different teacher preparation tracks – traditional and practicum-oriented.

Findings: Mentors in the practicum-intensive track provided STs with more opportunities to teach, bolstered by more reciprocal mentoring relationships. Nevertheless, they failed to achieve better results in other mentoring categories compared to mentors in the traditional track. These findings complicate the discussion concerning field-based preparation and its promise to better support novice teachers by providing them with contextually relevant experience.

Relevance to Conference: The study exposes the shortcomings of field-based teacher preparation and mentoring. We do not underestimate their importance, but we suggest not considering them magic bullets for solving the complex challenge of preparing culturally and contextually aware teachers. Moreover, we discuss practices and policy decisions that may better cater for this purpose.

Preparing teachers for inclusive education: Challenges and best practices

Manpreet Kaur Bagga, Balwant Singh

Partap College of Education, Ludhiana, India

As classrooms become more diverse, teachers are increasingly required to meet the needs of students with varying abilities, cultural backgrounds, and socio-economic status. However, many educators feel inadequately prepared to manage these complexities, underscoring the need for enhanced teacher preparation (Smith & Doe, 2019).

This research explores challenges and best practices in preparing teachers for inclusive education to identify effective strategies and address gaps in current teacher education programs.

Grounded in the theoretical frameworks of equity, social justice, and Universal Design for Learning (UDL), this study investigates how these principles are integrated into teacher education programs (Rose & Meyer, 2002). The research focuses on a qualitative method, employing semi-structured interviews and focus groups with 8 teacher educators, 12 pre-service teachers, and 12 in-service teachers.

Interviews with pre-service teachers, in-service teachers, and teacher educators revealed the need for specific strategies to incorporate inclusive practices into curricula, such as culturally responsive teaching and differentiated instruction. Focus groups with pre-service and in-service teachers provided a deeper understanding of the challenges they face in implementing these practices in diverse classroom settings, including issues related to insufficient training, lack of resources, and resistance from school communities.

The findings highlighted significant challenges and effective practices in teacher preparation for inclusive education. By addressing these challenges, the study aims to support the development of more equitable and socially just educational environments (Tomlinson, 2014).

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Preparing transformative teachers through community-focused learning

Brianna L. Kennedy, Sinead Gormally, Helen Martin, Claire Ramjan, Tore Sorensen
University of Glasgow, UK

In recent Scottish policy, there has been recognition of the need to reevaluate the focus of education to ensure it is a responsive system that includes community and youth workers to work for and with all young people (Scottish Government, 2023). Young people do not function in isolation from their local communities, and schools are increasingly being viewed as community hubs (Cleveland et al., 2023). Teachers getting to know and developing supportive relationships with community residents and organisations can aid positive knowledge exchange.

Research on social justice-focused teacher preparation has established the importance of pre-service teachers (PSTs) learning about community cultural wealth (CCW, Yosso, 2005) to make relational and curricular connections between school and home. Through community connections, teachers can empower students to take critically conscious action toward social justice in their lives and communities (Benjamin & Arshad, 2020; Zeichner, 2024).

This paper describes a pilot study in one master's course in which we collaborated across the initial teacher education and the community development programs at one Scottish research university to connect 80 pre-service teachers with community liaisons to study one school community with the goals of: a) identifying the sources and content of CCW; b) giving examples of how social (in)justice is perpetuated in the community and what impact that has on young people; c) learning about funds of knowledge and frames of reference and applying that learning to classroom practice; and d) learning how to develop professional relationships with community members and youth workers. Drawing upon focus group interviews with students, teachers, and community members as well as content analysis of students' work, we identified specific areas in which students' dispositions, knowledge, and skills grew through the community study. We also report on challenges faced and implications for future research and practice in teacher education.

A blueprint for designing systems to support educator preparation

Carole Basile, Nicole Thompson, Tanya Pinkerton
Arizona State University, USA

Equitable access to high-quality educational opportunities is key for developing healthy communities for all, with teacher quality being the most important school-related factor influencing student achievement (Goldhaber, 2016). Therefore, how preservice teachers are recruited and then prepared to enter the workforce is valuable to the overall success of the education system and can shape the design of the workforce itself. With this in mind, MLFTC has designed structural shifts to the way we design and implement educator preparation programs. These shifts have focused on five systems: (1) workforce design, (2) program design, (3) learner-centred curriculum, (4) professional experiences, and (5) partnerships. Historically, educator preparation programs had been largely guided by requirements from external agencies and organisations regulating and building the educator workforce (e.g., state boards of education, school districts). This resulted in educator preparation programs that were highly structured with limited flexibility, effectively reducing access for many potential future educators, especially those from historically under-resourced and/or under-represented communities. Understanding the impact of these barriers within the system was the impetus for wide-scale change. Consequently, we redesigned our teacher preparation programs to be accessible, personalised, and transformational for preservice teachers. However, we went even further to create changes in our educator preparation programs that could potentially influence the design of the workforce our students are entering. In this presentation, we will share the lessons we have learned from moving away from a traditional approach to educator preparation to designing programs which leverage variance and champion human potential. Further, we will address how we plan to continue growing and developing across these five systems.

Session 2.9: Mentoring

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 745
Session Chair: Denise Ann Beutel, Queensland University of Technology, Australia
Session Chair: Valerio Ferrero, University of Turin, Italy

Factors impacting on the long-term outcomes of a mentoring training program for teachers

Denise Ann Beutel, Donna Tangen, Chrystal Whiteford, Leanne Crosswell
Queensland University of Technology, Australia

This research explored the long-term impact of a mentor training program for teachers. The program was developed as a systemic response to national and state government reviews of teacher education in Australia. Over six years, 4000 teachers participated in the two-day face-to-face program. On completion, teachers were expected to lead mentoring back in their schooling contexts. Government investment in the program was estimated to be more than A\$15 million, with a further A\$1 million to the university for the design and delivery of the program. Due to the huge investment of fiscal and human resources, long-term impacts from the program were anticipated. As the program was a system-wide initiative, equitable implementation of mentoring in schools across the sector was also expected.

Three years after the program ceased, the trained mentors were invited to participate in an online survey about the post-program impacts. This paper draws on the 112 responses to the open-ended, short response survey question inquiring about factors impacting mentoring since the program stopped. Responses were analysed using an iterative approach adapted from Braun and Clarke.

The findings highlighted that although the program was a system-led initiative, there were inequities across the sector in the enactment of mentoring, with mentoring approaches dependent on school leadership in school contexts. The disparities in the allocation of time and resources for mentoring across schools added to the inequities. An example here was that while schools were given teaching-release funding by the government, schools could use their discretion as to where the money was spent. Often, the participants reported that the money was spent on priorities other than mentoring. While the need for organisational leaders to recognise and prioritise mentoring in educational contexts has been emphasised in previous research, further recommendations to address the inequities of mentoring provisions will be presented.

Mentoring narratives to support best practices for non-traditional students: Practice to theory

Gauna Leslie¹, Jane McIntosh Cooper¹, Christine Beaudry², Gayle Curtis³

¹University of Houston Clear Lake, USA; ²Nevada State University, USA; ³Texas A & M University, USA

All authors work in Hispanic Serving Institutions (HSIs) with non-traditional students who have accelerated degree schedules, full-time jobs, are older, have families, take online and/or virtual classes, and often are underprepared to navigate the curriculum needs or the hidden curriculum of the institution, program, and profession. We wondered what a reflective examination of our diverse mentee-mentor experiences could show about improving mentor-mentee relationships within diverse student populations.

Mentoring programs discussed are those in which faculty mentors provide educational, professional, and personal support for students. Relational characteristics of strong mentors for non-traditional students include interpersonal aspects (trust, respect, care, concern, empathy, cultural and individual awareness). While there is much work on characteristics of strong and weak mentorship, suggestions on discrete actions or dispositions of mentees are less robust.

We adopted a continuum of care (reciprocal caring) (Noddings, 2012) to reframe our mentoring experiences/stories (Russell, 1988). Mentorship narratives supporting socialisation in higher education were developed from the authors' personal practical knowledge (Clandinin & Connelly, 2000). Individual/joint journaling further developed our adaptation of the continuum of care over time. Analysis was conducted iteratively in bi-weekly meetings. Axial coding helped clarify, further define, and delineate themes.

Emergent themes became moments along the continuum of care and time with repeated exposure between the mentor-mentee dyad. Moments were named *responding*, *engaging*, *scaffolding*, and *co-construction*, alliterating the shared knowledge transfer available within the moment. Successful interactions and reciprocity by mentee-mentor pairs in each of these moments lead to continued engagement and deepening of the relationship. Successful and unsuccessful practices for each moment are discussed.

Non-traditional students are often vulnerable to the unstated invisible curriculum of institutions, including faculty mentorship. It follows that determining and teaching them promising practices of menteeship and expectations for good mentors can support socialisation within higher educational settings. Implications for mentees/mentors working within non-traditional educational settings are described.

Urban STEM mentors and mentee development: Exploring self-efficacy through storied experiences in mentoring and induction

Paige Evans, Karen E McIntosh, Karla Adelina Garza, Amanda Campos

University of Houston, USA

Mentor teachers are crucial and considerably influential in teacher development (Goldhaber et al., 2020). We examined the inequitable access to quality urban STEM mentoring for novice teachers. Novice teachers often leave within the first five years (OECD, 2019), with STEM teacher retention even more concerning (Whipp & Geronime, 2017). This study examines the impact of a university-based STEM teacher induction program grounded in culturally responsive pedagogy (CRP) (Gay, 2002; Ladson-Billings, 1995).

Bandura's (1977) self-efficacy framework (SEF) informs the "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments" (p. 3). SEF guided our research on teacher beliefs and their influence on instructional practices since "teachers' beliefs, attitudes, and priorities are linked closely to their classroom behaviour and practices" (Rimm-Kaufman and Sawyer, 2004, p. 322), impacting students' learning outcomes (Guskey & Passaro, 1994). Acquiring deeper knowledge is paramount to understanding the impact of induction and mentoring experiences in shaping aspiring STEM teachers' efficacy in quality teaching practices.

We qualitatively examined the self-efficacy of urban STEM mentors and mentees after a yearlong induction program, including the New Teacher Academy (NTA) Conference. The mentors and mentees who attended the NTA participated in voluntary, semi-structured interviews. Interviews were transcribed and coded to identify salient emergent themes (Saldaña, 2021). Themes included Growth, Relationships, and Challenges.

Mentors and mentees experienced growth through participation in the induction program, improving mentoring strategies, and novice teachers solidifying their STEM teaching craft around CRP. Relationships were vital to providing support and safety to discuss resources, interactions, and navigating the start of school. Mentors and mentees experienced challenges, such as time and consistency, which varied by their roles. The program benefited STEM mentors and mentees by improving self-efficacy in their teacher identity and confidence as teachers and mentors. Implications regarding challenges will be discussed.

The professional engagement of teachers in transforming schools: A reflection on "organisational creativity" and school autonomy using the case of Italy

Anna Granata¹, Valerio Ferrero²

¹University of Milan-Bicocca, Italy; ²University of Turin, Italy

This paper introduces the construct of "organisational creativity" (OC) by exploring its applications in decentralised school systems (Keddie, 2015), with a particular focus on the role of teachers and quality teaching. The Italian context is used as an example, providing useful considerations for school systems with similar characteristics and problems.

The argument is rooted in studies of complex organisations (Merchant & Simons, 2019; Perrow, 2019), in conjunction with theories of equity in education (Griffiths, 2003; Hackman, 2005) and school well-being (O'Brien & Murrein, 2015). Special attention is paid to studies on quality teaching (Bowe & Gore, 2017) and the role of teachers as middle leaders (Lipscombe et al., 2023).

In decentralised school systems, school autonomy institutionalises the use of creativity to design unusual forms of organisation (Hashim et al., 2023; Moultrie & Young, 2009; Puccio & Cabra, 2010), with the goal of equity and improving the well-being of all those involved in school life.

The reflection is based on the literature on these topics and studies on the Italian school system and the use of school autonomy in this context.

OC consists of developing systemic solutions aimed at changing the usual forms of organisation (times, spaces, class formation, forms of relationship between school and family...). Teachers' commitment is crucial not only in the classroom, but also at the institutional level: quality teaching is expressed in their role as middle leaders, because they can influence local educational policies to improve school well-being for the whole community.

In Italy, school autonomy allows for OC in all schools, but only a few implement courageous and original innovations without repeating customary patterns far removed from students' needs (Landri, 2019).

The paper aims to contribute to the reflection on quality teaching by highlighting the commitment of teachers as middle leaders involved in OC processes.

Session 2.10: Symposium

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* WMS - Yudowitz

Teachers and truth-telling pedagogies: A global perspective

Jessica Maree Gannaway¹, Emily Dobrich², Helen Knowler³

¹University of Melbourne, Australia; ²University of Toronto, Canada; ³University College London, UK

This symposium brings together researchers from Canada, the UK and Australia to explore truth-telling pedagogies across a range of contexts. Educators are increasingly tasked with addressing historical injustices in the classroom. At a time when the teaching profession is facing unprecedented crises, this symposium underscores the importance of keeping truth-telling conversations at the forefront of educational agendas.

Paper 1: The Final Report of the Truth and Reconciliation Commission highlights the harmful legacy of the residential school system and the need to work towards reconciliation between Indigenous and non-Indigenous peoples in Canada (TRC, 2015). Drawing on decolonising discourses of diaspora (Haig-Brown, 2009), this paper shares findings from an educational research project created for immigrant women to connect in reflective discussions to learn more about Indigenous Peoples in Canada and discuss ways to take action to support reconciliation.

Paper 2: In the context of national calls for truth-telling in Australia regarding the colonial violence committed against First Nations peoples, educators assume a pivotal role in fostering historical awareness in their classrooms. This paper presents data from a two-year project about capacity-building for discomfort (Britzman, 1998; Zembylas, 2015) in an ITE subject that directly confronts these histories. This study explores pedagogical approaches to prepare educators who can navigate discomfort and contribute to a more reconciled educational landscape.

Paper 3: The Eugenics Legacy Education Project works with staff and students to develop guidelines, staff resources, and learning opportunities that embed visibility and awareness of UCL's history of eugenics. A reparative theorisation of education posits that not only should educators recognise institutional harm and injustice in their teaching, but they should also ask how this should be addressed (Sriprakash, 2022). We outline the tensions of reckoning with these problematic legacies and amplify the transformative potential of student collaboration to develop reparative pedagogies to address harmful histories.

Session 2.12: Symposium

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* WMS - Hugh Fraser

Exploring school-university partnerships committed to educator learning, access, and equity

Alinda van Lwijk¹, Wilke van de Molen¹, Inge Huttinga¹, Helena Eriksson², Jennifer Snow³, Jennifer Jacobs⁴, Janna Dresden⁵, David Hoppey⁶, Christian Winterbottom⁶, Diane Yendol-Hoppey⁶, Eva Garin⁷

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School-university partnerships are increasingly recognised worldwide as critical to enhancing teacher learning, promoting educational equity, and improving student outcomes. Across Europe, Asia, Australia, and beyond, these partnerships serve as vital frameworks for creating professional learning communities, integrating research-based practices, and offering practical experiences for preservice and inservice teachers (OECD, 2019; European Commission, 2015; AITSL, 2017). International organisations like UNESCO and the World Bank advocate for these collaborations, particularly in underserved areas (UNESCO, 2020). This symposium will explore the principles and complexities underlying effective school-university partnerships, focusing on their role in promoting equitable learning environments. It will gather diverse perspectives—from university leaders and teacher educators to school leaders and practising teachers—to examine how these collaborations support educator learning and access to equitable education. In response to a recent Partnership Research Agenda, the symposium will showcase examples of partnerships in action. The symposium features papers that highlight how specific partnerships operationalise concepts like effective leadership, collaborative practices, and professional development, illustrating their impact on teacher education and growth. By grounding these ideas in tangible examples, we provide insights into how partnerships function, their challenges, and their potential to transform

educator learning and promote equity. Eight distinguished institutions from the United States and Europe will present their unique approaches to fostering partnerships that advance teacher education, equity, and access. Together, we will discuss innovative teacher preparation practices, professional development models, and inclusive practices. By weaving together diverse approaches and insights from participating institutions, this symposium aims to inspire future research and collaborative partnerships to promote equitable educational practices worldwide.

Session 2.13: Symposium

Time: Tuesday, 01/July/2025: 1:30pm - 2:50pm · *Location:* JMS 438

Mentoring for quality teacher retention: International perspectives

Maria Assunção Flores¹, Lily Orland-Barak², Juanjo Mena³, Eline Vanassche⁴, Carmen Montecinos⁵, Macarena Salas Aguayo<msalas1@uc.cl>⁶

¹University of Minho, Portugal; ²University of Haifa, Israel; ³University of Salamanca, Spain; ⁴KU Leuven, Belgium; ⁵Universidad Católica de Chile, Chile; ⁶Universidad Católica de Chile, Chile

Mentoring has moved centre stage in professional education over the last two decades, and it is now a central component of initial and in-service professional learning in public service professions. Data points to the importance of mentoring for promoting quality teaching and for retaining teachers in the system, given the fact that teacher attrition rates of up to 50% worldwide, with a shortage of 69 million teachers (as of 2023). Mentoring is also a key component of principal preparation. Supporting the professional learning of newly appointed principals as instructional leaders contributes to leadership stability. Stable, effective school leadership is a key factor in teacher retention. Although it is not just a matter of numbers, the declaration of the “right to induction” undeniably has a long way to go before becoming a reality. Added to these troubling figures, many cases of mentoring in diverse socio-cultural teaching contexts around the world lack a formalised system of expert mentor support and guidance within the institution, which can eventually be a deterrent to novices’ professional development. Thus, after almost four decades of research, mentoring still needs to earn its due place within the institutional discourse of expert practice in the service of professional learning. There is also a need to reconsider mentoring in the rapidly changing world of work and learning, characterized by immigration, increased mobility of persons and ideas, globalization and digitalization. These have fundamentally altered learning and teaching in the professions, raising new challenges and caveats related to issues of equity, quality and ethics. Drawing on studies conducted in Belgium, Chile, Israel, Portugal and Spain, this symposium addresses the above challenges in response to the diversified demands of particular socio-cultural teaching settings and contexts. Our discussion from Israel will consolidate emergent insights and implications for mentoring for quality teacher retention.

Keynote Speech

Time: Tuesday, 01/July/2025: 3:00pm - 4:20pm · *Location:* JMS 438

Session Chair: Lin Goodwin, Boston College, USA

From teaching, to teaching teachers, to teaching teacher educators: A journey in search of quality education for all

Lin Goodwin
Boston College, USA

Quality education is a goal most nations would embrace, especially as education is seen as essential to social and economic development and advancement. But it remains an elusive goal, especially when the aim is to ensure universal access to an excellent education. In this talk, Dr. A. Lin Goodwin from Boston College in the U.S., focuses on some steps we might take as an educator community to further progress in our journey towards quality education for all and not just some. She looks at the profession from the three vantage points: teachers, their preparation, and those who teach teachers, using examples gleaned from her own lived experiences to illuminate the key points she will share.

Session 3.1: Assessment (Pre/In-service teachers)

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 429-

Session Chair: Arianna Beri, Università degli Studi di Bergamo, Italy

Session Chair: Ourania Maria Ventista, University of West Attica, Greece

Super smart society: Assessment, curriculum and teacher training

Maria José Costa dos Santos

Universidade Federal do Ceará, Brazil

The Super Smart Society, in a literal translation of Society 5.0, uses IoT, Augmented Reality, Artificial Intelligence and Robotics for the development and inclusion of individuals in situations of social vulnerability, in Brazil. The objective is to present the reflections on the teaching-learning process, from the digital information and communication technologies in education (TDICE) combined with the socio-emotional skills for teacher training for an evaluation of meaningful learning and the reflective curriculum that take into account the integral formation of the student in Brazilian schools, through a Teaching Methodology, namely the Fedathi Sequence. This is a qualitative research of exploratory procedures. To this end, bibliographic studies are carried out on documents, articles in qualified journals, theses and dissertations on the Capes platform. The main field of study is in public schools, with students and teachers from elementary schools. The results indicate that teachers and students in situations of social vulnerability need to democratize access to TDICE, which involves changes in assessment and curriculum. The relevant themes are considered, and, thus, it is intended to expand the study, which is supported by the research support by the Ceará Foundation for Research Support (Funcap), which articulates improvements for education that reverberate in the teaching-learning process.

Teacher selection in state-funded elementary schools

Ourania Maria Ventista¹, Ioannis Salmon¹, Grigorios Arkoumanis², Magdalini Kolokitha³, Georgios Ventistas⁴, Apostolos Manthos¹

¹University of West Attica, Greece; ²National and Kapodistrian University of Athens, Greece; ³University of Thessaly, Greece; ⁴Aristotle University of Thessaloniki, Greece

Teachers play a crucial role in students' learning and school improvement. Hence, this paper investigates the selection assessments used for teacher selection. The selection assessments and process aim to predict future performance and ensure high teaching quality in schools. This study examined the teacher selection process in centralised education systems. Greece was identified as a case study, since it is a highly centralised system. This study had two key research questions:

- a. What criteria and methods assessing teaching quality have been used in Greece for the selection of elementary school teachers?
- b. How valid are these assessments for teacher selection?

Analysis of policy documents and legislation in Greece was conducted to identify the criteria and methods that have been used for hiring decisions since 2000. This study focused only on state-funded schools because the study was interested in the centralised hiring processes. Furthermore, approximately 95% of schools in the country are state-funded.

This paper will present the different methods and criteria identified. The usual selection criteria identified in policy documents were the subject and pedagogical knowledge, the academic qualifications and the previous teaching experience. Standardised assessments and a hiring process based solely on years of teaching experience were used, whilst now there is a ranking system.

Following the presentation of the results of the qualitative content analysis, an interdisciplinary discussion will explore the validity of these assessments for predicting teaching quality. Evidence from education research and human resources literature was used to evaluate each assessment and selection criterion.

This study recommends that these assessments focus solely on the important purpose of selection. A combination of different assessment methods and criteria is recommended. Finally, more research is needed to investigate the teacher selection methods and predict future teaching quality.

Error as learning opportunities: An investigation with pre-service and in-service teachers

Arianna Beri¹, Laura Sara Agrati²

¹Università degli Studi di Bergamo, Italy; ²Università Telematica Pegaso, Italy

In teaching and learning processes, error has long been considered negative, hindering its transformation towards more positive and constructivist horizons. Recent studies, however, emphasise its educational value, seeing it as a crucial step in the learning process and in the professional development of teachers.

Indeed, the ability to manage and transform errors is a key competence for teachers' professional development, as highlighted in international education policies promoting equitable assessment and inclusive learning.

The research explores the effectiveness of the "mediation model" in managing errors as learning opportunities for teachers in initial and in-service training. The model analyses error by considering content meaningfulness, learner competence and didactic intentionality, offering a multi-level approach that connects learning content with organisational strategies.

The study was conducted at the University of Bergamo during the 2022-23 academic year and involved 21 students and 7 internship tutors from the Primary Education Sciences course. The training was structured into three phases: stimulus, case analysis, and feedback on the interventions. The research focused on the mediation model's effectiveness in developing systemic knowledge and a multi-level approach to error. Data were collected through reports and analysed using MAXQDA software.

The results show the mediation model effectively helps teachers analyse errors and manage interventions at multiple levels, promoting an understanding of personal (students' preconceptions) and environmental (formulation of assessment evidence) factors.

This approach reflects the international community's increasing focus on fair and inclusive assessment. Although further research with larger samples is needed to confirm these findings, the study highlights the importance of fostering positive and professionally prepared teacher attitudes towards students' experiences of error in the context of 'for learning' teaching and assessment. The research fits into the "Curriculum Design for Equitable Teaching" strand as it highlights how a constructive approach to error can improve teaching practice and promote greater equity in teaching and assessment.

Session 3.2: Inclusive Environments

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 430-

Session Chair: Christiana Deliewen Afrikaner, EAT ARTS NAMIBIA, Namibia

Session Chair: Soffia Valdimarsdóttir, University of Iceland, Iceland

Creating inclusive learning environments through the implementation of critical thinking in educational settings

Christiana Deliewen Afrikaner, Sahar Khalil, Donlisha Moahi, Merna Meyer
EAT Arts, Namibia

Research Aim: This study aims to explore the characteristics of quality teaching within the context of creating inclusive learning environments by implementing critical thinking in educational settings. The research seeks to enhance understanding of how educators can foster inclusivity and promote student engagement in diverse classroom settings by examining how to integrate critical thinking into teaching practices.

Theoretical Framework: This research is grounded in the belief that by promoting critical thinking skills, educators can empower students to become active and engaged learners who navigate complex issues and contribute positively to a diverse and inclusive society. It draws on theories of critical pedagogy, social constructivism, and multicultural education.

Methods: This qualitative study utilised a combination of literature review, classroom observations, and interviews with educators to explore the implementation of critical thinking in educational settings. Data analysis involved thematic coding and interpretation to identify key themes related to the characteristics of quality teaching and the promotion of inclusive learning environments.

Findings: The findings of this research highlight the importance of integrating critical thinking skills into teaching practices to create inclusive learning environments. Educators who actively incorporate essential thinking strategies reported increased student engagement, improved critical reasoning abilities, and a greater sense of belonging among diverse student populations.

Relevance to the Conference Theme and Specific Strand: This research contributes to the conference theme of advancing quality teaching by emphasising the significance of creating inclusive learning environments through implementing critical thinking. By promoting critical thinking skills in educational settings, educators can enhance the quality of teaching and support the development of a more inclusive and equitable learning environment for all students. This study aligns with the specific strand of promoting diversity and inclusivity in education, offering practical insights for educators seeking to create more engaging and supportive classroom environments.

The magic of craft: Educational potentials of informal craft gatherings for mutual integration

Soffia Valdimarsdóttir

University of Iceland, Iceland

Typical academic notions of pedagogy assume separate participatory roles, with teachers as providers and pupils as receivers. Increased cultural diversity calls for inclusive teaching practices that are flexible and equitable. The inclusion and social integration of newcomers are the focus, and general education is crucial. Ideology considering personal knowledge as valuable funds that can enhance learning has been developed, benefiting perhaps mostly children and youth. Adults among immigrants, on the other hand, often have limited access to formal education. This raises questions about whether informal education might be understated and should be considered an option for a socially just learning environment for newcomers.

For many, craft knowledge is an important part of their funds of knowledge.

In this study, I wanted to explore the educational potential of the informal gathering of craft practices among strangers with different cultural backgrounds. The main research question was: What mutual educational potentials might informal craft gatherings have for locals and newcomers? Four open craft gatherings were advertised through Facebook. Data was collected through participant observation, qualitative interviews and field notes. Content analysis was conducted.

Preliminary findings indicate that practising and sharing craft knowledge informally can have multiple educational potentials for people with diverse cultural backgrounds. The education taking place seems to exceed learning about methods and materials in crafts. Additional learnings are learning about one another in a way that might enable mutual integration beyond assimilation in a typical one-way process of the formal, from teacher to pupil or local to immigrant. This education happens through the social magic of face-to-face interaction and sharing funds of knowledge outside of that frame.

In this presentation, I argue how the very nature of craft knowledge, being tacit and best transmitted through active participation, may hold realistic and promising potential for equitable teaching in contemporary society.

Session 3.3: S-STEP Studies

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 507

Session Chair: Megan Percy, University of Maryland, USA

Moving humanising frameworks to pedagogical action: Shifting educators' pedagogical content knowledge

Megan Percy¹, Francis Troyan², Crawford Jessica¹

¹University of Maryland, USA; ²The Ohio State University, USA

The last decade has produced significant conceptual research related to the importance of humanizing pedagogy (HP) in the equitable and inclusive education of multilingual learners (MLLs; e.g., Flores & Rosa, 2015), but much of this conceptual work has yet to be translated to substantive pedagogical action (Authors, 2022a). The gap between these rich conceptual theories and ways of leveraging them in practice has meant that attention to equity and justice is not yet deeply woven into the pedagogical content knowledge (PCK) expected of teachers of MLLs (Authors, 2024). Further, teacher educators are ill-equipped to develop the kinds of practices that comprise HP when preparing teachers of MLLs (Authors, 2024; Chang-Bacon, 2021; Faltis & Valdés, 2016). These challenges offer an informative case for all educators attempting to engage in more equitable education.

Both teachers and teacher educators need assistance with moving equity-oriented concepts to actionable practice. An important site for developing teachers' humanising PCK is the MLL methods course. A review of methods courses reveals that our approach to teaching MLL methods has remained relatively static for several decades (e.g., Kayi-Aydar, 2023), focusing on historical methods, skills in the four domains (listening, speaking, reading,

writing), objectives and lesson plans, and assessment. While these remain important aspects of teachers' PCK, teacher preparation for HP also requires deliberate focus on how to underpin these practices with principles that support equity, advocacy, and justice. Drawing from course documents, student interviews and assignments, and teacher educator debriefs, we use the constant comparative method (Corbin & Strauss, 2015) to ask: *How have we leveraged core practices for teaching MLLs (Authors, 2022b) to engage in humanising praxis in our MLL methods courses?* We offer examples from our classroom practice regarding how our curriculum and teaching have shifted, and suggest how this might inform teacher education.

Growing together: A self-study of critical friends

Dawn Turkovich¹, Kristin Harty², Philip Kanfush¹

¹Saint Vincent College, USA; ²Chatham University, USA

This self-study examined the reciprocal mentoring relationship of three professors with different areas of expertise through several novel course structures. The authors unintentionally began a small community of practice that has now spanned over fifteen years and developed into a reciprocal mentoring relationship. Seeking to provide students with unique opportunities to bridge the content between academic areas, the authors mentored each other through multiple courses and pedagogical changes. Along the way, however, their co-mentoring relationship extended through professional tribulations and personal lives.

This work aimed to describe how we were changing as teacher educators while engaging in several collaborative projects focused on providing teacher education students with unique opportunities. Reciprocal mentoring provided us with both support and challenge in ways that supported professional growth and changes reflected in our educational philosophies and practices (Costa & Kallick, 1993; Dreher, 2016; Mullen, 2000).

Based on the characteristics of self-study (LaBoskey, 2004), self-study was chosen to study the effects of engaging with critical friends on maintaining a growth mindset and the process of lifelong learning. Documentation was coded and analysed. Artefacts included emails, class artefacts, observation notes, syllabi, and teaching evaluations.

Findings support the belief that reciprocal mentoring is complex and non-linear. The benefits of engaging in reciprocal mentoring that evolves into professional and personal friendship can help one feel a sense of belonging even when in an unsupportive environment. The relationship showed varying degrees of both support and challenge in ways that positively affected teaching, research, and professional growth.

This study gives clear recommendations for professors looking to develop co-mentoring relationships with peers, focusing on the benefits and challenges of being in a reciprocal mentoring relationship.

What helps one, helps all.

Elizabeth Grassi¹, Malgorzata Wild², Christine Berg Tveitan², Tina Louise Buckholm⁴, Natali Segui Schimpke³

¹Regis University USA; ²Ostfold University College, Norway; ³Fremmedspraksenteret, Norway; ⁴Halden VGS, Norway

This study aims to increase academic equity among the growing immigrant/refugee population in Norwegian schools. In 2022, the immigrant/refugee population in Norway rose to over 16% of the total population, and Norwegian teachers now educate an increasing number of immigrant/refugee students. The Norwegian Education Act stipulates *adapted* language instruction for immigrant/refugee students, but the methods for providing adapted instruction are not clearly defined, and the majority of teachers are not prepared (Arnesen et al, 2023; Næss et al, 2023). Despite efforts to increase academic achievement in immigrant/refugee students in Norway, these students continue to perform below their native language speaking peers in English, reading, and mathematics, and drop out of school at a higher rate (Norozi, 2023; Rambøll, 2016; Nordic Research Centre, 2021).

This study implemented and investigated a specific methodology derived from the United States, emphasising comprehensible language-content instruction, and students' native language and culture. Using self-study methodology (Samaras, 2011; Feldman, Paugh, & Mills, 2004), and Educational Research Design (McKenny & Reeves, 2019), researchers and practitioners conducted collaborative research to help practitioners improve their own effectiveness (McKenny & Reeves, 2018, pg. 17). Teachers used self-study methods to film themselves using the methods and journal about their experiences each day. Teachers and researchers then met bi-weekly in a critical teacher-researcher group to discuss and analyse adaptations teachers made to the strategies to fit the cultural context of Norway. Teachers and researchers collaboratively developed a revised version of the methodology, and field-tested this version using further self-study and Educational design research. Key findings include unique culturally responsive adaptations that heavily emphasise collaborative community classrooms and equity while

concurrently addressing the diverse needs of language learners. The outcome resulted in a Framework for equity education of immigrant/refugee teaching in Norway, thus directly addressing the conference theme of quality teaching to increase equity.

Self-Study of leadership and ethics of care in urban PLCs: Reflections on my practice as a facilitator

Mona Beth Zignego

LUMIN Schools, USA

This self-study explores my experiences as a Professional Learning Community (PLC) facilitator in a large urban district, with a focus on how transformational leadership and the ethics of care contribute to promoting equity, quality teaching, and socially just classrooms. Guided by the Self-Study of Teacher Education Practices (S-STEP) methodology, this research examines the impact of my leadership practices on the creation of inclusive and supportive learning environments. Data were collected through reflective journaling, analysis of meeting transcripts, and feedback from PLC participants and district leadership over the 2023-2024 academic year. The analysis utilised a triple coding methodology, including an additional layer focused specifically on the ethics of care, which categorised instances of aesthetic care, authentic care, hard care, and uncaring behaviours.

The study's findings highlight several key successes, including the positive influence of transformational leadership and authentic care in fostering a collaborative and trusting PLC environment. These successes facilitated deeper discussions around equity and social justice, leading to more engaged and productive planning sessions. However, the study also identified significant challenges, such as time constraints, inconsistent support from higher-level leadership, and behavioural issues within schools, which hindered the full realisation of equity and social justice goals.

The significance of this self-study lies in its demonstration of the critical role that reflective practices, supported by transformational leadership and a deep commitment to care, play in advancing equity in urban education. The findings suggest that while these elements are vital, they must be supported by sufficient time, resources, and consistent care frameworks across all levels of leadership to be truly effective. This study contributes valuable insights to the discourse on educational leadership, offering practical strategies for educators and leaders aiming to create inclusive, equitable, and socially just educational environments.

Session 3.4: Teacher Education & Special Needs

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 607

Session Chair: Caryll Melanie Anne Jack, Queen Margaret University, UK

Session Chair: Jonina Saemundsdottir, University of Iceland, Iceland

Adapting Western inclusive educational frameworks for special needs students in Saudi Arabia: A cultural perspective

Abdulmalik Alkhunini

Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

High-quality teaching is pivotal in addressing the complexities of contemporary education, as it fosters social justice and aligns with Goal 4 of the 17 Sustainable Development Goals (SDGs), which seeks to guarantee equitable, inclusive education for all by 2030, including children with special needs such as autism. Achieving this ambitious goal demands teaching methods that cater to the unique needs of autistic learners. Teachers in classrooms with students without special needs can make assumptions about the general teaching approaches for the entire group, but autism students may exhibit different and diverse forms of spectrum, that require applying different teaching methods.

This paper reviews strategies for autistic learners in inclusive classrooms across two contexts: the United States and Saudi Arabia. In the US, the Individuals with Disabilities Education Act (IDEA, 2004) mandates the use of Evidence-Based Practices (EBPs) for students with special needs in inclusive settings; these practices frequently clash with school policies and classroom realities. Guldberg (2019) argue that those practices *can* be applied in the classroom; not all were initially conducted and tested within a school setting.

Saudi Arabia, historically lacking an inclusive educational approach, has recently mandated IEPs for students with special needs. The introduction of inclusive education is relatively recent, beginning in 2016. The Saudi system has largely adopted aspects of the US model, particularly the IDEA (2004), and incorporated EBPs from the US into its educational framework, including scheduling and IEP strategies. However, adapting these Western practices requires careful consideration of the cultural, linguistic, and religious characteristics unique to Saudi

society. Successful inclusive education in non-Western settings depends on culturally responsive strategies and a thorough understanding of local teaching challenges and educators' perspectives. This paper will emphasise the importance of integrating cultural considerations into teaching practices to ensure high-quality teaching in the Saudi context.

Cultural challenges in training teachers for adolescents with intellectual and developmental disabilities in Ultra-Orthodox schools

Alon Zamir^{1,2}

¹Seminar Hakibbutzim College*, Israel; ²The Minerva Center on Intersectionality in Aging (MCIA)

Research Aim: This study examines the challenges in training special education teachers in Ultra-Orthodox (Haredi) Jewish schools in Israel, focusing on tradition, modesty, and gender segregation. The research addresses adolescent issues among students with Intellectual and Developmental Disabilities (IDD), comparing teachers' perceptions with families' retrospective experiences to identify gaps and improve training programs. **Theoretical Framework:** The research integrates culturally sensitive teacher training approaches with the social model of disability. It explores the intersection of religious norms, educational practices, and inclusive teaching challenges within the unique cultural context, impacting special education pedagogy and practice. **Methods:** The methodology employs a mixed-methods approach, including ten in-depth interviews with special education teachers, 20 retrospective interviews with Haredi families (10 adults with IDD, 10 parents), classroom observations, and an analysis of existing training programs. This approach aims to address cultural sensitivities and provide a comprehensive view.

Findings: The study identifies three key challenges:

1. **Practical Readiness Challenge:** A gap between formal training and the need for real-time adaptive solutions, especially in addressing sensitive issues like the sexual behaviour of students with IDD in a modesty-centric community.
2. **Cultural-Educational Balance Challenge:** Complexities arise in developing curricula that balance individual needs with strict cultural-religious norms, such as gender segregation and limited exposure to external content, while meeting educational standards.
3. **Value-Educational Mediation Challenge:** Teachers must navigate traditional modesty values, modern therapeutic needs, and education system requirements while managing internal conflicts and external pressures.

Relevance to Conference Theme: This research aligns with ISATT 2025's focus on teaching quality and educational equity in diverse contexts. It provides insights into quality teaching in unique cultural settings, equitable practices in conservative communities, and innovative approaches to teacher training for inclusion.

'Luck and Judgement': The lived experience of autistic and/or ADHD student primary teachers on school placements required to complete Scottish ITE (Initial Teacher Education) degree programmes

Caryll Jack, Caralyn Blaisdell, Rachael Davis

Queen Margaret University, UK

Research aim: As the number of identified neurodivergent learners increases across all educational environments, educators are encouraged to teach through an inclusive lens. Student teachers also include neurodivergent individuals amongst their number. A previous study by the researcher identified that autistic/ADHD student teachers face disproportionate barriers to qualification compared to even their otherwise neurodivergent peers. This paper (in progress) reports qualitative findings from interviews with autistic/ADHD student primary teachers from seven of the nine Scottish Higher Education institutions offering Initial Teacher Education (primary) programmes leading to professional qualification. It explores their lived experience whilst undertaking the school placements required to successfully complete programmes, identifying ways to reduce barriers and improve the capacity of this cohort for sustained, successful programme attendance and subsequent professional qualification.

Theoretical Framework: Braun and Clarke's Reflexive Thematic Analysis (RTA) was used with a critical realism phenomenological approach, incorporating the lead researcher's own neurodivergent lived experience as a methodological lens.

Methods: Participants responded to calls for participation shared through their institution's email systems. Following participants meeting eligibility criteria established through a short online survey, semi-structured

interviews were conducted by the neurodivergent researcher via methods best suited to participant communication needs. Data collected was coded, themed and analysed using RTA.

Findings: Autistic/ADHD student primary teachers can face additional challenges to qualification based on requisite professional placement experiences, including being impacted by attitudes to/ignorance of neurodivergence in supporting staff/schools; disclosure reactions; consistency of support; inflexibility of qualification pathways; and peripheral concerns diminishing capacity. Future changes are suggested to improve outcomes for autistic/ADHD student primary teachers and increase positive representation of this community within the profession.

Relevance to conference: The aim and scope of this research is to increase equity of access to professional qualifications and opportunities for neurodivergent student teachers.

Strand: Equity and inclusion in teacher education.

Supporting young children: Teamwork and collaboration in Iceland

Jonina Saemundsdottir

University of Iceland, Iceland

Successful accommodation for children with special educational needs and their families often depends on collaboration, teamwork, and good coordination of services, particularly in the case of children with complex needs. In preschools, heads of special education play a central role in coordinating services from specialists outside the preschools, passing information and support to preschool staff. In later years, attention has been drawn to the fact that in Iceland, coordination between the different services and institutions that support children and their families has not always been adequate. Accordingly, new legislation was recently passed stipulating the monitoring, provision and integration of professional services to ensure more effectiveness. The implementation of the law is now in process, and four municipalities have been selected as pioneer municipalities.

The paper presents the results of two small qualitative studies intended to explore the experiences and attitudes of participants regarding collaboration and coordination before and after the new legislation. In the first study, six heads of special education in preschools were interviewed before implementing the law, and in the second study, six key members of two pioneer municipalities were interviewed. The semi-structured interviews were analysed using thematic analysis (Braun and Clarke) and the ecological systems theory of Bronfenbrenner.

Results indicate that teamwork was already well functioning in preschools before the implementation, so there was not much change. Heads of special education became contact persons ensuring access to and coordination of support, but when the needs of the children were more severe, a special coordinator outside the preschool overtook that role.

Session 3.5: Social Justice & Different Approaches

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 630

Session Chair: Bianca Roters, Ludwigsburg University of Education, Germany

Session Chair: AYESHA NAZIR GILL, Fatima Jinnah Women University, Pakistan

Promoting social equity and inclusion through digitally-mediated reading tasks in pre-service EFL teacher education

Bianca Roters, Rachele Renée Breuer

Ludwigsburg University of Education, Germany

Providing effective reading instruction is essential for student success, not only in school but also later in life concerning employment, health, and even civic participation (cf. Castles et al. 2018). Developing critical literacy (Comber 2015) also lays the groundwork for a critical stance toward developments and issues in an increasingly digital world. Weaker learners seem to profit from more explicit reading instruction by stressing phonological awareness and multisensory teaching (Kormos & Smith, 2024; Gerlach, 2019).

In Germany, recent empirical studies (cf. Stanat 2023) in the area of reading in EFL in 9th grade show a widening gap between those students who achieve or exceed the standards (around 60%) and those who do not meet the standards for their 1st school degree (around 24%), also from a socio-economic perspective.

To prepare future EFL teachers for this pressing need to overcome this social gap in the development of reading competencies, we have developed a concept of an inclusive digitally-mediated reading task (Caruso et al. 2021;

Eßer et al. 2018; Roters, in preparation). It adheres to the principles of meaning-based communicative language teaching within the framework of a task-based digital storytelling approach. The perspective of digital storytelling is threefold: it is integrated in inclusive tasks, in their lesson planning and part of a digital portfolio in their professional journey from BA to MA. In reflecting upon their specific situations, pre-service teachers will tell their stories about their experiences learning EFL. Pursuing an individual research question on reading may empower pre-service teachers in their reflective practice from early on, allowing them to build up professional growth through research (Roters 2015) and an inclusive mindset (Blume et al. 2021). Results from a content analysis and task examples will be presented, considering research on EFL teaching, inclusive language teaching, and concepts of EFL reading competence.

Addressing social justice by leveraging technology and innovative approaches

Ayesha Nazir Gill

Fatima Jinnah Women University, Pakistan

Pakistan is a small yet geographically and culturally varied country that lies in the heart of South East Asia. Although the government activists and organisations exert for a more just and equitable society, social justice remains a significant challenge in Pakistan. Since 2020, the field of software technology and artificial intelligence (AI) has opened wide-ranging opportunities for exploration and invention on a global scale. This research proposal aims to explore the potential of technology and innovation in addressing social injustice. The study will investigate how digital tools, AI, blockchain, social media activism and other emerging technologies can be leveraged to promote equity, transparency and inclusivity across various social and educational sectors. While delimiting the research to AI and bias mitigation and social media activism, the study will engage Kimberlé Crenshaw's Intersectionality Framework(1989) to examine inequality (e.g race, gender, class) to analyse how technology impacts different groups and address multiple layers of social injustice. Also, it will explore the Digital Inclusion Framework - ensuring that all individuals and communities, including the most disadvantaged, both socially and intellectually, etc, have access to and usage of information and communication. It focuses on access, skills and usage. The research will employ a mixed methods approach combining quantitative data analysis with qualitative interviews and case studies. This comprehensive approach will provide a nuanced understanding of the tensions and synergies involved in creating a new social contract for effective education. The 150 samples aged 18-25 will be collected through a random sampling method, belonging to different educational and social strata of society. The findings will contribute to the development of guidelines and policies that promote a more equitable and inclusive educational landscape.

A framework to enhance learner participation through the Drama Curriculum

Claire Hamilton^{1,2}

¹Bearsden Academy, UK; ²University of Glasgow

Article 12 of the UNCRC, embedded in Scottish law in 2024, mandates the right of the child to fully participate in decision-making around all matters affecting them. This paper provides a synthesis of literature underpinning principles of effective learner participation through the Drama Curriculum. It proffers a framework to support leadership and evaluation of learner participation. It concludes with empirical insights around the practice application of the framework through a collaborative inquiry conducted in a secondary school in Scotland.

The qualitative research synthesis is based on an analysis of 24 published journal articles from 2011 to 2022, using Reflexive Thematic Analysis, to produce a coherent interpretation that leads to evidence-based recommendations for practice in the form of a framework for learner participation. Empirical insights draw on data from focus groups with teachers and learners involved in the school-based collaborative inquiry around the impact of the framework for learner participation in action.

This paper offers a specific contribution to the conference theme, *Characteristics of Quality Teaching* (for a more equitable world). To be equitable, learner participation must be experienced through pedagogical approaches in the classroom. Providing opportunities to develop confidence and participatory skills in a low-risk environment prepares learners for more formal shared decision-making out with the classroom. The collaborative nature of Drama is the most emancipatory aspect. It is a powerful tool for enhancing learner participation as it dilutes hierarchical power dynamics, encourages intergenerational learning, enables learners to explore issues of social justice, inequality, and discrimination through critical inquiry and empowers them to challenge injustice. Drama provides a safe place to engage learners in authentic participation practices that lead to positive change. This paper highlights the importance of the prominence of Drama in the curriculum if we are to fulfil the aspirations of Article 12 in the UNCRC.

Session 3.6: S-STEP Studies

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 639*

Session Chair: Mary Frances Rice, University of New Mexico, USA

Exploring the relational practice of feminist teacher education pedagogy: Using co/autoethnography to radically reimagine teaching for a more equitable world

Emily Joan Klein², Monica Taylor¹

¹Montclair State University, USA; ²Montclair State University, USA

The crucial tensions that emerge in a pedagogy of teacher education—the theory/practice gap, the struggles to represent the rich complexities of practice, the challenge to “teach” relational practice, and the preparation of a largely white, female teaching force for diverse communities and populations—often seem more elusive despite decades of research, and tinkering in innovation. The intractableness of these tensions is, in large part, emergent from the ways the pedagogy of teacher education is situated within the neoliberal agenda of the university, centred on patriarchal academic notions that favor individualistic, hierarchical, and logical ways of knowing with little, if any, attention to the limitations of such ways of being. As decades-long doctoral faculty in teacher education, we take up and model a feminist teacher education pedagogy to prepare teacher educators to navigate these critical tensions in their work with the next generations of teachers.

Specifically, we describe our feminist embodied co/autoethnographic self-study where we examine the blurring principles of our feminist friendship epistemology as a model of teacher education pedagogy. We define this framework as a stance focused on building relationships with and mentoring our doctoral students through caring collaboration, co-construction of knowledge, and embodied self-reflection. We explore how our own learning to be teacher educators and scholars has shaped this work. We emphasise a blurring of boundaries between the individual and the collective, authority and dialogic negotiation, and the creative and the practical. We share some of the principles of our feminist friendship epistemology. Then we briefly describe our co/autoethnographic methodology to provide insight into our self-reflection process and analyse our narratives of becoming teacher educators and co-mentoring doctoral students as teacher educators. We offer a vision for how feminist teacher education pedagogy invites a radical re-imagining of how we prepare and mentor teacher educators.

‘Fire in the Soul’: Diffractive readings of *Jane Eyre* and Afro-Caribbean writings for educational justice

Mary Frances Rice

University of New Mexico, USA

Research Aim: This S-STEP research engaged diffractive readings of *Jane Eyre* (Brönte, 1943), *Black Skin, White Masks* (Fanon, 1952), and *The Racial Contract* (Mills, 1997). Diffractive readings revealed insights about (white) women’s education, (white) women’s roles as teachers, and the way in which colonialism frames and shapes expectations for how (white) women can/should act as disruptive agents.

Theoretical Framework: Women teach and learn in *Jane Eyre*; they also mentor each other about working with children and responding to controlling men. *Jane Eyre* draws on and shapes colonising discourse—yet interpretations often focus on white feminism (Hanley, 2009; Mohanty, 2003; Spivak, 1985, 1993). Since *Jane Eyre* contains plot elements from the Caribbean (Jamaica), Fanon’s (1952) and Mills’ (1952) work provides insights through observations of raced/gendered Afro-Caribbean people. Reading multiple texts *through* one another is a critical posthumanist strategy. For example, Jackson (2020) read philosophical works about Black(end) peoples through Toni Morrison’s work.

Methods: My diffractive reading responded to relations of differences that mattered (Barad, 2007). Over a 4-month period, I read *Jane Eyre*, then Fanon, then Mills. Simultaneously, I was part of a reading group focused on decoloniality, which supported reflective practice (Berry, 2004). Using notetaking, I cross-read for consistent ideas and insights (Thomas, 2018). Reading group members provided opportunities for sharing emerging thinking. I solidified thoughts into findings through word art (Samaras, 2010).

Findings: First, *Jane Eyre* brought forward women’s solidarity in disrupting colonising educational structures while Fanon (1952) and Mills (1997) argued that issues of race/gender separate women by *worthiness*, complicating the noticing of shared problems. Second, lauded feminist strategies of demurring followed by defiance are more complex when applied cross-contextually.

Relevance: (White) women teacher educators may use diffractive activities with pre-/in-service teachers to promote /de-colonial noticing; it also enables a turn-to-self for difficult-to-recognise insights about applying feminisms for social justice.

Fostering equitable teaching practices through collaborative self-study

Katie Fraser Whitley¹, Kelly Lormand²

¹Montclair State University, USA; ²Grand Valley State University

As teachers and teacher educators committed to equity and inclusion in education, we [the authors] aim to consistently examine our teaching practices and act upon what we uncover through critical reflection. While we have engaged in this work individually, we have found that the dialogue and collaboration grounded in our feminist partnership is a powerful tool for teacher reflection and development (Authors, 2024; Klein & Taylor, 2023; Tillmann-Healy, 2003). Through partnership, we worked (and continue to work) to support one another as we move from reflection to decision making and, ultimately, to action. We drew on our feminist friendship to engage in collaborative self-study via an ongoing dialogic journal through which we analyse critical incidents from our teaching, often moments of tension that challenged our commitment to social justice and equity. We turned to our queer feminist foundation (Kuzmic, 2014; Marinucci, 2010; Murray & Kalayji, 2018) as we examined the ways we disrupted our pedagogical choices and our evolving feelings about those actions. To spark our dialogic journaling, we used analytic questions, including:

- How does our queer feminist stance inform our reflective practices?
- What barriers get in the way of fostering our commitments to equity and justice?
- How does collaboration support our practice?

Our data included iterations of individual journaling, written responses to each other's reflections, and transcripts from our dialogues via Zoom. Each of these data points guided our analysis of the critical incidents we examined. Our collaborative self-study deepened our investigations as we questioned, challenged, and co-constructed meaning in partnership. Through it, we were able to make sense out of difficult moments, challenge ourselves to grow in our dedication to equitable teaching practices, take transformative action, and support one another as we navigated the barriers that we often face as we disrupt oppressive systems.

Integrating pedagogies to achieve critical consciousness in teacher educators: Utilising self-study as a mechanism to formulate the NICCE Framework, narrative inquiry for critical consciousness in education

Christopher L Harris¹, Jennifer L Martin²

¹Duquesne University, USA; ²University of Illinois Springfield, USA

In our self-study analyses of our student evaluations of teaching, read through the lens of critical discourse analysis, we found a predominant theme: white students found discomfort in being challenged, particularly by professors of colour. Despite the increasing diversity of our K-12 student population, the vast majority of the K-12 teaching force remains white; according to the Bureau of Labour Statistics (2019), there are currently 9,313,000 teachers, 81.5% of whom are white. We must, as teacher educators, continue to critically reflect on our material conditions, and our own cultural contexts—and insist that our teacher education students do the same—engaging in a dialectic between theory and practice. Freire reminds us to challenge our students to read the world critically, especially when it becomes uncomfortable to those who find power in the innocence of the exploited (Freire, 1998a).

Building a theoretical framework that incorporates culturally responsive pedagogy, anti-racist pedagogy, critical race theory, and self-study can assist teacher educators in developing more critically conscious teachers. This framework aims to equip educators and teacher candidates with the tools and mindset necessary to engage in critical self-examination, develop a critical consciousness, and, ultimately, transform their praxis in a way that positively impacts not just themselves but their students as well. Decades of research on teacher education illustrates the need for teachers to involve themselves in their students' worlds (Delpit, 2009), reject deficit notions of their students (Emdin, 2016), build and sustain relationships with their students and communities (Milner, 2018), and develop a critical consciousness (Ladson-Billings, 2009).

Our self-study process relates to the anti-oppressive education approach (Kumashiro, 2004). The anti-oppressive education approach seeks to disrupt traditional paradigms in the field of education for social justice, encouraging us to discover what oppression is and what changes need to be made in our field.

Session 3.7.1: Round Table Sessions

Time: Wednesday, 02/July/2025: 8:50am - 9:25am · *Location:* JMS 641*

Community-linked field experience pilot

Mia Julia Palombo

Montclair State University, USA

This IRB-approved research study investigates possibilities that arise when a teacher education program provides opportunities for pre-service teachers to actively engage with a community organisation. The university partnered with a community organisation from the local area that aims to support K-12 multilingual students outside the public school system, helping to promote equity and inclusion through effective partnerships with schools and the community. Researchers collaborated with teacher educators from the higher education institution to pair pre-service teachers (PSTs) with this innovative community-based project. The symbiotic partnership met the needs of multiple stakeholders: the community organisation, the children it serves, and the PSTs, for whom completing fieldwork hours during a traditional school day was challenging. One of the unique benefits of this opportunity was that it allowed PSTs to receive mentoring from a teacher on staff, which empowered PSTs to develop their capacity for lesson-planning and relationship-building while seeing how students and teachers cultivate relationships outside traditional K-12 classrooms. This partnership was devised based on Yosso's (2005) community cultural wealth framework, which asserts that communities hold vital value and knowledge. This project provides concrete opportunities for PSTs to learn from and work side-by-side with community members who are engaged in educating children. We have collected data from PSTs (n=4) who needed a fieldwork placement as a part of their teacher education program. Our lead researcher conducted two or more semi-structured interviews with each participant at the beginning and end of their fieldwork semester. Interviews sought feedback on the program, while encouraging participants to reflect on their experiences. Initial findings suggest that community placements offer PSTs critical understandings of learning in the community and opportunities to build relationships with students, as well as the potential for pre-service teachers to learn how to personalise instructional practices to fit student needs.

Building bridging pedagogies for sustainability and social justice

Fleur McLennan

Curtin University, Australia

There are major policy and programme drives in education to encourage education to be more socially just, but where is the voice of the teacher in all of these initiatives and curriculum directives? This PhD research explores the perceptions, views and instructional practices of secondary teachers engaging with social justice issues in their daily teaching practice, implementing the HEADSUP framework as an intervention to shape and deepen experiences in an Australian secondary school. Using Critical Participatory Action Research as the methodological approach, this study uses recursive cycles of investigation in collaboration with participants to gather qualitative data through focus groups, field observations, semi-structured interviews and document analysis over the course of one academic year. Conclusions drawn from this research may point to: a process for exploring social justice in praxis that could be useful to schools in similar contexts; developing and encouraging teacher agency in promoting the teaching of social justice issues within the existing curriculum; providing a potentially useful resource that does not add to existing curriculum content to address complex and potentially controversial issues for teachers across many secondary subject areas. This research specifically addresses the conference theme and sub-theme of "Research on Equitable Teaching Practices" by examining the connection between quality teaching and social justice issues and providing a small but powerful insight into what equitable teaching looks like in praxis.

Finding answers within: Exploring contextually relevant learner-centred models in Nepali primary schools

Pritha Dahal

University of Glasgow, UK

Aim: Even though pedagogical practices are intertwined with the larger society and community (Alexander, 2008), there seems to be a lack of engagement in understanding the cultural context and the pedagogical practices

in which schools operate in Nepal. The study aimed to explore and understand the experiences of teachers and learners in Nepali primary schools. It seeks to understand how their contexts shape the experiences and practices of both teachers and learners while engaging in the teaching-learning processes on a day-to-day basis. It looks to locate or identify contextually appropriate pedagogical practices that may or may not be aligned with Learner-Centred Education (LCE) minimum standards (Schweisfurth, 2013).

Methods: The study used a Comparative Case Study (CCS) (Vavrus and Bartlett, 2017) as a research design. The study took place in three different primary schools across Nepal. I spent eight to ten weeks in each of the schools and ‘immersed’ myself in the context. I collaborated with 25 primary school teachers across the three schools and children aged six to thirteen in these schools. Data was generated through semi-structured and unstructured interviews with teachers and students (individually and in groups) and participant observation during lessons and in school. Conversations with children through creative approaches such as storytelling and drawings.

Preliminary Results and Conclusion: Through the presentation, I will highlight some of the key findings of the study. These include how teachers' values drove and influenced their conduct and practices, some innovative pedagogical practices in resource-constrained contexts, the teacher-student relationships, and the deep friendship shared by learners with each other. I aim to highlight how these practices are culturally grounded in their specific contexts.

This presentation sits well with the conference theme in general. It particularly fits with the sub-theme, Characteristics of Quality Teaching.

"Using critical theory to explore the construal and inclusion of students for whom English is an additional language in second level schools."

David William Larkin^{1,2,3}

¹Dublin City University, Dublin, Ireland (EdD student); ²Newbridge College, Newbridge, Co. Kildare Ireland (Teacher); ³Hibernia College, Dublin, Ireland. (Teacher Educator)

Research Aim: This presentation will outline the findings of a recent dual case study (Larkin, 2024). This study suggests that cultural, policy and physical spaces continue to reflect the religious, cultural and educational interests of the majority ‘white, Irish’ student population; a situation that marginalises this vulnerable group.

Theoretical Framework and Methods: Qualitative data based on documentary analysis, a semi-structured walkthrough, photo elicitation and semi-structured interviews were interpreted using Gramscian and Bourdieusian conceptual frameworks to explore how students for whom EAL were construed and included and/or marginalised. Choosing two contrasting socio-economic school settings allowed a comparative exploitation that brought into greater relief how these students’ cultural identities were constructed in each setting and how policy and practice developed in each.

Findings: Findings suggest that the origin and circumstances of immigration and social class seemed to be significant factors in how these learners were construed by their teachers. Moreover, school and teacher autonomy played a significant role in responses and innovations designed to respond to post-primary learners for whom EAL. Educators in similar contexts may find features related to this study in their own settings. From a methodological perspective, researchers may find some of the theoretical underpinnings and data collection methods utilised beneficial to future research projects. Research pertaining to students for whom EAL is an under-explored educational space.

Relevance to the Conference Theme: In addition to challenging current discourses from a neo-liberal perspective, this paper aligns with the ISATT’s conference strand “Reconciling tensions for a new social contract in education” by looking at innovative ways of exploring the ever-changing topography of Irish schools. This study innovates by incorporating visual methods within a qualitative approach to critically investigate how students learning EAL are construed and included within under-explored policy, cultural and physical spaces in secondary schools.

Session 3.7.2: Round Table Sessions

Time: Wednesday, 02/July/2025: 9:35am - 10:10am · *Location:* JMS 641*

Translating AITSL Standards into quality teaching: Characteristics and implications

Angela Collins

Blackfriars Priory School, Australia

This paper aims to explore how the Australian Institute for Teaching and School Leadership (AITSL) standards translate into quality teaching practices, identifying key characteristics that align with effective teaching in contemporary educational settings, with a focus on designing support structures for early-career teachers in schools.

This emerging study leverages Schön's (1983) model of reflective practice and Hattie's (2009) Visible Learning Theory. These theories underscore the importance of reflective teaching and evidence-based strategies in achieving quality education.

This research employs a qualitative approach, combining literature review and in-depth interviews. The literature review synthesises existing research on AITSL standards and quality teaching characteristics. Complementarily, interviews with teachers from Australian schools provide insights into their practices and reflections on how AITSL standards inform their teaching and have helped shape their growth along the Classroom Practice Continuum (AITSL).

Preliminary findings from the literature review and interviews indicate a strong alignment between AITSL standards, effective teaching practices and coaching support structures. Key characteristics of quality teaching identified include reflective practice, adaptive teaching strategies, deep content knowledge, and a strong commitment to professional learning. The interviews reveal that teachers who frequently engage in reflective practice and professional development are more effective in implementing AITSL standards, resulting in improved instructional quality and student learning experiences.

This study's findings are particularly relevant to the conference theme of "Characteristics of Quality Teaching." By providing empirical evidence on the effectiveness of AITSL standards, the paper offers valuable insights for educators and policymakers seeking to enhance teaching quality. The research underscores the importance of professional standards in fostering reflective and informed teaching practices, contributing to the global discourse on quality education. Attendees will gain a deeper understanding of the practical implications of adhering to professional teaching standards and the transformative impact on educational outcomes.

Playing with personas & Studying shadows in Shakespeare's Othello

Harrison Campbell

St. Mary's University, Canada

As an Assistant Professor of Literacy Education, I see literacy as a complex web of liveliness, affect, fluidity, and emergence (Burnett & Merchant, 2020). During my research, I applied a post-humanist approach to case study methodology to better understand the following question: In what ways can drama be integrated into a secondary ELA classroom to develop literacy practices by moving learning from the page to the stage?

My research demonstrated that drama helps students engage in meaningful instances of embodiment and relationality while also developing their identity and creativity (Cowan & Albers, 2006). Drama helped the students to see literacy as an event through various means of communication (i.e., movement, gesture, and posture). Students created masks, scripts, and performances to understand and embody the characters in Othello. Excitingly, exploring literacy through drama proved to be a way of learning that builds student agency and has the potential to reinvigorate literacy learning (Galgut et al., 2017).

I want to share how drama builds student capacities as text decoders, users, participants, and analysts (Albers & Sanders, 2010). While also creating spaces for quality teaching and learning that call upon student voices and experiences. I also hope to share stories from my research participants and show how drama can have a home in all classrooms.

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Fostering everyday teacher creativity: Implications for quality teaching and equity

Jennifer Haddad Lingle
UNC Greensboro, USA

This research explored how non-arts-based, non-gifted education-based teachers foster creativity in their classrooms, identifying distinct profiles of creativity-fostering teaching practices. Guided by a sociocultural perspective, this study integrates Glăveanu's (2013) 5As of Creativity with the Basic Psychological Needs mini theory of intrinsic motivation (Chen et al., 2014) to understand teachers' experiences and motivations in fostering creative classrooms.

An instrumental case study with a mixed methods design was employed. Phase One involved 25 public middle school teachers, deemed “everyday” teachers because they do not teach traditional arts courses, nor do they self-identify as “artistic”. Instead, they teach the “everyday” content (e.g., Reading, Math, Science, History). These teachers responded to an online survey measuring two dimensions: (1) nine creativity-fostering behaviors (evaluation, flexibility, frustration, independence, integration, judgment, motivation, opportunities, and questions; Cropley, 1995; Soh, 2000), and (2) satisfaction levels of intrinsic motivation (competence, autonomy, and relatedness; Reeves et al., 2018; Roth et al., 2007). Statistical clustering techniques were used to identify initial patterns in the survey data. In Phase Two, eight teachers participated in semi-structured interviews and a card-sorting task, uncovering contextual factors underlying their quantitative responses. Phase One and Two data were integrated to create descriptive profiles.

Two distinct profiles emerged: "The Struggle Is Worth It" and "The Struggle Is Real." Teachers in the "Struggle Is Worth It" profile reported higher motivation levels and more frequent engagement in creativity-fostering behaviours. Conversely, those in the "Struggle Is Real" profile described significant barriers to fostering creativity. Both profiles revealed a new understanding of how creativity can be integrated into teaching, highlighting different pathways to defining and achieving quality teaching.

The findings suggest that further investigation into creativity-fostering behaviours is crucial for helping in-service teachers enhance their understanding and practices of quality teaching and learning, ultimately promoting educational equity.

Co-creating a geographical community of practice

Angela Curley
The University of Glasgow, UK

A community of practice can be identified as a ‘shared domain’ of interest (Finn et al, 2020) which is dynamic and evolving; encompasses person and context; is made up of sub-identities (Smith & Rushton, 2023). As Initial Teacher Education (ITE) Geography teacher educators, we have created a social space: (a community of interest) to evaluate the position of geography within Scottish education, particularly at points of transition: How does learning and teaching in People, Place and the Environment in the primary and secondary Broad General Education (BGE) transfer into the delivery of ‘powerful knowledge’ in the academic geographical context? The community of practice is exploring three areas which are underpinned by ‘transitions’:

- the tensions which exist surrounding the delivery of geography within the curricular context
- self-efficacy of non-geographical experts delivering geographical knowledge within the BGE social studies
- the time-space value of content knowledge delivered by institutions for pre-service teachers

As teacher educators, paradoxically, we work at the intersection between the world of university and school, which means that there are affordances and constraints to what we see and do (Olsen & Buchanan, 2017). Therefore, to gain insight into the complex geo-educational landscape, we seek to bring together a wider community of practice which is underpinned by academic engagement and research, formal education and social and professional interactions (Smith & Rushton, 2023: p.253). This community will include primary and secondary practitioners, third sector providers and ITE to promote equity and inclusion in practice, noting areas for collaboration and identifying areas where practitioners are restricted by knowledge, time and space. It will also aim to strengthen partnerships with schools and encourage engagement events/training at Higher Educational institutions.

To what extent does your 'system' acknowledge and address colonial legacies that underpin curriculum design & delivery: Focus on partition of British India

Nuzhat Uthmani

University of Stirling, UK

I propose a roundtable discussion focusing on my development of a teaching resource about the partition of British India. This would link with the theme of curriculum design for equitable teaching.

A fairly recent and hugely influential time in British history, this event saw the largest mass migration of people in history and was a catalyst for the migration of thousands of South Asian communities to the UK, changing the demographic into the modern multicultural society we live in today.

Despite ruling over the region for over 300 years, curriculum across the UK has failed to acknowledge this history, silencing the lived experience of many citizens and descendants of citizens who lived through the Empire and partition of the Asian sub-continent.

Teaching the history of British India is essential for fostering equitable education, highlighting the complexities of colonialism, power, and resistance. Incorporating this history into curriculum design promotes critical consciousness (Freire, 1970), enabling students to understand the socio-political dynamics that shaped global inequalities and contemporary race relations. Through a postcolonial lens (Spivak, 1988), educators can address marginalised perspectives and encourage empathy, fostering a more inclusive historical narrative. By integrating the voices of colonised people, curriculum design becomes more equitable, with students developing a nuanced understanding of power, identity, and justice.

This resource is a series of lessons to be taught across the BGE curriculum from P6 to S2 stages. Each lesson would help to build the narrative around the emergence of the Empire in the sub-continent, life under colonial rule, inequalities, resistance and activism to encourage change to the eventual partition into two distinct nations. Each lesson encourages a research-led approach for both learners and teachers to collaborate in developing their understanding and ask critical questions of decisions made, advantages and disadvantages to various communities and the impact of those.

Session 3.8: Social Justice

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 707

Session Chair: Digby Warren, London Metropolitan University, UK

Session Chair: Margaret Jean Mnayer, Central Michigan University, USA

Promoting education for social justice through equitable teaching practices in higher education: A comparative study

Digby Warren¹, Jiří Kropáč²

¹London Metropolitan University, London, UK; ²Charles University, Prague, Czech Republic

Research aim: To ascertain how teachers in higher education (HE) conceptualise and practise education for social justice (ESJ), their perceptions of students' engagement with it, and underlying values as educators.

Theoretical framework: The research is underpinned by notions of social justice articulated by leading philosophers - notably Nancy Fraser (2005), Martha Nussbaum (2011) and Iris Young (1990) - applicable to education, against which lecturers' conceptions of ESJ may be compared.

Methods: Using an opportunistic sample (volunteers gathered via professional networks), semi-structured, in-depth interviews were conducted with 50 academics from various disciplines and 20 institutions in the UK and EU. Thematic analysis of the interview data was based on the educational research guidance set out by Wellington (2015).

Findings: Main findings are that ESJ is construed as provision of equitable and conscientising education opportunities across the whole HE journey - from widening access, to stimulating critical learning and awareness that can empower graduates to transform their lives and societies. Teaching practices featured study of topics related to social justice; collaborative and creative learning activities, and assignments offering choice and connection to students' realities. Student responses could be mixed but mostly positive in terms of gaining increased confidence and awareness of equality and social responsibility. Overall, the research highlights the

strong, values-based commitment of HE teachers to facilitating student learning engagement, wellbeing and development towards building a better world.

Relevance to Conference theme and specific strand(s): Our paper, presenting a pedagogical analysis of committed university teachers' accounts of their ESJ practice, aligns directly with the Conference theme of "equitable quality teaching". Regarding specific strands, it could serve to illustrate "research on equitable teaching practices", with the emphasis on the practices gleaned from research; alternatively, it offers real examples of "Addressing social justice by leveraging ... innovative approaches" across a range of disciplines.

An exploration of the extent to which Pedagogical Content Knowledge (PCK) framed teaching enacted decolonised curriculum as a social justice imperative

Cuthbert Nyamupangedengu, Eunice Nyamupangedengu, Constance Khupe
Wits University, Johannesburg, South Africa

Curriculum decolonisation is a significant social justice imperative in post-colonial contexts like South Africa. Recent social movements, such as #RhodesMustFall, have highlighted the need for educational transformation (in this case, decolonisation of the curriculum), particularly in universities (Luckett, K., 2016). In South Africa, the need to decolonise the curriculum as a social justice imperative is reflected in the constitution, legislation, and education policies. In this paper, we argue that social justice imperatives such as decolonisation must be embedded not only in governance but also in pedagogy.

We explore whether pedagogy designed within the Pedagogical Content Knowledge (PCK) framework inherently promotes social justice. Decolonising knowledge within this framework is an enactment of social justice, requiring that knowledge content be structured for accessible and inclusive learning (Nyamupangedengu & Nyamupangedengu, 2023).

We critically analysed a teaching practice to determine how decolonising imperatives were enacted in the classroom. We used the Critical Incident Technique (CIT) (Philpot et al, 2021) as a research method to analyse critical incidents that either fostered or hindered social justice in learning. The data included recorded lectures of a genetics class taught by one of the authors at a South African university. Each of the three authors analysed the videos independently, identifying and classifying critical incidents. Triangulation was used, involving interviews with the lecturer and comparative analysis of the identified incidents. The detailed findings will be discussed in the main paper.

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Pre-service teachers and social justice awareness: Teaching a pedagogy of social justice in liminal spaces

Margaret Jean Mnayer, Alice Williams
Central Michigan University, USA

Purpose: As new faculty in a state that allows teacher educators to address social justice issues, I am conducting a self-study of my teacher education practices and praxis (Kucera, Ovens, & Bennett, 2020; Orland-Barak, 2010; Kitchen, Fitzgerald, & Tidwell, 2016; Martin, 2020), I seek to discover if my teaching practice encourages students to develop social justice awareness as they explore teaching as a career (Croom, 2020). As the course is exploratory, it is a survey course only briefly teaching pedagogy, history, literacy, and social justice issues. Therefore, I will investigate my students' growth in liminal moments and spaces (Friesen, 2022; Gray & Phillips, 2023; Jacobs, 2023). Additionally, I will also be evaluating my teaching practice in light of my shift in identity from graduate student to professor (Buchanan & Mooney, 2023; Shah & Coles, 2020). Another new faculty member is my critical friend (Vanassche & Kelchtermans, 2016). If my students remain in the teacher education, I will conduct a longitudinal study of their growth in their identity as teacher candidates and teachers (Craig & Curtis, 2020).

Theoretical Framework: My study will be ground in qualitative theory including (Cresswell, 2013; Whitehead et al., 2020) self-study methods (Kitchen, 2020; Tidwell & Jónsdóttir, 2020) and social justice in teacher education (Taylor & Diamond, 2020), teacher identity and teacher-educator identity (Martin, 2018).

Data and Data Analysis: My data for the study will include student emails, student work, student drawings, a pre- and post-survey of common beliefs (teachingtolerance.org), end-of-course feedback, field notes, meeting notes with my critical friend and memos.

I will analyse my data using grounded theory (Charmaz, 2015; Glaser & Strauss, 2017) and conduct thematic analysis using Saldana's coding methods (Saldana, 2021).

Approaches towards a Latin American teacher education from and for social justice

Catalina Cuenca Vivanco¹, María Teresa Rojas Fabris²

¹Universidad Alberto Hurtado - Universidad Diego Portales, Chile; ²Universidad Alberto Hurtado, Chile

Research aim: Historically, Latin-American contexts have demanded socio-educational justice, equity and inclusion (CLADE, 2021). Hence, practitioners have proposed that Social Justice Teacher (SJTE) can prepare quality teachers to address inequities and support their students' holistic development (Fernández et al., 2020; Peña-Sandoval & Montecinos, 2016). This paper aims to analyse the conceptions of social justice, objectives and findings of Latin-American research on SJTE.

Theoretical framework: SJTE emphasises that hegemonic structures and socio-cultural undervaluation hinder the learning of students from marginalised communities; therefore, teachers must develop theoretical and pedagogical knowledge to address them in their practice (Cochran-Smith & Keefe, 2022; McDonald & Zeichner, 2009). This approach equips teachers with skills to manage inequitable educational environments and to design teaching practices that promote democratic, reciprocal relationships with students and their communities (Sleeter et al., 2016).

Methods: Systematic review of SJTE Latin-American research published until 2022 in indexed databases WoS, Scopus, and SciELO, using the PRISMA protocol (Page et al., 2021), metadata and thematic analysis (Braun & Clarke, 2022).

Findings: The review identified 52 Latin-American articles published since 2012, which emphasise and intersect four major conceptualisations of social justice, associated with different disciplines. Their main objectives relate to the development of SJ conceptions and initiatives that promote social change, methodological proposals and challenges of enacting a SJTE and Latin-American TE policies. Different works call for boosting teachers' emotional development and ability to establish empathetic relationships, claiming these will later allow them to promote civic participation among their students.

Relevance: Findings advocate for a comprehensive approach to SJTE that addresses the personal and professional aspects of teaching. They invite TE programmes to be attentive to the emotional dimension of teachers' work, highlighting that their wellbeing and ability to empathise with their students are crucial to navigate difficult situations and advocate for social change and equity.

Session 3.9: Gender & Marginalisation & Anti-racism

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 734

Session Chair: Kathleen Marie Sellers, Duke University, USA

Session Chair: Michaela Louise Hall, University of Strathclyde, UK

Itinerant curriculum theory as a challenge to marketable skills: Tackling gender inequality and working-class marginalisation in higher education

Michaela Louise Hall

University of Strathclyde, UK

Research Aim: This study investigates the impact of marketisation and commodification in UK higher education on the curriculum, specifically focusing on gender inequality and the marginalisation of working-class women. It advocates for a socially just curriculum through Itinerant Curriculum Theory (ICT).

Theoretical framework: Combining critical pedagogy (Freire, 1996), socialist feminist theory (Fraser, 2013), and ICT (Paraskeva, 2016), this research addresses power dynamics and the effects of current curriculum choices on gender and class intersectionality. ICT addresses the world's endless epistemological diversity and advocates for social, cognitive, and intergenerational justice through non-derivative relevant pedagogical approaches.

Methods: This conceptual piece employs critical hermeneutical qualitative tools (Denzin and Lincoln, 2000; Lather, 2008; Kincheloe, 2011) alongside anti-colonial, decolonial, and Indigenous interpretative platforms

(Smith, 1999; Darder, 2019) to excavate the evolution of higher education policies and their impact on curriculum design. Critical analysis systematically examines and evaluates underlying assumptions, power dynamics, and implications, ensuring well-founded changes that address gender inequality.

Findings: The study reveals that a commercialised curriculum, emphasising marketable skills, fails to meet the needs of working-class women and neglects socio-economic and cultural contexts. Undervaluing critical thinking, social justice, and cultural awareness perpetuates patriarchal biases and reinforces social hierarchies. Continuous curriculum evaluation and adaptation are essential for evolving student and societal needs. An Itinerant Curriculum framework would promote social justice, challenge inequalities, and empower all students, particularly working-class women.

Relevance to Conference theme and specific strand: Given current economic, environmental, and demographic challenges facing humanity, it is crucial to keep working on a theory that addresses the world's onto-epistemological perspectives, needs, and desires. Paraskeva's 'itinerant curriculum theory' challenges educational institutions' epistemicidal nature, paving the way for equitable curriculum design and classroom.

A writing with anti-racist interventions in a public school on the periphery of the capital of São Paulo

Simone Rodrigues¹, Paulo Tiago Oliveira Alves², Lucas Luan de Brito Cordeiro³, Luciana Venâncio⁴, Luiz Sanches Neto⁵

¹Universidade Cidade de São Paulo, Brazil; ²Universidade Regional do Cariri, Brazil; ³Universidade Federal do Ceará, Brazil; ⁴Universidade Federal do Ceará, Brazil; ⁵Universidade Federal do Ceará, Brazil

The GEPEFERS research group has been dedicated to combating social injustices. Our discussions—based on the works *Teaching to Transgress: Education as the Practice of Freedom* (hooks, 2017) and *Black Women Physical Education Teachers* (Venâncio; Nobrega, 2020)—have generated new connections for us to think and act towards an anti-sexist and anti-racist education. The objective was to describe strategies to confront racist practices in the daily lives of students during physical education classes. We used (auto)biographical narrative (Passeggi & Souza, 2010), based on the experiences of a Black teacher-researcher working in elementary education in the public school system of São Paulo's capital. She confronts situations of (un)conscious racist practices that are naturalised (Almeida, 2020; hooks, 2017). This account presents one of these actions where a pale 9th-grade student called her classmate "black" in a harsh and pejorative tone. The teacher-researcher, upon hearing such a comment, decided to intervene, using the situation to generate reflections on how our actions can be laden with inequities. We must educate ourselves about ethnic-racial relations, raising awareness that words, actions, and omissions impact others and, above all, that racism is a crime under current legislation. The student acknowledged the incident and apologised to her classmate. In conclusion, we reveal the urgency of raising society's awareness of the racisms that persist, its structural causes, and the consequences for those who practice and suffer from it. GEPEFERS has been a means for teacher-researchers to encourage each other to confront discrimination based on their own life stories, building an education that provokes critical thinking and challenges the status quo of society, as all education has political foundations.

Expansive notions of student safety as a pedagogical asset in response to marginalised student identity in religious schools

John Robert Reyes¹, Kathleen Sellers², Courtney O'Grady³, Kevin Burke⁴, Andrew Miller⁵, Jonathon Sawyer⁶

¹Boston College; ²Duke University; ³University of Alabama; ⁴University of Georgia; ⁵Boston College; ⁶University of Colorado - Boulder

This paper explores how veteran teachers conceptualise an expanded notion of student safety, particularly for students with marginalised identities within U.S. religious private schooling contexts. Drawing on a synthesis of critical literature on the concept of "safe spaces" in education (Flensner & Von der Lippe, 2019; Barrett, 2010), this study examines the evolving discourse around expanded notions of student safety and how it intersects with religious school climate and regional political dynamics. It addresses the ways teachers conceptualise these complexities, balancing the need for psychological and emotional safety with the politics of the teaching context. This study is drawn from a larger project involving 10 veteran educators in private Catholic K-12 schools across six U.S. states who participated in group discussions and individual interviews with researchers over the course of an academic year. These discussions reckoned with institutionalised forms of racism, ableism, and anti-LGBTQ views present in American Catholic school practices and enabled by the specific legal context and culture of the United States. Through an analysis of teacher reflections and collaborative discussions, educators articulated the development and selection of culture-setting strategies that establish their classrooms as sanctuary spaces and expand equitable cultures and practices. The findings suggest that teacher conceptions of student safety serve as

a pedagogical bulwark against the “invisible curriculum” of school policy—unspoken norms and rules that often perpetuate inequality. Teachers, by fostering expanded notions of safety, resist these hidden forces and create more equitable learning environments.

Additionally, the research identifies evidence of school cultures that purposefully obfuscate discussions of racism, ableism, and LGBTQ+ marginalisation. This paradoxical obfuscation creates a demand for sanctuary spaces where these difficult conversations occur. Teachers, in response, develop culture-setting practices that create spaces where students can safely engage in transformative discussions about power, identity, and justice.

Session 3.10: Leadership Types & Strategies

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 743

Session Chair: Andrea Arce-Trigatti, Tennessee Tech University, USA

Session Chair: Emma Ghosn, University of Toronto, Canada

Teaching and leadership strategies employed by teacher leaders in Ontario schools

Emma Ghosn

University of Toronto, Canada

This research examines how social justice teacher leaders can support diverse students and colleagues in Ontario schools. It employs a qualitative research design, wherein I conduct semi-structured interviews with ten experienced social justice teacher leaders. The majority of these leaders belonged to minoritised groups in Southern Ontario schools and held informal leadership positions. Using the constant comparative method, I identified codes and themes grounded in the literature on social justice and teacher leadership. Results revealed how participants were committed to creating inclusion in their classrooms and schools. They described a variety of inclusive practices, such as empowering student voices, engaging in critical conversations to examine power and privilege, and guiding students in exploring and understanding their social locations and identities. Participants identified several strategies to develop themselves as leaders, raise the critical consciousness of colleagues through collaborative activities, and advocate for students and colleagues at the school. The working conditions also influenced their leadership and social justice work. This study expands the scope of teacher leadership studies by highlighting the crucial social justice work that teacher leaders do within their classrooms and schools.

Is it servant leadership or subservient leadership? Working with students in professional leadership roles

Andrea Arce-Trigatti, Ashley Akenson

Tennessee Tech University, USA

This paper presentation focuses on the characteristics of quality teaching and learning as demonstrated in a doctoral program leadership course that enrolls students who are in professional leadership roles. In particular, we feature three major areas of Servant Leadership that underscore our students' professional experiences and the strategies we adopt for this course. These include flexibility, empathy and compassion, and conceptualisation and awareness. Northouse (2022) underscores that the model of Servant Leadership, "emphasises that leaders be attentive to the concerns of their followers, empathise with them, and nurture them. Servant leaders put followers first and empower them. And help them develop their full personal capacities" (p. 253). In this sense, a servant leader is aligned with several qualities that overlap with an educational profession, as well as student-centred missions that drive higher education. It also underscores tensions that arise in a student-leader position, particularly when introspection and growth in a certain area are needed.

To further explore pedagogical practices that help support a Servant Leadership mindset, we adopt a practitioner lens to engage in reflexive practice in our roles to design and deliver curricula that support students' growth in their application of leadership theories and practices in their academic and professional roles (Del Carlo et al., 2010; Miller et al., 2020). In analysing our own practices and student engagement, we find alignment and misalignment to these three major areas of focus and offer implications and lessons learned for their development into effective learning strategies. Through this, we speak to practices that support quality teaching at the postsecondary level that support adult student education, continued lifelong learning, and the skills necessary to become leaders in their respective fields.

The spectrum of tact: Evidence from the practices of two field supervisors

Michael W. Krell¹, Amy Mungur², Wyatt Hall³, Monica Renee Anthony²

¹University of Maryland, USA; ²Georgia Gwinnett College, USA; ³Arlington Public Schools, USA

Despite broad consensus on the centrality of the field practicum in educator preparation programs (EPPs), the role of the field supervisor is understudied, undersupported, and underappreciated. Field supervisors are often seen as technical administrators, monitoring and evaluating pre-service teachers' (PSTs') progress, while course instructors and mentor teachers shoulder the "real work" of teacher preparation (McCormack et al., 2019; Zeichner, 2005). Our research analyses the practices of two veteran supervisors who view their work as more fundamental and important to EPPs than often portrayed.

We adopt Cuenca's (2010) framework of care, thoughtfulness, and tact to examine these supervisors' practices. This framework, theorised in terms of Noddings' (1992, 2003) care theory and van Manen's (1991) pedagogical thoughtfulness and tact, envisions the supervisor-PST relationship as analogous to that of teacher-student.

Our data come from a larger self-study aimed at aligning supervisor practices with Cuenca's (2010) framework and conducted at a small, Hispanic-serving college in the United States. We recorded conversations between two veteran supervisors and their critical friends, as well as supervisor conferences with PSTs. With these data, we present a comparative case study of how two supervisors enacted pedagogical tact in their teacher education practices, connecting supervisors' intent and motivation to their pedagogical actions.

Using deductive and inductive coding, we find meaningful differences in the enactment and goals of supervisors' tactful interactions with PSTs and link these differences to specific elements of their instructional context. We also find evidence of a spectrum of tactful action, prioritising PSTs' comfort and emotional wellbeing at one end and prioritising the supervisor's pedagogical vision at the other. These findings support a conception of supervisors as uniquely positioned teacher pedagogues rather than simple monitors of programmatic compliance, who have the potential to model and promote many high-leverage practices and characteristics of quality teaching (ISATT, 2025 CfP).

Session 3.12: Symposium

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* WMS - Yudowitz

Bridging the enrichment gap: Realising children's rights to expressive arts education in Scotland

Angela Jaap¹, Anna Robb², Neil Millar³, Kirsty Ferns⁴, Aileen Kennedy¹

¹University of Glasgow, UK; ²University of Dundee; ³Education Scotland; ⁴Glasgow City Council

This symposium investigates the current state of Expressive Arts education in Scottish schools, focusing on how national policies, research findings, and local enactments can inform a more consistent and sustainable approach to supporting teachers. Despite the longstanding inclusion of Expressive Arts (Music, Drama, Dance, and Art and Design) in Scotland's curriculum, delivery has declined, particularly post-pandemic. With the UNCRC recently enshrined in Scots Law, and Article 31 guaranteeing every child's right to access arts and cultural activities, this symposium addresses the gap between policy and practice in realising this right.

The symposium is grounded in educational equity and social justice theories, focusing on teachers' roles in ensuring access to quality Expressive Arts education. It draws on principles of equitable teaching practices and inclusive curriculum design, ensuring all children, regardless of background, can benefit from rich educational experiences in the arts.

The symposium presents three perspectives:

1. Policy Analysis (Paper 1) – Insights from the 2024 Expressive Arts Review, focusing on policy challenges and opportunities for teachers.
2. Empirical Research (Paper 2) – Findings from a national project surveying primary schools across Scotland to assess children's access to Expressive Arts education.
3. Case Study (Paper 3) – Examining arts-based learning initiatives within Glasgow City Council, highlighting strategies supporting teachers.

Key insights include:

- Paper 1: Policy-level challenges and opportunities in Expressive Arts education.
- Paper 2: Data on the uneven access to Expressive Arts, identifying barriers faced by teachers.

- Paper 3: Effective strategies from Glasgow City Council, offering a model for other regions.

This symposium directly engages with the conference theme of quality teaching and equity by exploring how Expressive Arts education can drive social justice. It aligns with sub-themes on equitable teaching practices, curriculum design, and partnerships, proposing sustainable solutions to ensure all Scottish children have equitable access to quality arts education.

Session 3.13: Symposium

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* WMS - Gannochy

Equity and inclusion in teacher education in the French context

Fiona Smythe, Magdalena Kohout-Diaz, Régis Malet

Université de Bordeaux, France

In France, recent years have seen a national-level acceleration towards embracing inclusive schooling, evident in a series of law and policy reforms since 2019. In particular, the new requirement since 2021 is that initial teacher education programmes offer 25 hours of training on school inclusion for all new teachers. While teachers are, in theory, being better prepared for inclusive practices, France's egalitarian constitutional model remains in ideological conflict with differentiated treatment of diversity. In this context, is teacher education able to effectively prepare teachers for their work with pupils with diverse learning and special educational needs (SEN) in mainstream schools? What kinds of tensions and conflicts may arise? How are these being addressed within the formal teacher education pathways (by "insiders") as well as through informal interventions by SEN education specialists ("outsiders")?

This symposium will respond to these questions, drawing on works from the inclusive education literature (Ebersold, 2017; Kohout-Diaz & Strouhal, 2021; Malet, 2023) and literature exploring equity from a French perspective (Le Maire, 2009; Joly, 2016; Brun, 2018). We will explore how teacher education (insider and outsider) in the Bordeaux region is evolving in response to the challenges and opportunities of the new inclusion training requirements, with examples of findings from our recent studies: teenage migrants and home languages in learning (Smythe, in press), SEN and mainstream teacher approaches to inclusion (Smythe & Malet, in press), and inclusive university practices (Kohout-Diaz, 2024).

Finally, and in response to the ISATT conference theme, this symposium proposes to provide an overview of equity and inclusion in teacher education in France, bringing examples of formal and informal initiatives in Bordeaux that aim to better support teachers working in diverse classrooms.

Session 3.14: Symposium

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* WMS - Hugh Fraser

What must teacher educators know and be able to do? Exploring essential knowledge, skills, abilities, and purpose

Jennifer Jacobs¹, Fernando Naiditch², Frances Rust³, Jennifer Snow⁴, Diane Yendol-Hoppey⁵, Dirck Roosevelt⁶, Frank Pignatosi⁷, Connor Warner⁸, Carrie Nepstad⁹, Etta Hollins¹⁰, James Noonan¹¹, Stefinee Pinnegar¹², Brandon Butler¹³

¹University of South Florida, USA; ²Montclair State University; ³University of Pennsylvania; ⁴Boise State University; ⁵University of North Florida; ⁶Teachers College Columbia; ⁷New York University; ⁸The University of Utah; ⁹Harold Washington College; ¹⁰University of Missouri-Kansas City; ¹¹Salem State University;

¹²Brigham Young University; ¹³Old Dominion University

Recent research on teacher education increasingly positions teacher educators as central to the success of educational reforms (Cochran-Smith, 2003; Hollins & Warner, 2021). Despite this critical role, there remains a lack of clarity about the knowledge and skills teacher educators require to be effective (Conklin, 2020; Goodwin & Kosnik, 2013; Rutten et al., 2024). Only recently, through initiatives like InFo-TED in Europe (see Vanassche et al., 2015; Vanderlinde et al., 2021), has a substantial body of scholarship on the professional learning of teacher educators begun to develop.

Our research is positioned at the intersection of teacher education and school improvement, drawing on the expertise of our diverse group of experienced teacher educators. This symposium features three papers centred around collaborative artefact examination: “Utilising Artefact Examination to Uncover the Essential Knowing for Teacher Educators,” “Unearthing the Research and Theories Underpinning Our Practice as Teacher Educators,” and “Integrating Equity and Social Justice into the Practice of Teacher Educators.” These papers emphasise the importance of critical reflection in making explicit the knowledge, skills, abilities, and purposes embedded in our work.

Our papers emphasise two theoretical frameworks: Cochran-Smith and Lytle’s (1999) model of teacher knowledge construction and Goodwin and Kosnik’s (2013) framework outlining essential knowledge for teacher educators. We used these frameworks to identify pedagogical principles across our papers: critical reflection to achieve program coherence, attention to localised knowledge, commitment to social justice, student-centred approaches to enable theory and practice, partnership development, and adaptability.

An interactive session led by our discussant will encourage participants to reflect on professional artefacts, reinforcing the importance of recognising and developing frameworks that inform teacher educators' professional learning. We argue that the knowledge shared and developed in conversations of practice is essential to support the development of educators capable of engaging in quality teaching for a more equitable world.

Session 3.15: Symposium

Time: Wednesday, 02/July/2025: 8:50am - 10:10am · *Location:* JMS 438

Taking stock: A diverse and anti-racist teaching profession in Scotland?

Khadija Mohammed¹, Asif Chishti², Melina Valdelievre³, Alison Mitchell⁴, Dennis Francis⁴

¹University of the West of Scotland; ²General Teaching Council Scotland; ³Education Scotland; ⁴University of Glasgow

If educators are serious about challenging racism within contemporary society, they must consider how education systems progress diversity in the profession and anti-racist praxis for social change, rather than complicity in maintaining the status quo that undermines diversity in ideas, knowledge and experience.

This symposium includes four papers which demonstrate work in progress in Scotland to support the recruitment, retention and progression of Black and Minority Ethnic (BME) teachers, and to progress racial literacy and leading for anti-racism across the profession.

Paper One discusses the impact of the *SAMEE Leadership and Mentoring* programme designed for BME teachers. The programme provides safe, positive spaces for BME teachers to acknowledge their experiences, affirm their skills and competencies, define actions to support career progression and develop into race-cognisant advocates.

Paper Two discusses the General Teaching Council for Scotland (GTCS, 2024) *Sponsoring for Diversity in Teacher Progression* strategy, a new call to action in Scottish education with a key focus on supporting BME teachers' career progression, through spotlighting, networking and advocacy.

Paper Three reflects on the impact of the national *Building Racial Literacy* (BRL) programme for Scottish educators. BRL promotes anti-racism as a baseline professional value, empowering educators to understand, identify and implement racial literacy and anti-racist behaviours and processes in their thinking and practice.

Paper Four presents the rationale, andragogy and early impact of *Leading Anti-Racism* (LAR), a partnership between a university and a school district, with participants from both contexts in the same learning space. LAR aims to deepen personal and professional understanding of race, racism and the concept and practice of leading (for) anti-racism.

The discussant will draw on each paper to explore challenges and opportunities, diversify the profession, and realise the potential for our teaching workforce to understand and challenge racism and its multiple manifestations.

Keynote Speech

Time: Wednesday, 02/July/2025: 10:30am - 11:50am · *Location:* JMS 438
Session Chair: Ann Lopez, University of Toronto, Canada

Teaching and learning as acts of justice: Constructing classrooms as spaces of radical love

Ann Lopez
University of Toronto, Canada

The 21st ISATT Biennial Conference is being held in a world that is rapidly changing, where norms are being challenged and new ways of being are emerging. In this context, some are questioning the role of education and schooling, teaching and learning in responding to this change. As we think about the moment we find ourselves in, the kind of teaching that will be needed to support and sustain students, and have a positive impact on communities, we are reminded of the bell hooks quote, “the classroom remains the most radical space of possibility in the academy”. As educators navigate new realities, the possibilities that teaching and learning in diverse classrooms offer to be a force for transformative change, towards a more just and equitable world, must be amplified. In this endeavour teachers must be supported to sustain a path that challenges “taken for granted” norms, and think about new futurities in teaching and learning that centre teaching praxis embedded in a framework of justice for all.

Session 4.2: Inclusion & Quality Teaching

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 430-
Session Chair: Lisa Murtagh, University of Manchester, UK

**Social representations of primary school teachers and declared practices towards newcomer students:
What place for equity and inclusion?**

Josee Charette¹, David Croteau², Danial Nabizadeh³

¹University of Montreal in Quebec, Canada; ²University of Montreal in Quebec, Canada; ³University of Montreal in Trois-Rivières, Canada

Context: In Quebec, newcomer students who don't speak French when they arrive in the host society can continue their education in a welcoming class, where they learn the language of instruction, and where they get to familiarise themselves with social and cultural aspects of their new living environment. Newcomer students can also join the regular class, where they try to keep pace with their peers and benefit from special support in learning French. However, several studies have highlighted the feeling of overload felt by some regular classroom teachers when they welcome in their class newcomer students who do not speak the language of instruction (Charette et al., 2024; Querrien, 2017).

Research aim: Our research aims to document social representations of 1st-grade primary teachers towards welcoming these newcomer students in their class and the practices they put in place to support their process of integration in the classroom and the school.

Theoretical framework: We propose to analyse our data regarding the theoretical framework of inclusive education (Magnan & al., 2021; Potvin, 2014), which are based on four dimensions: equity: taking diversity into account, offering resources adapted to needs, inclusion: supporting the real participation of individuals and combating discrimination (Charette & Audet, 2023).

Methods: Data were collected from nine teachers working in an urban territory in Quebec (Canada). Two data collection tools were used: the free association technique and semi-structured interviews.

Findings: On one hand, our results illustrate a high level of teachers' mobilisation, mainly through equity-oriented practices. On the other hand, they suggest that practices aimed at inclusion are much less invested in by teachers.

Relevance to the Conference theme: Our presentation is fully in line with the conference theme, which aims to examine equity practices deployed by teachers in schools.

What makes teaching great? Focusing on important elements for teaching improvement

Rob Coe, C.J. Rauch, Stuart Kime, Dan Singleton, Ourania Maria Ventista

Evidence Based Education, UK

Great teaching has a positive impact on students' learning and promotes equity. Defining great teaching is important since it can lead to the specification of areas for preparation and professional development of prospective teachers and current teachers, respectively. This study aimed to assemble a framework for great teaching which describes specific indicators of quality teaching for teaching improvement. A review was conducted using well-established bodies of literature about teaching, as well as classroom observation instruments (Coe et al., 2014; Creemers & Kyriakides, 2011; Darling-Hammond, 2000; Dunlosky et al., 2013; Hattie, 2012; Ko et al., 2013; Muijs et al., 2014; Praetorius et al., 2018; Rosenshine, 2010). Based on this literature, there was a search backwards (studies they cite) and forward (later studies citing them). There was also an additional search using terms about teaching quality and students' learning on the databases of Web of Science, ERIC and Google Scholar. The results of this rapid literature search identified the areas of great teaching. The results of the review highlighted four dimensions of great teaching related to 1) the content, 2) the learning environment, 3) the opportunities given to students to learn and 4) the activation of hard thinking. This paper will present this great teaching framework. The use of this four-dimensional framework of great teaching can have important implications for prospective teachers' learning and teachers' professional development, since it offers specific areas that teachers could focus on for the improvement of their teaching. Based on this framework, a novel, scalable professional development programme has been developed to present and test the framework in diverse educational contexts. A description of this programme will also be presented. Other teacher educators could use this framework and approach for their initial teacher education, whilst teachers and leaders could adopt this to their context.

Characteristics of quality teaching in England - Authorised and homogenised pedagogies and curriculum content

Lisa Murtagh¹, Mandy Pierlejewski², Huw Humphreys³

¹University of Manchester, UK; ²Leeds Beckett University, UK; ³University of East London, UK

This paper examines the Initial Teacher Training (ITT) Core Content Framework (CCF) in England, a mandatory element for all pre-service teacher education. It explores how the CCF reflects and reinforces a narrow, technicist view of teacher education, driven by government policies aimed at educational reform and international competitiveness. The study also investigates how this approach impacts social justice and equity in education.

The study is grounded in critical perspectives on teacher education policy, drawing on concepts of managerialism, performativity, and marketisation in education. It teases out the troubling concepts of 'trainification' and 'pupilification' promulgated by the CCF, which constructs simplified, homogenised versions of teachers and learners.

The research utilised content analysis and a 'doppelganger as a method' approach. It examined word usage patterns and compared synonyms to reveal 'doublings' of actions and actors. The analysis reveals that the CCF reduces the complex process of teacher education to a technical, content-delivery model. It constructs a 'doppelganger trainee' - a homogenised version of the becoming teacher required to demonstrate 'fidelity' to mandated content and pedagogy, and pupils are similarly 'pupilified'. This approach fails to account for the social, emotional, and intellectual complexities of education, negatively impacting social justice and equity by neglecting the diverse needs of students and communities, and by failing to prepare teachers to address systemic inequalities in education.

By revealing the reductionist assumptions underlying the CCF and their implications for social justice, the findings challenge prevailing policy directions and argue for frameworks that better prepare teachers for the multifaceted realities of education, including addressing issues of equity and social justice. This aligns with the conference themes of enhancing teacher education quality, reimagining teacher preparation for contemporary challenges, and promoting inclusive, equitable education systems.

Session 4.3: S-STEP Studies

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 507
Session Chair: Brighid Golden, Mary Immaculate College, Ireland

Studying our self-studies: What have we learned for equity and inclusion in teacher education ?

Masahiro Saito¹, Megumi Nishida²

¹Asahikawa City University, Japan; ²University of Island

One of the crucial aims of self-study is to create more democratic schools and universities, as well as society. Author-A is a social studies teacher educator in Japan. His mission is to foster preservice teachers' awareness toward social justice. He has been discussing his teaching practices with his critical friend, Author-B, for years. In this self-study, we discuss (1) the insights and learnings we gained from Author A's self-studies, (2) the professional knowledge we gained as educators through self-studies.

The significance of self-study in equity and inclusion has also been discussed in Japan. For example, at the roundtable 2022, authors and other participants pointed out that self-study research could collaboratively reveal the contradiction between the weakness and the strength of individual professionals. It would also highlight social issues and injustices through the exploration of individual and practical issues.

Main data were Author-A's six published self-study papers and nine self-study presentations since 2018. Data also included reflective journals, text messages, meeting notes, and various artefacts such as pictures and Senryu poems. All online meetings between Author-A and B were recorded. We employed pictures and senryu as analytic tools to stimulate our collaborative dialogue from multiple perspectives.

Collaborative analysis through pictures and senryu created a space to enhance our reflection. Our discussion over artefacts revealed a barrier deeply rooted in the Japanese social structure. In school's hidden curricula, students are not taught about their rights, but how to survive competitive examinations. Such school education reproduces teachers who are indifferent to social injustice. Through his self-studies, we recognise it is crucially important that we should keep our beliefs in human rights and democracy in education. This research suggests that we should continue challenging such a hidden curriculum. The accumulation of reflective practices and collaborative dialogues leads to more democratic and inclusive schools and higher education.

Fostering transformative social justice pedagogies in undergraduate pre-service teacher education

Cassandra Iannucci, Dylan Scanlon, Brandi Fox
Deakin University, Australia

Research Aim: This study aims to explore the practical applications and pedagogies necessary for preparing pre-service teachers (PSTs) to become advocates for social justice, addressing the gap in research that primarily focuses on values and belief systems rather than actionable teaching practices.

Theoretical Framework: Grounded in Freire's transformative praxis theory, this study is underpinned by the concept of fostering critical consciousness, which is essential for addressing and transgressing social injustices in education. The umbrella methodology of Self-Study of Teacher Education Practices (S-STEP) and Collaborative Autoethnography (CAE) is employed to reflect on and analyse our teaching practices.

Methods: Using CAE, we engaged in reflective practice by documenting and sharing personal and professional experiences related to social justice pedagogy. Reflections on practice were written, shared, and discussed in a series of CAE meetings. The data, supported by student-generated pedagogical reflections, were collaboratively analysed to identify key themes connected to transformative praxis.

Findings: The study reveals the significant role of CAE in professional learning, particularly in fostering critical reflexivity. Through collective analysis of pedagogical data and reflective practice, we identified areas of success and shortcomings in our efforts to teach social justice. This process strengthened our pedagogical approaches, especially in engaging students who may initially struggle to grasp the importance of teaching for social justice.

Relevance to the Conference Theme and Specific Strand: This research directly addresses the conference theme of social justice in education by providing a detailed examination of transformative pedagogies in teacher education. The findings contribute to the strand on equity and inclusion by offering insights into effective strategies for fostering critical consciousness among PSTs, thereby equipping them to contribute to a more socially just future.

Get critical: Using self-study to explore the characteristics of quality critical thinking development in teacher education.

Brighid Golden

Mary Immaculate College, Ireland

Critical thinking offers opportunities to counter rising hate speech and xenophobic populism evident in societies across the world. If we are to harness the potentially transformative impact of critical thinking by embedding it in our education systems, we must begin with initial teacher education (ITE) and ensure student teachers are critical thinkers themselves. This study focused on examining my practices as a teacher educator in supporting student teachers to develop their critical thinking skills within the context of learning about global social justice issues.

This self-study project took place across three academic years, focusing on a core module in which students engaged in global citizenship education. My inquiry into my own practices was undertaken alongside support and engagement from critical friends, my students, and colleagues. The data set included both written and recorded reflections; recordings of conversations with critical friends; emails and written reflections from critical friends; recordings and notes from focus group interviews with students; surveys; Most Significant Change Stories; exit slips from classes; photographs of in class work; post-it notes or worksheets from in class work; and assessments. The wide variety of data types helped to capture the complex and messy nature of classroom practice and provided multiple sources to aid in the triangulation of findings.

Drawing on Freire's (1974) Critical Consciousness, Boler's (1999) Pedagogy of Discomfort, Andreotti and deSouza's (2018) conceptual frameworks for 'Through Other Eyes' and Bourn's (2015) Pedagogy of Development Education to support the interpretation and application of my research findings, I developed an adaptable, flexible conceptual framework for critical global learning. This framework forms the most substantial findings from the study and includes both a model for understanding critical thinking in the context of global citizenship education and a planning tool to support critical thinking development with my students.

Watchfulness: Folk art & The craft of teaching

Margaret Clark¹, Rebecca Buchanan²

¹Massachusetts College of Liberal Arts, USA; ²University of Maine, USA

Over the past decade, we have co-written articles on the ways in which we have supported, reflected, and connected with each other as critical friends and teacher educators (Laboskey, 2004). Grounded in the belief that self-study (Hamilton & Pinnegar, 2009), collaboration, and regular critical reflection are essential components to sustaining a teaching career, we have established a research methodology that involves regular check-ins over the phone and penpal-like letters in a shared journal (Authors, 2018, 2020). When the pandemic struck, we struggled to stay in touch and found our work taking a necessary aesthetic turn (Authors, 2021).

In "Watchfulness," we take our reflective methods to a new place, exploring what it means to co-create a piece of folk art as a dyad. We take turns working on a piece, sending it back and forth in the post, with the trust that there is freedom in the process of co-creation. We have documented our processes and our products through photography and journaling, which will be shared during this presentation, alongside our folk art. Folk art is a purposeful term for us: the "material culture" in which "objects do not exist in a vacuum...[they are] made and used by people, artifacts relate to human values, concerns, needs and desires both past and present" (Jones, 1987, p.4).

We explore how this co-creation, this arts-based research, introduces a new kind of framing for the humanities. Veering away from a positivistic approach towards understanding a phenomenon which leads to stability in knowledge-building, arts-based research introduces a kind of "revisiting" (Barone & Eisner, 2011, p. 16).

We aim for this "watchfulness" to peer beneath the surface of things, ideas, and practices. What does our craft say about our minds, thoughts, and experiences? In our experiences, teaching during this moment in time, what is true for us?

Session 4.4: Democracy & Equitable Teaching

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:*

Session Chair: Amy Palo, University of Glasgow, UK

Session Chair: Mary Goretti Nakabugo, Uwezo Uganda, Uganda

Ethnic studies curriculum-making: Knowledge implications for socially-just teaching

Kelly León

University of Wisconsin-Green Bay, USA

This inquiry examined the outputs of a working collective consisting of Ethnic Studies (ES) scholars and secondary educators engaged in curriculum-making around local oral histories with the goal of developing community-responsive ES curricular models and guidance. Hoping to better understand teachers' ES curriculum-making in California, the study's findings have direct implications for how we prepare teachers to be agentive, racially-literate curriculum-makers.

The study is conceptually framed around a humanising ethnic studies framework, ethnic studies pedagogies, powerful knowledge from the academic field of ethnic studies, and consideration of additional knowledge(s)/ways of knowing. Tying these elements together is a nuanced understanding of Young and Muller's (2010) "Future 3" curricular heuristic.

Using an engaged, collaborative, qualitative case study, the researcher not only sought to better understand the work of the Collective for her own research interests but also participated in the facilitation of the Collective alongside an ethnic studies professor. Such a methodology allowed for an advancement of knowledge for the field, but also a direct contribution to the local educational ecosystem.

Findings suggest that teachers working within the Collective could articulate the broad aims of ES. Furthermore, they were able to utilise different sources of knowledge (academic, community, experiential) in their curricular development. However, most teachers possessed an underdeveloped "toolkit" needed for deep knowledge-work related to the workings of race/racism, curriculum-thinking, and curriculum development, which limited the epistemic quality and emancipatory potential of their lessons.

The inclusion of ethnic studies modes of thinking in the curriculum is in itself an attempt to improve teaching (an innovative approach), as it strives to better address the needs of minoritised students and improve teaching related to race/ism. The findings also encourage a particular understanding of curriculum-making for more socially just teaching, and have direct implications for advancing equity and inclusion within teacher education.

Pursuit of equitable teaching practices in resource-constrained contexts: Evidence from Ugandan classrooms

Mary Goretti Nakabugo¹, Joyce Ayikoru Asiimwe², Amos Kaburu³

¹Uwezo Uganda; ²Kyambogo University; ³Opticum

This paper is concerned with the provision for children's learning of literacy and numeracy in primary education in Uganda. We draw on research we conducted for the Global Education Monitoring Report (GEMR) 2023 Spotlight series on foundational learning in Africa. The analytical framework for the research focused on three elements in the provision of education: curriculum and learning materials, support for teachers and assessment practices and how far these elements were aligned with each other and how far they were being implemented in the classroom. We focus the paper on the classroom implementation element to shed light on the challenges and promises of advancing equitable teaching practices in challenging situations. Primary education in Uganda is, in principle, compulsory for children aged 6-13 and has a seven-year cycle (P1 to P7). Data for the paper were generated from research in 12 primary schools in four districts in Uganda. The purpose was to gain insights into issues affecting quality and equitable foundational literacy and numeracy (FLN) teaching and learning. Data was obtained from interviews and focus group discussions with district officials, headteachers, teachers, parents and community leaders; and observations of mathematics lessons in P3 and P7. Responses from the districts showed that many government-funded schools had serious shortages of teachers, classrooms and learning materials, which limited the scope for interactive teaching methods and formative assessment. Evidence from classroom observations shows that textbooks were more widely used by teachers than by learners, since most learners did not have the books. There was also a tendency to use whole-class teaching rather than group work or individualised instruction. Differentiation of tasks was rare. We argue that achieving equitable teaching practices goes hand in

hand with supportive policies and practices enabling teachers to adapt their teaching approaches in ways that cater for the needs of each child.

Fostering democratic learning: Lessons from the Scottish curriculum to enhance inquiry in U.S. social studies

Amy Palo

University of Glasgow, UK

Research Aim: This study explores the potential for adapting Scotland's Curriculum for Excellence, particularly its senior phase, to the U.S. social studies curriculum, with an emphasis on Pennsylvania. The research seeks to determine the compatibility of Scotland's curriculum with the NCSS's C3 Framework, assessing its capacity to enhance historical thinking, civic responsibility, and student engagement in U.S. high school social studies.

Theoretical Framework: Using inquiry-based and project-based education principles, the study is grounded in democratic education and social justice theories. It examines how Scotland's curriculum can prioritise 21st-century skills alongside civic literacy, addressing the needs of students in underfunded, Title I schools in the U.S. through a curriculum that balances STEM competencies with active citizenship.

Methods: The research consists of three phases:

1. Interviews with Scottish educators and curriculum experts at the University of Edinburgh to gain insights into the senior phase.
2. Observational research in Scottish secondary schools, focusing on methods for teaching social studies and citizenship.
3. Development of a U.S.-adapted curriculum model informed by findings and consultations with local educators for practical implementation.

Findings: Preliminary findings indicate strong alignment between Scotland's senior phase curriculum and the C3 Framework, particularly in fostering inquiry, critical thinking, and civic engagement. Observations suggest that the curriculum's interdisciplinary approach can both engage students and foster civic responsibility, offering a model for equitable education practices in U.S. social studies.

Relevance to Conference Theme: This presentation aligns with the ISATT theme of "Promoting Equity and Inclusion through Effective Partnerships with Schools" by showing how international curriculum practices can support equitable, civically focused education in U.S. Title I schools. It also addresses "Addressing Social Justice by Leveraging Technology and Innovative Approaches," proposing adaptable structures to integrate social studies and civic education in under-resourced contexts, and fostering international dialogue on equitable, civic-centred education.

Session 4.5: Literacy & Reading

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 630

Session Chair: Mary Jane McIlwain, Auburn University, USA

Session Chair: Caroline Beauregard, Université du Québec en Abitibi-Témiscamingue (UQAT), Canada

Better understanding to better support: How an art intervention based on identity texts can help teachers adapt their teaching to the specific needs of newcomer students

Caroline Beauregard, Marie-Eve Caron, Katia Lemieux

Université du Québec en Abitibi-Témiscamingue (UQAT), Canada

Newcomer children who are integrated into reception classes are at risk of having experienced trauma, which can cause significant stress and affect their performance and school experience. Despite appropriate training, teachers may feel ill-prepared to support the social and school adjustment of newcomer children, especially if they are asylum-seekers. Inadequate understanding of their life and migratory journey may make it more difficult to adapt teaching practice to their specific needs. With the aim of promoting equitable education and social justice, it is thus essential to implement school-based innovative approaches that promote the development of positive relationships between teachers and newcomer students. The creation of identity texts in written and artistic form can support the expression of newcomers' experience and allow teachers to better know their students, and thus better adapt their teaching practice to ensure that newcomers thrive at school.

This presentation will introduce the findings from a qualitative action research implemented in partnership with two reception classes from an elementary school in Canada. The study's objective was to document the impact of an innovative school-based intervention focusing on the creation of written and artistic identity texts on (1) newcomer children's expression of their migratory journey, (2) the quality of the teacher-student relationship and (3) the adaptation of teaching practice. Based on the analysis of students' identity texts, workshop facilitators' participant observation and interviews with the teachers and students, the presentation will illustrate how the production of identity texts in class, especially through artistic modalities, contributed to the creation of a different form of understanding between teachers and students, much more personal and embodied, and on which teachers can rely to tailor their teaching to their students needs.

Book study as teacher professional development to create equitable teaching of reading

Christopher Andrew Mattatall¹, Robin Bright¹, Adam Browning²

¹University of Lethbridge, Canada; ²Palliser School Division, Lethbridge, Alberta, Canada

Research Aim: To determine if a book study as a form of professional development can contribute to individual and collective sense of efficacy in teachers, leading to nuanced and equitable forms of reading instruction.

Theoretical Framework: Lave and Wenger's (1991) situated learning theory and the communities of practice lens helps to provide the rationale for why book studies can be idiosyncratically effective among varying contexts within individual schools. As teachers read through a book together and incorporate new information into their critical reflection, they begin to introduce creative problem-solving into their dialogue and practice (Craig, 2007).

Method: In this mixed-methods study, 16 teachers from 4 elementary schools engage in a facilitated book study of *Sometimes Reading is Hard* (Bright, 2021). Pre-Post *Teacher Sense of Self-Efficacy for Literacy Instruction* surveys (Tschannen-Moran & Johnson, 2011) and post-study interviews are used for data analysis

Findings: Results from our 2024-2025 study will be presented at the ISATT Conference. We have found that through our book studies teachers feel empowered to try innovative hypothesize that teachers' sense of efficacy in teaching reading—as well as the grade-level teams collective sense of efficacy—will strengthen, leading to greater confidence, which will lead to the creation and implementation of new ways of teaching, time scheduling and thinking about teaching reading. Creating equitable teaching environments sometimes requires new ways of thinking and acting, and we believe that teachers' new sense of efficacy through the book study will do that.

Relevance: We have found that through our book studies, teachers feel empowered to try innovative practices that create equitable learning environments because they divest of a 'one size fits all' stance and habit of teaching. We therefore feel that findings from our study speak clearly to the themes of Research on Equitable Teaching Practices and Curriculum Design for Equitable Teaching.

Who really mediates the robot? Study of educator-children-robot relationship within the practicum for future educators

Loredana Perla¹, Ilenia Amati², Laura Sara Agrati³

¹University of Bari, Italy; ²University of Bari, Italy; ³Pesaso University, Italy

Research on child-robot interaction (cHRI) in educational contexts highlights the role of mediation ensured by the educator and the investment in affective terms. Some reviews on the use of social robots in nursery schools highlight the influence on technical, transversal and cognitive skills, but also on involvement in learning and emotions. Other reviews have emphasised that when integrating robots and related intelligent tutoring systems into educational practice, the focus must remain on the child-educator relationship and that the robot acts as a support for the relationship.

The proposal presents the results of an empirical study on child-educator-robot (NAO) mediation conducted during the practicum of the Bachelor's Degree in Education and Training Sciences (SEF) of the University of Bari.

The quasi-experimental design included two non-equivalent groups, based on the family's adherence/non-adherence to the experiment. Each group consisted of 10 children aged 24-36 months, 4 educators (two experienced, two SEF trainees), and two doctoral students as external observers. The data was collected via a perception questionnaire (for educators and trainees) and behavioural observation grids (relational contexts) and analysed using descriptive statistics. The results of the study highlight: a. mild behavioural changes between groups of children; b. changes not evident in the representations of expert educators; c. substantial changes in SFE trainee representations.

The study highlights that the introduction of the robot in the educator-child relationship in educational contexts influences novice educators more (who question the design of adequate environments), less so veteran educators (who use the robot to attract the interest of children) and children (who prefer a direct relationship with the educator). It offers food for thought and in-depth analysis regarding the implementation of innovative robot-based approaches in nursery schools that put the relationship at the centre, not technology as an end in itself.

Aligning literacy education with politically fueled mandates

Mary Jane McIlwain
Auburn University, USA

Grounded in sociocultural constructivism and equity in PK-2 classrooms, this study expands the relationship between research and practice in PK-2 classrooms. It explores the implementation of the Science of Reading (SoR) using culturally relevant and developmentally appropriate pedagogies within self-study of teacher education. Emphasising teaching and learning in college and primary classrooms as a socially interactive, iterative process generates and applies knowledge beneficial to the following constituents: PK-2 children, teacher candidates, and faculty. Action research using mixed methods designs was employed to examine the following questions:

1. How do field experiences within literacy foundations coursework impact candidates' dispositions and efficacy using culturally relevant pedagogy?
2. How does the integration of culturally relevant content influence the design and implementation of literacy foundation lessons?
3. How will the professor's modelled lessons influence a teaching agenda that serves state mandates involving the Simple View of Reading and culturally relevant, literacy pedagogies within the Active View of Reading (AVR)?

Data collection included pre-post efficacy scales and semi-structured surveys documenting teacher dispositions, pre-post child assessments, lesson plans, certification exam scores, model lessons, slide decks capturing paradigmatic and practical knowledge shared in college classrooms, and a reflection journal kept by the researcher. Quantitative analysis involved statistical differences in pre- and post-test scores. Qualitative analysis used categorical coding to derive themes. Member checking enhances the trustworthiness of data analysis. Analysis was triangulated to explore reasons for shifts in scores and dispositions. Findings indicate that a focus on culturally relevant pedagogy has a positive impact on asset-based lessons using relevant components of Active View of Reading while prioritising the foundations of literacy concepts. This work strives to disseminate ways in which teachers and professors navigate current tensions in literacy education by working with teacher candidates to understand more equitable curricular implementation of SoR in PK-2 classrooms using AVR.

Session 4.6: S-STEP Studies

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 639*
Session Chair: Andrew Jack Whitehead, UNIVERSITY OF CUMBRIA, UK

The epistemology of ignorance: Insights into settler colonial teaching practices in teacher education

Georgann Cope Watson, Jade Victor
Thompson Rivers University, Canada

In this Self-Study of Teaching and Teacher Educator Practice (S-STTEP), the researchers address a significant gap in the knowledge of one non-Indigenous teacher educator regarding Indigenous History, Culture, Pedagogies, and Ways of Knowing. Grounded in the concept of settler colonial ignorance, this study aims to uncover and confront such ignorance within teacher educator practices. The study is part of a broader investigation focused on collaborative curriculum development between Indigenous and non-Indigenous researchers, each contributing their distinct perspectives. The emergence of settler colonial ignorance as a theoretical framework prompted a critical examination of how this ignorance serves as a barrier to decolonisation efforts in education. Findings highlight the transformative potential of S-STTEP research in challenging and dismantling settler colonial ignorance. The study underscores the importance of non-Indigenous teacher educators engaging deeply with Indigenous perspectives, histories, and pedagogies to foster educational practices that are inclusive, respectful, and supportive of Indigenous learners. Implications for teacher educator practice emphasise the urgent need for ongoing professional development that addresses and rectifies gaps in knowledge regarding Indigenous issues.

By integrating Indigenous perspectives into curriculum development and pedagogical practices, teacher educators can contribute to educational environments that promote cultural understanding, equity, and the principles of decolonisation and indigenisation.

Living educational theory research in the self-study of teacher-education professional practices

Andrew Jack Whitehead, Marie Theresa Huxtable

University of Cumbria, UK

Research aim – To provide evidence that a Living Educational Theory Research approach, to the professional learning of self-study, teacher-education researchers, has generated original contributions to the global knowledge base of teacher education. The originality includes a unit of appraisal, standards of judgement and logic that determines the rationality of explanations of educational influences in learning.

Theoretical frameworks – These are provided by the original contributions to knowledge provided in over 50 Living Theory doctorates of self-study researchers who have explored the implications of asking, researching and answering questions of the kind, ‘How do I improve my professional practice?’. These explanations include insights from other theoretical frameworks such as philosophy, psychology, sociology and history of education.

Methods – These include the methods described by Tidwell et al. (2009) in research for the Self-Study of Practice. An addition to these methods is defined as empathetic resonance with digital visual data. This was developed for Living Educational Theory Research. It enabled the clarification and communication of the embodied values used by self-study researchers as explanatory principles in their explanations of educational influences in their own learning, in the learning of others and the learning of the social formations within which the professional practice is located.

Findings – These are focused on a definition of professionalism that includes both meeting criteria set by the professional’s professional body, and the acceptance of a professional responsibility for researching one’s own professional learning in inquiries of the kind, ‘How do I improve the educational influences in my professional practice?’, and making public the valid, evidence-based and values-laden explanations of educational influences in learning.

Relevance - The embodied values of the self-study researchers include and explain connections between quality teaching, equity, and socially just classrooms in the generation of each individual’s living-educational-theory.

Honouring mentor teachers' assets with collaborative professional learning featuring future-focused mentoring

Amanda Moody Maestranzi

Lehman College - City University of New York, USA

Improving clinical practice is an important step in preparing the next generation of educators to feel respected and connected in the profession. Although U.S. schools of education may aim to innovate, many teacher preparation programs continue to work within the traditional hierarchy of university expertise being valued over school-based experience. One way to level the hierarchy is to deeply value mentor teachers’ experiences as assets for learning, bringing mentor teachers and university supervisors together for mutual growth. In this self-study combined with qualitative inquiry, I explore my efforts to engage a multidisciplinary group of mentor teachers in a five-session professional learning series designed to leverage their assets while sharing resources and collaboratively refining coaching, feedback and reflection practices. As a self-study, I explore to what extent my facilitation practices engage mentor teachers in future-focused mentoring (Larsen et al., 2023), a form of holistic mentoring that prompts teachers to engage in intellectual work which guides them toward personal, relational and contextual transformation. For qualitative inquiry, I explore how mentor teachers engage in conscious intellectual work (Larsen et al., 2023) that invites self- and practice-oriented reflection, builds community, and calls for collaborative clinical practice. Lastly, I seek to explore the potential for TESOL teacher educators to facilitate future-focused mentoring with multidisciplinary mentor teacher groups. Since TESOL teacher educators work with teachers who may teach in an integrated content and language teaching setting in any discipline, the possibilities are expansive. Findings illuminate open sharing of mentor teachers’ experiences in coaching student teachers, facilitator-guided resource sharing with mentor teacher-led critique, collaborative mentoring practice work, and mentor teacher-led ideas for collaborative teacher induction support. This study illustrates an innovative approach to leveraging the expertise of mentor teachers for collaborative sharing, discussion, and growth, promoting equity in teacher education in which mentor teachers are properly respected.

Writing in community: Creating an equitable and inclusive space for teacher educators

Nikki Aharonian

Oranim College of Education, Israel

Academic writing can be daunting for teacher educators juggling heavy teaching loads, institutional service, and research. The competitive peer review process can be discouraging and frustrating. To address these challenges, I established a voluntary writing community for my teacher-educator colleagues at an Israeli college of education. Two years after I began leading the community, I adopted a self-study methodology to critically scrutinise my motives for forming the group and explore the impact of community membership and leadership on my working life and the lives of my colleagues. Theories of community and writing as a means of inquiry informed the research. Data for this qualitative study included my ninety-page reflective research journal written in community sessions and interviews with twelve teacher educators in the group. Self-study allowed me to explore the assumptions and values behind my actions and shed light on the significant role of the writing community in my professional identity, well-being, and the learning experience I provide for my students. Findings reveal how confronting my own vulnerabilities as a writer and educator, in writing and conversation with my peers, heightened my sensitivity to the unique needs of individuals in my multicultural classrooms. These developing understandings led me to respond differently as an educator to my department's Jewish, Christian, Muslim, Druse, and Circassian pre-service teachers. Additionally, leading and belonging to a diverse community of professionals empowered me to strive for safe, inclusive environments for my pre-service teachers and inspired me to advocate for a more conducive work environment for my peers. This self-study explores a particular educational setting and invites educators and institutional leadership in other professional contexts to consider how writing communities might contribute to developing equity and inclusion in their organisations.

Session 4.7.1: Round Table Sessions

*Time: Wednesday, 02/July/2025: 2:10pm - 2:45pm · Location: JMS 641**

Honouring voices, building connections: Centring students & family experiences through literacy practices

Jessica Nicole Hiltabidel¹, Shannon Maura Kane²

¹George Mason University, USA; ²University of Maryland, USA

Grounded in a school's engagement with the Black Lives Matter (BLM) Week of Action in Schools, the study shared during this roundtable will explore how aspects of Critical Language Awareness (CLA) pedagogy were integrated into curriculum design to address and promote racial justice and equity. Critical theory serves as the framework for this study because it provides a robust lens for examining and challenging the power structures and inequities embedded within educational systems. By focusing on the intersections of language, identity, power, and oppression, critical theory allows for a deep analysis of how these factors influence educational practices and outcomes. This framework is particularly suited for addressing the goals of the BLM Week of Action in Schools, as it emphasises social justice, emancipatory practices, and the empowerment of marginalised communities, aligning perfectly with the objectives of fostering equitable teaching and curriculum design. By using the qualitative methodology of case study, this project incorporated various data collection techniques such as interviews, observations, and document analysis in an effort to gather comprehensive and detailed information related to teachers' implementation of CLA pedagogy. Open coding of lesson plans across Preschool through 8th grade revealed three themes: 1) a progression of learning across grade levels related to key constructs such as race, racism, diversity, and advocacy; 2) the impact of aligning read-aloud lesson plans to social justice standards; and 3) the use of discourse to create shared projects. Findings will be discussed through a school administrator and researcher lens that connects to the specific conference thread of curriculum design for equitable teaching. We will describe key components of curriculum design, including staff development, materials and resources, anchor texts, and planning requirements; challenges to implementation; and implications for practitioners and researchers who seek quality teaching practices that will lead to a more equitable world.

Quality education policy for teacher education in a period of disruption

Sarah Katherin Anderson¹, Lynn Gangone^{1,2}

¹University of Glasgow, UK; ²American Association of Colleges for Teacher Education

Research aim: This roundtable aims to explore the intersection of education policy and teacher education innovation, focusing on creating greater capacity for engaging in global policy development. Participants will discuss the relationship between these two areas and apply the concepts of complexity theory, systems thinking, and "deliberative policymaking" to their national contexts. The goal is to examine how education policy can be redesigned to support innovative, equitable, and inclusive teacher preparation practices.

Framework: Grant's (2024) recommendations on deliberative policymaking will be juxtaposed with the four design principles of the 'Teacher Development 3.0' framework (Ellis et al., 2017; Ellis, 2024). These principles include: a lifelong teaching profession, schools, universities, and teachers at the heart of communities, education as cultural and societal development, and a continuum of learning.

Methods: The roundtable will use a participatory format, including presentation, small group discussions, and a shared discussion. Participants will discuss education policy trends, innovative teacher education practices, and successful policy interventions.

Findings: The current state of education policy and its impact on teacher education, challenges and opportunities for innovation, the role of human-centred design and deliberative policymaking, and potential future structures for teacher education programmes.

Relevance: This roundtable session directly aligns with the conference theme by exploring how education policy can be leveraged to support quality teaching and promote a more equitable world. By fostering innovation, collaboration, and inclusion within teacher education, a stronger foundation for high-quality teaching practices that benefit all learners can be created. Findings are situated to influence the provision of teacher education and assess novice teachers' skills for equitable and democratic classrooms during preparation.

Learning Educating Together (LET)—E-Pal study guide ChatGPT

Sophia Melanie Manning

Bergen Community College, USA

E-Pal Study Guide (EPSG), a student-centred learning platform that focuses on students' commitment to learning, employs metacognitive philosophy, emphasises positive values, and constructive use of time management. EPSG is an interactive program functioning as a virtual assistant specifically designed for first-year college students at Bergen Community College, *Success 101. Course Learning Outcomes: "*Focus on the strategies, habits, and behaviours necessary for students to empower their own academic and personal growth. Emphasis will be placed on self-assessment, goal setting, written and oral communication, critical thinking, self-management, and study strategies.*"

As a tool to enhance students' success, EPSG seeks to answer the following: (1) Can educators use a customised ChatGPT to reshape learners from instructor-directed to autonomous? (2) Specific to content/discourse, are there activities that educators and learners can create and co-create to transform unreflective thinkers to novice? (3) Is it possible for a ChatGPT such as EPSG to be used to motivate learners to develop a sense of personal commitment that leads to an understanding of the lasting impact of learning, faith in their own abilities, and belief in their self-worth?

An investigative empirical study, mixed-methods research methodology is being used to answer these questions. Intensive cross-sectional studies—descriptive cross-sectional and analytical cross-sectional studies will be used for data collection. Students will be observed extensively, electronic surveys/questionnaires will be used to collect data from learners and educators, interviews, and readings from experts on *Artificial Intelligence* will be analysed, synthesised, and integrated into the study.

Since students will create and co-create, there is an opportunity to contribute to academia. Besides adding to the existing body of knowledge on Artificial Intelligence and ChatGPT, results from EPSG will show this platform as a strong tool that empowers educators and learners while engaging with interdisciplinary discourse.

Previewing the world beyond the classroom through virtual field trips

Lauren Santarelli¹, Karla Adelina Garza²

¹Columbus State University, USA; ²University of Houston, USA

This study examines the use of virtual field trips (VFT) as a means to foster equitable curriculum in primary and secondary grades. Virtual field trips consist of place-based learning experiences at educational sites that are conducted virtually over the internet, or through the use of some other technological streaming or recording device, so that students can learn from experts around the world without leaving their classrooms (Zanetis, 2010). Virtual field trips allow students to access learning experiences that otherwise would be too far away or expensive to obtain without appropriate funding or planning resources.

The theoretical framework used for this study consists of constructivist learning theory. Constructivist learning theory argues that students acquire new knowledge by connecting new information or experiences to their prior knowledge. Through the use of virtual field trips, students will gain insight into other cultural capitals.

The methods used for this study consisted of a qualitative content analysis. For 21st-century learners, the content analysis revealed that virtual field trips provide students with access to learning sites around the world. They often lack background information and expert commentary that are needed to construct a well-rounded understanding of the intended cultural capital under investigation.

Experiences for learners unable to travel beyond the classroom are valuable lessons that can be enhanced through the use of VFT, if they are afforded the proper learning opportunities to include context beyond the VFT guide.

This study is relevant to the curriculum design for the equitable teaching strand as it provides outside opportunities for student learning when field trips may not be financially or readily available.

Defining rural: The identification, perception, resourcing and empowering rural education internationally

Suzie Dick¹, Kevin Lowden², Cath Gristy³, Kristina Hesbol⁴

¹Queen Margaret University, UK; ²University of Glasgow, UK; ³University of Plymouth, UK; ⁴University of Denver, USA

The aim of this roundtable is to draw together international perspectives on rural education, the perceptions associated with education in non-urban areas in each country represented, with the intention of bringing the debate around rural and island education and equipping teachers to teach rurally to the fore. Promoting and enabling international discussion, this workshop will be looking at furthering an international definition of rurality in education, and serve as a conduit for making connections amongst different specialisms, including equity, professional learning and meeting the needs of all teachers in rural and island contexts.

Value and function of rural: through this roundtable, we will investigate why defining rurality in education matters in relation to the value, function and resource allocation worldwide, as well as implications for equity. Rural students, their families and communities are 'invisible' (White & Kline, 2012; White & Corbett, 2014). Taking a rural standpoint is an inclusive way for all teacher educators, no matter where they are geographically located, to address social justice and inequity and improve learning for all students. There is an importance of the uniqueness, the "thisness" of rural schools and their place in society, being against the holistic approach of treating all schools equally in relation to policy, social context and resource allocation.

Through multiple lenses, fundamentally, this is about equity, sustainability of schools in the widest sense, policy and governance, and collaborating at all levels with rural and island schools and communities at the centre. The intended outcome of this round table is collaboration internationally and planning future collaborations for future research, and how we can support our rural schools and communities. Finally, collectively, we will challenge the oft-deficient narrative in practice, policy, and academic research related to rural and island education nationally and globally.

Balancing equity and excellence: Strategies for reforming K-12 teacher evaluation systems for teacher development and social progress

Jalea L Turner¹, Carla-Ann Brown²

¹PK Yonge Developmental Research School, USA; ²PK Yonge Developmental Research School, USA

Extant literature on K-12 teacher evaluation fails to consider the multifaceted complexities that impact teacher instructional decisions and student learning outcomes. When faced with the realities of increasing student diversity (Kane, Kerr & Pianta, 2015), student opportunity gaps connected to racial background (Andrew et al., 2019), and the political focus on school accountability (Kraft et al., 2020), a teacher evaluation system built on accurate, dependable measures that centre evidence-based research and equitable teaching practices are imperative. Current teacher evaluation practices at our institution include an analysis of student achievement, teacher research, and teacher observations. However, these sporadic observations lack the consistency, frequency, and clear purpose to produce quality feedback.

“Real improvement requires quality measurement” (Rogers, 2021, pg. 1). We seek to reimagine a high-quality teacher evaluation tool centred on 1) examining culturally sustaining and universally designed teaching practices (Waitoller & King Thorius, 2016), 2) high-quality teacher feedback cycles for improvement, and 3) multiple data points for student success metrics. The intersection of these factors yields important results for teachers and students, including the expectation of embracing students’ variabilities while communicating to them that they are worthy of our greatest attention and effort, flexible pathways to clear goals with high expectations, and ensuring educational equity is provided to all. We propose that these indicators, supported by quality feedback and reflection, have a direct impact on student outcomes.

Through this roundtable discussion, we will share how our Teacher Evaluation Leadership Team (TELT), responsible for the creation of our teacher evaluation tool, revamped our educator evaluation process with intentional changes to teacher observations, curriculum design, and professional learning. We are seeking constructive feedback to improve our evaluative rubric, specifically as it relates to measuring teacher quality and equitable teaching practices.

Session 4.8: Leadership & Language

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 707

Session Chair: Ruth McConachie, Whitehill Secondary School, Glasgow, UK

Session Chair: Joana Paulin Romanowski, Centro Universitário Internacional UNINTER, Brazil

Leading language learning: To what extent is technology-enhanced language learning the way forward?

Siobhan McCorkindale

University of Glasgow, UK

This study focuses on the Leadership of Modern Foreign Language (MFL) learning in Scottish schools, aiming to elucidate challenges that education leaders must overcome to tackle the declining numbers of pupils motivated to study languages, despite the many benefits linked to second language acquisition (SLA). Using an interpretivist lens, the Thematic Literature Review focuses on three areas of concern: the devaluing of languages, competing priorities and the issue of competence and confidence in fulfilling the expectations set out by Scotland’s 1+2 MFL policy. Further, it explores the benefits of Technology Enhanced Language Learning (TELL) presented as a vehicle for education leaders to support improvements in MFL education. The study draws on empirical data from an online focus group discussion that sought six senior leaders’ perceptions of integrating TELL to increase learner engagement and motivation in the MFL classroom. The discussion was then analysed using Reflective Thematic Analysis (RTA), combined with the most pertinent points raised by the thematic literature review (TLR). The findings and conclusions respond to the research questions, providing implications and recommendations for the leadership of languages as a valued curricular area in the holistic education of Scottish young people. Limitations of the study are also identified, and further empirical studies are proposed, including seeking learners’ views of TELL. This study aligns with conference theme, *Addressing social justice by leveraging technology and innovative approaches* as adopting TELL to support MFL pedagogy, must also embody social justice leadership, to tackle potential inequalities in an already complex, contradictory educational landscape, which promotes, yet warns of the dangers and ethical concerns within a progressive digitalised education system. The study calls for innovative ways for teachers, school leaders and policymakers to ensure equal, inclusive access to technology across all local authorities.

Basic education educators' dialogical practices

Simone Regina Manosso Cartaxo¹, Victoria Mottim Gaio¹, Joana Paulin Romanowski²

¹Universidade Estadual De Ponta Grossa, Brazil; ²Centro Universitário Internacional - UNINTER, Brazil

In this study, we understand that the educators' work is marked by a contradictory context, with challenges and precariousness. We believe in the possibility of dialogical practices to transform such reality. The main research question is "How is the dialogical practice of educators built up and what are its organising principles?" Our main objective is to reveal, from the basic education educators' dialogical practices, how they are constituted and organised to understand them as a way of overcoming practices guided by technical rationality. The communicative methodology (Gómez et al., 2006) was employed using a questionnaire to collect data from 71 educators from the state and municipal education networks, and a communicative discussion group was developed with seven educators from basic education. The dialogue and the dialogical practice were supported by Freire (1996; 2015) and Aubert et al. (2018). The discussion on the educators' work and its contradictory context was based on the ideas put forward by Placco, Almeida and Souza (2015), Pinto (2011), Franco (2016) and Domingues (2014). The results evidenced that the dialogical practice is built up from the initial and continuous education and from the lived and observed professional experience. The elements guiding their practice include understanding the educators' role, the reality, the strategies when facing external determinants, and the dialogue and dialogical practice. The organising principles comprise knowledge, dialogue, and the educators' qualities or virtues. Despite the existence of a contradictory context that requires immediate and bureaucratic practices based on technical rationality, the educators create work strategies based on dialogicity and, therefore, provoke movements to transform reality and produce dialogical practices.

Representations of the language of inclusion and the implications for educational leadership in Scottish secondary schools

Ruth McConachie

Whitehill Secondary School, Glasgow, UK

Research Aim: This research has examined representations of the language of inclusion in the following contexts:

- Selected Scottish educational policy
- Selected media and professional association discourse
- Focus groups with Headteachers

The research's aim has been to study and contrast these representations and consider how they impact on headteachers' experience of the leadership of equity within Scottish secondary schools.

Consideration has been given to how language impacts attitude and understanding, and caution is introduced when considering voice and power within these representations.

Theoretical Framework and Methods: This research has used Critical Discourse Analysis to analyse the use of language. Bacchi's (2009) "What is the Problem Represented to Be?" method has been used to consider the aims of the selected policies and any missing voices or interpretations.

The study has also drawn on empirical data from focus group discussions with headteachers from a case study local authority to consider how the representations of inclusion feature within their school contexts, and specifically, the impact on the leadership of equity.

Findings: The findings have been used to consider how the varying representations impact the creation of a shared narrative about inclusion, if such a narrative is possible.

From this research, conclusions demonstrate how representations of language about inclusion impact our collective viewing and understanding of inclusion, and how headteachers experience leading equity within that framing. Limitations of the study have been identified, with proposals for further research offered. Recommendations have been proposed for the leadership of equity.

Relevance to conference theme and specific strand: This research is rooted in inclusion and social justice, and specifically addresses how our use of language impacts the leadership of equity within Scottish secondary schools. It aligns with the strand of *reconciling tensions for a new social contract in education*.

Using critical theory to explore the construal and inclusion of students for whom English is an additional language in second level schools

David William Larkin^{1,2,3}

¹Dublin City University, Dublin, Ireland (EdD student); ²Newbridge College, Newbridge, Co. Kildare Ireland (Teacher); ³Hibernia College, Dublin, Ireland. (Teacher Educator)

Research Aim: This presentation will outline the findings of a recent dual case study (Larkin, 2024). This study suggests that cultural, policy and physical spaces continue to reflect the religious, cultural and educational interests of the majority ‘white, Irish’ student population; a situation that marginalises this vulnerable group.

Theoretical Framework and Methods: Qualitative data based on documentary analysis, a semi-structured walkthrough, photo elicitation and semi-structured interviews were interpreted using Gramscian and Bourdieusian conceptual frameworks to explore how students for whom EAL were construed and included and/or marginalised. Choosing two contrasting socio-economic school settings allowed a comparative exploitation that brought into greater relief how these students’ cultural identities were constructed in each setting and how policy and practice developed in each.

Findings: Findings suggest that the origin and circumstances of immigration and social class seemed to be significant factors in how these learners were construed by their teachers. Moreover, school and teacher autonomy played a significant role in responses and innovations designed to respond to post-primary learners for whom EAL. Educators in similar contexts may find features related to this study in their own settings. From a methodological perspective, researchers may find some of the theoretical underpinnings and data collection methods utilised beneficial to future research projects. Research pertaining to students for whom EAL is an under-explored educational space.

Relevance to the Conference Theme: In addition to challenging current discourses from a neo-liberal perspective, this paper aligns with the ISATT’s conference strand “Reconciling tensions for a new social contract in education” by looking at innovative ways of exploring the ever-changing topography of Irish schools. This study innovates by incorporating visual methods within a qualitative approach to critically investigate how students learning EAL are construed and included within under-explored policy, cultural and physical spaces in secondary schools.

Session 4.9: Teaching Practice & Policy

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 734

Session Chair: Amy Palmeri, Vanderbilt University, USA

Session Chair: Shona McIntosh, University of Bath, UK

Student Engagement as humanising pedagogy: Co-constructing an assets-based perspective with elementary education teacher candidates

Amy Palmeri, Jeanne Peter

Vanderbilt University, USA

Aim: This study examined undergraduate elementary education teacher candidates’ interrogation of student engagement as a strategy for addressing educational inequality through the structure of Professional Learning Community (PLC) seminars. PLCs are a context where TCs develop the knowledge and skills needed to support student learning through the application of equitable teaching practices.

Framework: PLCs are oriented toward a humanising pedagogy where “educational practice requires the existence of ‘subjects’, who while teaching, learn. And who in learning also teach” (Freire, 1998, p. 67). This orientation prioritises theory in practice and is concerned with pointing TCs toward teaching for equity. Grounded in the theoretical lens of communities of practice (CoP), PLC seminars focus on socialisation, learning, and individual/collective identity development of teacher candidates (Wenger, 1998).

Methods: Data comes from reading guides and exit tickets collected during PLC seminars. This data was analysed using reflexive thematic analysis (Braun & Clarke, 2019). After identifying patterns and coding the data, themes were generated and defined. These served as analytic lenses framing our sense-making.

Findings: TCs’ latent notions of student engagement were disrupted; TCs operationalised the relationship between theory and practice; TCs envisioned their growth as a process of stitching at the edge of theory and practice. Themes point to teacher candidates’ adoption of an inquiry stance toward student engagement as central to providing students with access to rich learning.

Relevance: PLCs are an effective context in which TCs developed a unifying perspective of student engagement that is agentic for students from diverse backgrounds and circumstances. Key pedagogies of disruption, operationalisation of, and the stitching together of theory and practice have the potential to cut across all areas of teacher education and novice teacher learning, thereby preparing teacher candidates as they develop quality, equitable teaching practices that impact student learning.

Intentionally equitable and inclusive teacher education: Moving beyond the deficit positioning of student teachers

Shona McIntosh¹, Debra Williams-Gualandi², Susan Ledger³

¹University of Bath, UK; ²NHLStenden, The Netherlands; ³University of Newcastle, Australia

The teaching placement, a widely accepted element in teacher education programmes worldwide, presents persistent problems around equity and inclusion for student teachers. Placements, with established hierarchies, mean student teachers are peripherally positioned as novices (Baize 2023; Rosehart et al. 2022) with implications for their professional agency development (Heikonen et al. 2020). This international research project aimed to understand student teachers' development of professional agency when COVID-19 interrupted their placements and when previous ways of understanding how to teach and how to educate student teachers became insufficient when schools moved online. We used historical socio-cultural theory to conceptualise the pandemic as a societal rupture at the phylogenetic level, which also disrupted the ontogenetic (practice) and microgenetic (individual) levels of the social practice of teaching and learning to teach.

For this small qualitative study, semi-structured interviews were piloted, amended, and conducted with student teachers whose schools closed during placement. Using inductive and deductive thematic analysis, with both data-driven and theory-driven codes (Fereday and Muir-Cochrane 2006), we identified how disruption to traditional hierarchies in teacher education created generative spaces to develop student teachers' professional agency by positioning student teachers on a more equal footing to experienced teachers, especially when their digital expertise assisted the pivot to teaching online.

This study gives a fully developed theorisation of teacher education as a social practice and responds to calls for teacher education to foster agile and adaptable future teachers (Kidd and Murray 2022; La Velle 2022). Our findings led us to question the enduring deficit positioning of student teachers. Instead, we suggest a strength-based approach that is cognizant of what student teachers bring into teaching is necessary to foster high-quality teacher education and highlight adaptive learning environments and inclusive practices for developing student teachers' professional agency to intentionally create adaptable future educators.

Bridging policy, practice, and sensemaking: A new social contract in education

Priscilla DeVelder¹, Elsie Lindy Olan²

¹University of Central Florida, USA; ²University of Central Florida, USA

This paper focuses on Florida's House Bill 1647: K-12 Education (HB 1467), also known as the Curriculum Transparency Bill. The exploration of different interpretations of educational policy among elementary English Language Arts school teachers of grades 3-5 in Florida, United States, and the impact these interpretations have had on their pedagogical choices was explored. This qualitative case study investigates the varying interpretations of HB 1467 within its real-life context. Data collection methods include in-field observations, semi-structured interviews, and analysis of policy-related documents. This study ascribes to Karl Weick's (1995) Sensemaking Theory, which connects individuals' psychological and sociological ideas to make sense of the world around them.

Karl Weick emphasised that sensemaking is the ongoing process through which people give meaning to events and experiences to understand them and take necessary action. Teachers collaborate with their peers in education by sharing ideas, insights, and experiences to improve their practices, reduce ambiguity, and adapt to change. How teachers make sense of educational policies determines their pedagogical choices, but what happens when there are many interpretations of the same educational policy? Teachers' sensemaking of this policy has led to practical and pedagogical variances in classrooms across Florida. This has prompted many teachers to remove classroom libraries, resulting in learning inequities among students across the state. This policy has created a whirlwind of emotions, reactions, and interpretations. Implementing educational policies often leads to diverse interpretations and practices among educators. This study aims to reconcile these tensions by proposing a new educational social contract. This contract, which emphasises collaboration, equity, and innovation, offers a beacon of hope for the future of education in Florida. It is urgent, as it will help ensure that all students receive a high-quality education, regardless of the specific pedagogical choices made by teachers.

Session 4.10: Trauma-informed Practices

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 743

Session Chair: Christine McKee, University of Glasgow, UK

Session Chair: Diana Miconi, Université de Montréal, Canada

“They’re getting everything wrong”: A mixed-method study on adolescents’ experiences of social polarisation, social adversity and support for violence in high schools

Diana Miconi

Université de Montréal, Canada

Research aim. This mixed-method study aims to explore adolescents’ experiences of social adversity (i.e., discrimination, traditional and cyberbullying victimisation, school unsafety, lack of school democracy) and social polarisation, and how these experiences are associated with support for violence in high school.

Theoretical framework. We rely on the General Strain theory (Agnew, 1992), which postulates that experiences of discrimination and victimization contribute to increase one’s perceived personal injustice (i.e., the feeling of being treated unfairly or of having a disadvantaged position in society compared to others) justifying the use of violence as a rightful corrective response to fight the perceived injustice.

Methods. A total of 1911 students ($M_{age} = 15.7$; $SD_{age} = 0.98$; 49% girls; 73% Canadian-born) responded to an online survey, and four focus groups were conducted with 17 adolescents. Regression and thematic analyses were conducted on quantitative and qualitative data, respectively.

Findings. Experiences of social adversity were very common and associated with more support for violence. Adolescents reported multiple grievances, feelings of injustice and conflictual communication at school. Youth expressed the need to voice their emotions and experiences and to gain some agency. Our findings question the present application of principles of equity, diversity and inclusion in educational institutions. Prevention efforts need to promote democratic dialogue among and between students and school staff and to promote the youth’s agency in their school environments.

Relevance. Social polarisation, social adversity and violence are three interconnected phenomena presently on the rise, impacting youth’s environments, including schools. In our increasingly diverse and globalised schools, teachers struggle to maintain social cohesion and peace within their classrooms. Our findings shed light on appropriate teaching and class management strategies to address hate and violent incidents in schools, as a way to reconcile tensions in our increasingly polarised schools.

A way of being: attachment-informed, trauma-aware education for student teachers.

Christine McKee

University Of Glasgow, UK

Recent narratives surrounding education policy in Scotland have sought to prioritise the well-being of young people. Indeed, health and well-being are officially the ‘Responsibility of All’. Getting it Right for Every Child (GIRFEC) is the national approach to which all who work with children should adhere. More recently, the independent review of the care system in Scotland has resulted in a series of reports entitled The Promise. Following this, Scotland’s workforce is tasked with transforming their practice in order to fully support children’s needs. The crucial role of all education professionals within this is recognised if social justice is to be achieved.

This presentation seeks to explore the role of attachment-aware, trauma-informed approaches within education in Scotland, particularly how we educate our student teachers on this. Given the increasing awareness of the impact of early adversity and enhanced understanding of ‘trauma’, educating our future teachers on these areas has become essential. Current local initiatives reflect this journey towards a new ‘way of being’.

Using data from questionnaires and focus groups, we present the early findings of a scholarship project carried out with student primary teachers at the University of Glasgow. We will explore their evolving understanding of what it means to be ‘trauma-informed’ and ‘attachment-aware’ and how their exposure to content in this area impacts their practice on placements as they progress through their degree programme.

Discourse in Scotland mentions Adverse Childhood Experiences, trauma and nurture amongst other concepts, while in neighbouring England, there remains considerable vocal support for a ‘zero tolerance’ approach to challenging behaviour. The objective of this project is to explore the extent to which ‘attachment aware’ and

‘trauma informed’ content is a useful underlying approach to use with our student teachers in the drive towards improving the life chances of our most disadvantaged young people.

Trauma-informed positive education- Engaging students to be ready to learn

Helen Elizabeth Stokes, Pauline Wendy Thompson
University of Melbourne, Australia

Many schools and educators are working in communities that are contending with educational inequity while students are presenting at school with significant unmet learning and social-emotional needs (Stokes & Brunzell, 2024). This trend has only been exacerbated during COVID-19, with socio-economic inequalities being further entrenched in communities experiencing disadvantage. The aim of this research is to understand how professional learning in, and implementation of trauma-informed positive education (TIPE) can assist schools to address social inequity and create a socially just learning environment through enabling all students access to education.

Drawing on research in trauma-aware practice and wellbeing science, TIPE was developed as a model of pedagogical practice in classrooms (Brunzell & Norrish, 2021). The aim is to build self-regulatory capacities for children and young people while supporting them in building relational capacity and experiencing belonging at school by identifying and building on their strengths (Brunzell et al., 2015).

This paper will explore professional learning for teachers and school personnel in TIPE delivered in a low socio-economic school over five years. Through the provision of professional learning and subsequent implementation of TIPE processes and practices, leaders, teachers, and support staff worked with students to enable them to be ready to learn.

We will draw on evidence from interviews with school personnel and students, as well as departmental surveys conducted with students and teachers from 2019 to 2023, to outline the professional learning process based on an action research approach and the impact this professional learning had on pedagogical practices and the development of non-punitive behavioural management approaches. Through the data, we show the positive change in well-being and learning environments for all students. This research identifies that, with support from targeted professional learning, schools can, over time, support their most vulnerable students to be ready to learn and engaged in school.

Trauma-informed teaching supports preservice teachers utilising child-centred guidance

Angela F Pack
HCCC, USA

Research Aim: Teachers are traditionally underprepared to utilise child-centred guidance and depend on rules and consequences (Milner et al., 2018). This study sought to answer the question: What happens when a teacher educator uses trauma-informed teaching strategies to facilitate preservice teachers’ becoming child-centred educators?

Theoretical Framework: Trauma-informed teaching practices support preservice-teachers’ educational development by allowing them to work through the effects of childhood trauma and adverse experiences (Perfect et al., 2016).

Methods: The study was conducted in a Guiding the Young Child’s Behaviour class with four undergraduate preservice teachers and a teacher educator. In class, students shared emotional memories and reflected on child-centred guidance strategies. Data included participants’ reflections, teacher educators’ field notes, and a post-class meeting. The constant comparative method of analysis was used to code data (Merriam, 2009).

Findings: First, the study found that teacher-educator vulnerability and a safe space facilitated preservice teachers’ unpacking trauma. A preservice teacher shared, “When you (teacher educator) told us about your childhood, I could open up about my abuse. Class now feels like group therapy. We support each other through hard conversations.” (PT reflection, Fall 2023). Secondly, emotions as learning tools were essential to unpacking trauma and constructing knowledge (Forgasz & Clemans, 2014). I wrote, “After raw conversations, the group was eager to learn (TE Field Notes, Fall, 2023). Lastly, healing was essential to the preservice teachers’ learning process. It occurs through sharing, receiving support, validation, and envisioning possibilities. One preservice teacher said, “When I interact with my nephew, I know he deserves better than my childhood. I try out the new strategies” (PT reflection, Fall 2023).

Relevance to the Conference: The study is relevant because it documents a quality teaching practice and highlights the importance of centred trauma-informed teaching in reconciling the tensions between some preservice teachers' experiences and educational practices.

Session 4.11: Language & Teacher Education

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 745

Session Chair: Lavinia Hirsu, University of Glasgow, UK

Session Chair: Johanna Tigert, University of Turku, Finland

Language portraits as an alter(n)ative tool to promote self-reflection for teaching MLs

Johanna M. Tigert¹, Jessica Crawford², Megan Madigan Peercy², Loren Jones², Melanie Hardy-Skeberdis², Daisy Fredricks³

¹University of Turku, Finland; ²University of Maryland, College Park; ³Grand Valley State University

Reflection promotes language teacher praxis (Mills et al., 2020) and beliefs about linguistic diversity (Lucas & Villegas, 2013). Prior research has focused on written reflections, with less on multimodal reflections. We examine U.S. pre-service teachers' (PSTs') multimodal language portraits as critical reflection (Kusters & De Meulder, 2019; Lau, 2016) and an "alter(n)ative" mode of inquiry that is both alternative (versus traditional) and "alter-ative" (potentially change-promoting) (Prasad, 2014, p. 54). We also posit that these promote humanising pedagogy, as PSTs examine their sociocultural identities in relation to their students (Huerta, 2011).

Participants were 16 PSTs in methods courses for an undergraduate second language teaching minor or a Master's degree in TESOL or elementary education. Their backgrounds ranged from no formal teaching experience to experienced teachers and paraprofessionals, many from transnational and/or racialised backgrounds. Using colours, drawings, and writing, they completed a language portrait to describe what influences their identity. The template depicted an outline of a body with boxes for languages, identities, and race. We analysed the portraits with deductive codes (Fallas-Escobar et al., 2022; Kusters & DeMeulder, 2019; Prasad, 2014) and inductive codes. Two researchers analysed each portrait, and any discrepancies were resolved during whole-team research meetings.

Emerging findings showed that the PSTs identified themselves mainly through different named languages, which is natural given the instructions to reflect on their language learning. Most PSTs visually placed their "native" language on their hearts, using warm colours like red, and also listed several other languages, often placing them on their brains or feet, to denote thinking or travelling. In contrast, they were much less comfortable describing their racial identities: some left this box blank or even removed it. One participant wrote, "I do not think race exists." Implications for teacher education, especially with transnational and other "non-traditional" PSTs, will be discussed.

TAGs (Teacher Activity Groups): Addressing teachers' and learners' needs through innovative language practices in lower secondary schools

Lavinia Hirsu¹, Dobrochna Futro¹, Minh Nguyễn Thị Hồng², Anh Nguyen Ngoc²

¹University of Glasgow, UK; ²Thái Nguyên University of Education, Việt Nam

In this presentation, we report on an ongoing project, *Teaching English Multilingually through Art*, starting in April 2024 and implemented in three provinces in Việt Nam: Quảng Ninh, Tuyên Quang, and Thái Nguyên. The project represents a researcher-teacher collaboration between researchers from the University of Glasgow and Thái Nguyên University of Education, 65 teacher-facilitators, ±600 teachers from lower secondary schools and 3 museums. The aim of this project is to encourage creativity, pedagogical innovation and transformation of the English classroom and to support teachers' professional development through TAGs (Teacher Activity Groups).

The project builds on two frameworks: (1) a multi/translingual framework acknowledging that language learning and teaching happen when we draw creatively and critically on all the language resources that learners bring to class (Jones 2020; Li 2018); and (2) an arts-based framework that we have developed through our own previous research (Futro, Faulds, & Hirsu 2024; Hirsu, Zacharias & Futro 2021). With the support of these frameworks, we address English teachers' current challenges: time for creativity in the classroom, the pressure of a structured curriculum, students struggling with English learning orientation, low resources in remote mountainous areas, and the diversity of learners belonging to different ethnic groups. Our project will be of interest to language teachers who want to develop inclusive activities that approach language learning from a place of resourcefulness. In this

sense, we will share teachers' experiences from our project based on data collected through surveys, TAGs observations, teachers' stories of change and classroom materials. More widely, teachers interested in professional development would have an opportunity to learn about our innovative TAGs model of peer-to-peer learning. This model integrates multiple languages and arts-based cultural resources with the support of local stakeholders, e.g., educational programme coordinators in local museums, while ensuring the sustainability of the project beyond the classroom context.

The Boy in Striped Pyjamas through a critical literacy framework

Joshua Lander

Edinburgh City Council, UK

Research Aim: The paper explores how *The Boy in the Striped Pyjamas* (hereafter *TBITSP*) can be used to educate students on the pedagogical and moral issues surrounding the text. The ubiquity of the novel and film means dismissing it outright is simply unhelpful; instead, I wanted to find more meaningful ways of engaging with *TBITSP* that empower students by making them aware of the socio-political factors concerning the text's historical inaccuracies and its prominence in education.

Theoretical Framework: Inspired by critical literacy practitioners such as Hilary Janks, Navan Govender, and Holocaust scholars Andy Pearce and Tony Kushner, this unit explored what preconceptions students had of the Holocaust, their familiarity with *TBITSP*, and their knowledge of Jewish people in the UK and beyond. The series of lessons leaned on critical literacy methodologies, prompting students to consider the social and political context of *TBITSP* and why Boyne wrote the story.

Methods: Students were surveyed on what they knew about the Holocaust, if they'd seen or read *TBITSP*, and if they thought it was an accurate reflection of the Holocaust. Thereafter, the lessons encouraged students to question whose perspective the narrative was being told from, whose viewpoints were being excluded, and what effect such narrative positioning had in terms of who the audience sympathised and identified with. Students were given the following thesis statement to respond to, using expert-led scholarship to support and augment their argument: *TBITSP* should not be used to teach students about the Holocaust.

Findings: At the beginning, almost all students indicated they thought *TBITSP* was a factual, accurate, and truthful story. By the end of the unit, student surveys showed they no longer felt that to be the case but demonstrated a more nuanced and comprehensive understanding of the Holocaust.

Session 4.12: Symposium

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* WMS - Yudowitz

What makes a quality learning environment? A symposium of dilemmas, evidence and professional action

Jennifer Ann Lang Kirkwood¹, Richard Messina², Patti MacDonald³, Nancy Wong⁴

¹The University of Edinburgh, UK; ²Dr. Eric Jackman Institute of Child Study (JICS) Laboratory School, University of Toronto, Canada; ³Montcrest School, Toronto, Canada; ⁴Growing Up Green Charter School, New York City, USA

We consider quality and equity two sides of the same educational coin. What is quality education with(out) equity? In this symposium, we articulate the professional aspirations and tensions inherent within this conceptual pairing. Equity, then, is held as a value-base for action, a concept for analysis and pragmatic investigation across our three contributory papers; Quality teaching practices and commitment to equitable systemic change through teacher secondments (Paper One), School-wide research regarding ability-groupings and professional understandings of inclusive teaching (Paper Two) and, The role of knowledge within curriculum design (Paper Three). Our case studies draw from elementary education in Canadian and Scottish contexts, across public and independent sectors. Together, we seek to advance the question, What Makes a Quality Learning Environment? With an explicit commitment to study Quality Learning, what does a school do with that knowledge? This is the dilemma of the Institute of Child Study, Laboratory School in Toronto. Richard Messina explores how the school contributes to a wider improvement of the surrounding education system. Can teacher secondments at the Lab-School advance teachers as agents of change? (Beista et al, 2015. Van der Heijden et al, 2015) If separation is the antithesis of inclusive learning environments, why might parents, teachers and neurodiverse learners at an Independent school in Toronto choose to learn apart from other peers in "small classes"? This structural separation through varied class sizes characterises Montcrest School. Through learner experiences, Patti MacDonald interrogates the

inherent tensions, philosophical dogma (Bagliaris, 2011) and justifications that underpin their inclusive practices. Educating “the best” is frequently associated with depth of disciplinary learning and mastery of concepts (Khan, 2011). For others, knowledge remains an elite pursuit. Dr Jen Kirkwood reviews the potential of a knowledge-led curriculum outside of elite schooling and analyses the potential of Scotland’s national guidance, the Curriculum for Excellence framework.

Session 4.13: Symposium

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* WMS - Gannochy

Collaborative Online International Learning (COIL) explained through the critical lens of tutors and students

Gabriella Rodolico¹, Mark Breslin¹, Annamaria Mariani², Casey Dinger³, Neeraja Dashaputre⁴, Abimbola Abodunrin¹

¹University of Glasgow, UK; ²University Pegaso; ³University of Denver, USA; ⁴The Indian Institute of Science Education and Research, Pune, India

This symposium aims to discuss the transformative potential of Collaborative Online International Learning (COIL) in the context of heightened internationalisation in Higher Education. We will explore how COIL could address the increasing demand for educators capable of thriving in cross-cultural settings (Esche, 2018) and for students to have positive learning experiences in an international setting. Through case studies (Rodolico et al., 2022a and 2022b), we will reflect on how the careful selection of experiential learning tools and digital platforms such as social media could impact the collaborative learning aspect of COIL (Chan et al., 2020; Khan et al., 2021). In addition, considering COIL as an effective alternative to internationalisation abroad, language dynamics within COIL warrant scrutiny. We will analyse the challenges, including racio-linguism, influencing language, race, and culture interactions that English as a lingua franca could generate (Alim, Rickford & Ball, 2016). Finally, we will explore COIL's role in promoting a sense of belonging and interconnectedness among culturally diverse students, emphasising digital empathy and connectedness (Hagerty & Williams, 2020; Naicker et al., 2021) as well as students' self-efficacy. We will reflect on the impact that a potential COIL model, based on the SUNY COIL Centre model (n.d) and mutual enrichment, active participation, cooperative teaching, and topics of common interest (Rodolico et al., 2022a), had on the positive learning experience of Higher Education (HE) students. We will also consider how students might develop intercultural competencies in an alternative way, recognising that while study abroad programs have proven effective in cultivating these competencies, they are often hampered by resource constraints (de Castro, 2019; Purvis, Rodger & Beckingham, 2020).

Session 4.14: Symposium

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* WMS - Hugh Fraser

What are we left with? Investigating the impact of international recruitment and retention policies on teaching as a profession

Larissa McLean Davies¹, Maria Assunção Flores Fernandes², Cheryl Craig³, Paulien Meijer⁴, Anne Looney⁵

¹University of Melbourne, Australia; ²University of Minho, Portugal; ³University of Texas A&M, US; ⁴Radboud University, The Netherlands; ⁵Institute of Education, Dublin City University, Ireland

It is well-established that many nations face unprecedented teaching workforce crises (OECD, 2024). While this has been predicted since 2016, it has been exacerbated since the COVID-19 pandemic (Flores and Craig, 2023). Aware that intervention is well overdue, governments are implementing policies designed to attract new teachers to the profession, including paying or removing student debt (US; Australia); offering better-funded employment-based pathways (US; Australia); enabling student teachers to commence teaching prior to completing their initial teacher education qualification, and recruiting from other nations. Governments have also sought to implement policies to retain teachers, encouraging retired or inactive teachers to return to or remain in the profession (Portugal) and offering incentives for teachers to take up posts in traditionally hard-to-staff contexts. These policies have been borrowed and adopted worldwide and implemented rapidly to respond to crises in the short term. This symposium investigates what these swiftly implemented policies mean for the status and nature of the teaching profession, both now and in the long term.

Symposium presenters from Europe, the United States and Australia will draw on the framework outlined by Goodwin, Madalińska-Michalak & Flores (2023) regarding tensions in teacher education to analyse the impact of these policies on teaching as it is conceptualised and enacted as a profession. This framework identifies key tensions as 1) teacher as technician vs. teacher as professional; 2) preparing teachers for the world we have vs. the world we want; 3) place-based vs. context-fluid teacher education; and 4) teacher shortages as a quantity or quality issue (Goodwin et al., 2023). To this end, this symposium will address issues of quality teaching and take up issues inherent in the sub-strands: ‘characteristics of quality teaching’ and ‘reconciling tensions for a new social contract in education.’

Session 4.15: Symposium

Time: Wednesday, 02/July/2025: 2:10pm - 3:30pm · *Location:* JMS 438

The ISATT community collaborative projects for reimagining teaching for a more equitable world Part 2

Samara Moura Barreto¹, Isabel Porto Filgueiras¹, Luciano N. Corsino⁴, Vasileia Dilaveri⁵, Małgorzata Ekiert⁶, Willian Lazaretti⁷, Elisabete Freire⁸, Christos Govaris², Stavroula Kaldi², Constance Khupe⁹, Vânia Galindo Massabni¹⁰, Nikos Manesis¹¹, Khadija Mohammed¹², Alison Mitchell¹³, Cuthbert Nyamupangedengu⁹, Eunice Nyamupangedengu⁹, Tara Ratnam¹⁴, Luiz Sanches Neto¹, Alexandra Stavrianoudaki¹⁵, Vassiliki Tzika², Ourania M. Ventista², Dorota Werbinska⁶, Luciana Venâncio¹⁶, Fernando Naiditch¹⁷, Melissa Newberry³, Anna van der Want¹⁸, Gabriela Jonas-Ahrend¹⁹, Meher Rizvi²⁰

¹Federal Institute of Education, Science and Technology at Ceará, Brazil; ²University of Thessaly, Greece; ³Brigham Young University, USA; ⁴Federal Institute of Education, Science and Technology, Brazil; ⁵National and Kapodistrian University of Athens, Greece; ⁶Pomeranian University, Poland; ⁷Federal University of Pará, Brazil; ⁸São Judas Tadeu University, Brazil; ⁹University of Witwatersrand, South Africa; ¹⁰University of São Paulo, Brazil; ¹¹University of Patras, Greece; ¹²University of the West of Scotland, UK; ¹³University of Glasgow, UK; ¹⁴Independent Teacher Educator, India; ¹⁵University of Thessaly, Greece; ¹⁶Federal University of Ceara, Brazil; ¹⁷Montclair State University, USA; ¹⁸University of Applied Sciences Leiden, Netherlands; ¹⁹Paderborn University, Germany; ²⁰The Aga Khan University, Pakistan

Introduction: The standardisation and uniformisation imposed from above in education through systems of scrutiny and accountability (Hall & Pulsford, 2019) globally make diversity seem a problem. One of the significant possible ways of enhancing the quality of teaching, which makes it multiculturally inclusive, lies in helping educators reimagine diversity as a necessary resource for transformative learning. Toward this, educators need to experience firsthand how learning is promoted in interaction among peers from multicultural contexts.

Purpose and significance: The ISATT collaborative projects involve 72 members from Africa, Asia, Europe, North and South America. This provides a rich opportunity for members from diverse sociocultural contexts to gain a firsthand understanding of what learning with diversity means. They learn *about*, *with* and *from* each other as they engage collaboratively in exploring new possibilities for the future of teaching and learning through five studies on research topics which address the persisting challenges of enhancing quality teaching and teacher education.

Symposium Part 2 reports the findings of two of the five research topics of the ISATT collaborative project.

1. Social justice pedagogies in teaching
2. The Dynamics of Geographic Space When Working with International Teacher Educators in Collaborative Research.

The symposium Part 2, like Part 1, offers an understanding of the development of authentic learning dialogue in the sense-making going on among educators from diverse international contexts with different perspectives, experiences, and expertise. Collaborations transcend borders, and the cross-pollination of ideas sparks innovation and expands the boundaries of knowledge.

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Session 5.1: Diverse Student Backgrounds

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 429-

Session Chair: Mary Man Ching Cheng, The Hong Kong Polytechnic University, Hong Kong S.A.R. (China)

Session Chair: Heng Jiang, National Institute of Education, Nanyang Technological University, Singapore

Discussing controversial issues in the classroom: Teachers' appreciation and use of students' diverse backgrounds

Frouke de Wijs, Paulien Meijer, Gerhard Stoel, Katerina Manevska
Radboud University, The Netherlands

An important citizenship skill is the ability to engage in conversation with people who hold views different from one's own. Schools can help students develop this skill by discussing controversial topics in civics classes. Because controversial issues touch on students' identities, students' backgrounds can be seen as a valuable source of knowledge in classroom discussions. Therefore, this research extends the theory of discussing controversial issues by looking more closely at the power of teachers' recognition of the value of students' backgrounds.

However, including pupils' backgrounds in discussions about controversial issues is not self-evident for teachers. On the one hand, it can help students to put themselves in another perspective. On the other hand, it can contribute to high emotions and reveal possible social divisions between students. This tension creates a dilemma for teachers. We are therefore interested in exploring the practices of teachers who do include students' backgrounds in order to better understand their reasoning.

Our study explores how, why and for what purposes Dutch civic education teachers value and use their students' diverse backgrounds when discussing controversial issues in the classroom. The research takes a qualitative approach, involving in-depth interviews with ten experienced civic education teachers in the Netherlands. These teachers, who are recognised for their expertise in handling sensitive discussions, provide insights into their pedagogical strategies, challenges and reflections on how they approach students' backgrounds as a resource. The presentation will discuss the findings and their implications for teachers' professional development, as well as recommendations for educators seeking to create more inclusive and engaged classroom discussions.

This research aligns with the conference theme by highlighting how teachers can promote equity in education. By valuing and engaging students' diverse backgrounds in controversial discussions, teachers promote inclusivity and respect for multiple perspectives, ultimately contributing to a more equitable learning environment.

Developing a writing centre and nurturing a community of learners to support students with diverse backgrounds

Ryan Hunter, Issa Ying, Adam Barker
The Hong Kong Polytechnic University, Hong Kong S.A.R. (China)

In 2021, a pilot project was launched to develop a writing centre for an English Language Centre at an English-medium Hong Kong university. A peer mentoring model was adopted to help undergraduate students receive additional support regarding discipline-specific content, genre, structure and language while developing their general process writing skills. During the development of the model, the project drew upon literature on online writing support (Gherwash & Paiz, 2020; Severino & Prim, 2016; Tan, 2011; Thompson, 2014; Weirick et al., 2017), community of learners (Akella, 2012; Moser et al., 2015; Schoonheim-Klein et al., 2012), and genre-based writing feedback (Kuiper et al., 2017; Munje et al., 2018; Yu, 2021). Peer mentors were recruited from multiple departments, trained and assigned to mentees from related majors. The writing centre was initially run online through the Microsoft Teams platform while our university shifted from online-only classes to hybrid classes during the COVID-19 pandemic. Eventually, the writing centre began to provide both online and face-to-face sessions. Research was conducted during the 2023-2024 academic year. During each writing centre session, post-session reports from mentors and post-session reflections from mentees were collected. At the end of each semester, an online post-semester survey was sent to mentees, and focus group interviews with mentors and mentees were conducted. Each peer mentor was expected to submit one audio or video recording of their sessions. Initial findings have provided insights into how to best revise our model, develop training packages and support for mentors, enhance the quality of mentor feedback practices, and foster an equitable environment for the community of learners. This project is relevant to the conference theme as we are pursuing a sustainable way to provide alternative opportunities and additional support for students with diverse backgrounds, including local Hong Kong, mainland Chinese and international students.

Understanding differences: Shaping teachers' beliefs about teaching diverse students via lesson study in Singapore

Heng Jiang

National Institute of Education, Nanyang Technological University, Singapore

Research Aim: Although there have been many studies describing teachers' espoused beliefs of diversity, less literature, however, examines how these beliefs are enacted, negotiated, and modified in professional learning communities. This study addresses this gap and explores how a group of teachers enacted their beliefs of cultural diversity in teaching and how their beliefs were shaped by lesson study (LS).

Theoretical Framework: This study draws upon research literature on the multifaceted concept of diversity, which often pertains to the categorical differences in race, ethnicity, class, gender, special needs, and language diversities in most mainstream literature (Fine-Davis & Faas, 2014; Gay, 2015; Heng & Lim, 2021). It aims to study how teachers' beliefs about diversity are shaped in practice, particularly within the context of a professional learning community like LS, and poses two research questions: (1) What are teachers' beliefs about teaching diverse students in Singapore? (2) How are these beliefs about teaching diverse students shaped during LS?

Methods: The study is based on qualitative research data, including 14 interviews with 11 teachers from two Singaporean elementary schools serving students from lower-income families, and observation of 58 LS discussion sessions and 2 research lessons. The transcribed data were analysed using NVivo 11 software and the "critical incident" technique (Bruster & Peterson, 2013).

Findings: The study revealed that teachers often attributed student achievement problems to individual and family "deficiencies", aligning with Singapore's meritocratic ideology. However, through LS, some teachers began questioning these deficit beliefs and reevaluating their teaching practices, particularly after a collective analysis of student work.

Relevance to Conference Theme: This research is pertinent to the ISATT 2025 conference theme of "equitable quality teaching," as it examines how teachers' adaptable beliefs about diverse student learning contribute to equitable teaching practices and inclusion in teacher education.

AI-enhanced inclusive pedagogy: A case study of automatic feedback in a diverse classroom

Mary Man Ching Cheng

The Hong Kong Polytechnic University, Hong Kong S.A.R. (China)

Due to the diversity of classrooms, educators face the challenge of making instruction equal and effective for students with unique needs (Du Plessis, 2019). The incorporation of AI-driven tools into pedagogical practices may address this challenge. Prior studies suggest that AI-generated feedback can assist language learners by providing prompt, precise, and unambiguous responses (Escalante et al., 2023; Lee, 2023). The current study investigates the influence of an AI-powered feedback system on the educational experiences and perceived academic development of undergraduate students at a university in Hong Kong. The targeted demographic included students from diverse cultural backgrounds with different expectations of higher education, students displaying a range of academic abilities, and students requiring specialised educational support. Data collection was performed by using qualitative research tools, including students' reflective journals, a survey questionnaire, personal interviews, assignment evaluations, and observations from teachers. Results indicate that the feedback generated by AI offers individual support and significantly enhances student motivation. The system responds to the learning needs of individual students in an overcoming-of-language-barriers and proficiency-level-friendly manner. It contributes to the ongoing discussion related to technology-enhanced inclusive pedagogy.

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Session 5.2: Curriculum & Inclusion

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 430-
Session Chair: Christiana Deliewen Afrikaner, EAT ARTS NAMIBIA, Namibia
Session Chair: Constanza Cardenas, University of Glasgow, UK

Racial literacy, capabilities and curriculum-making (RaLiCaM)

David Lambert¹, Kelly León²

¹UCL Institute of Education, UK; ²University of Wisconsin Green Bay

This paper reports progress on an 18-month Spencer Foundation racial equity research grant, which has direct implications for how we prepare teachers. The funded project adopts and adapts some conceptual tools developed by the EU-funded GeoCapabilities project (<https://www.geocapabilities.org/>) and by Morgan and Lambert (2023), who explore racial literacy in the context of UK geography teaching. The project is exploratory, not least in the sense that these intellectual resources are being adapted and further developed in a US context.

Research aim. As an inter-generational discursive space, driven and steered by the emancipatory potential of education, the curriculum is continually made and remade. In this context, the overarching research question is: *In what ways do raised levels of racial literacy enhance emancipatory curriculum-making processes adopted by history and geography teachers?*

Theoretical framework. At the core of GeoCapabilities, framed in the conceptual resources of ‘capabilities’ and teachers’ ‘curriculum making’ activity (Bustin, 2019), is the three futures heuristic (derived from Young and Muller, 2010). The RaLiCaM project aspires to develop a racially literate Future 3 curriculum that explicitly supports student learning through inclusive and equitable teaching practices.

Methods. The research team works collaboratively with 14 social studies teachers in northeastern Wisconsin, building two ‘living documents’ (on ‘curriculum making’ and ‘racial literacy’), continually modified throughout the project. These documents are enhanced by teachers identifying and using curriculum *artefacts* with which to create curriculum *vignettes*. These are interrogated for their racial literacy and emancipatory educational potential during the action phase of the project.

Findings. The paper will be a progress report and present initial analysis: excerpts from the living documents and teacher vignettes will be shared.

Relevance to the Conference theme and specific strand. The main sub-themes addressed by this research are *Curriculum design for equitable teaching* and *Characteristics of quality teaching*.

Bias and stereotypes in the classroom

Donlisha Moahi, Christiana Deliewen Afrikaner, Sahar Khalil, Merna Meyer
Moselewapula JSS, Botswana

This study aims to investigate the impact of implementing critical thinking in educational settings to create inclusive learning environments. Drawing on theories of critical pedagogy, social constructivism, and multicultural education, the study seeks to explore how promoting critical engagement contributes towards fostering an inclusive and supportive classroom culture.

The theoretical framework is grounded in the belief that encouraging learners to question assumptions, consider multiple perspectives, and engage in evidence-based reasoning can empower learners to challenge stereotypes, recognise bias, and appreciate diverse viewpoints. While creating a collaborative and respectful environment where they learn how to resist oppressive power, reclaim their voices, and have equal opportunities to participate and succeed.

The research methodology involves qualitative data collection through classroom observations, interviews, and analysis of educational materials, giving learners a sense of involvement, learning to think of diversity as a strength and that no one way of being is the norm.

The findings of this research will highlight the impact of critical engagement to clearly understand the deeper meaning of inclusive, tolerance and justice in our schools. Wherein both educators and learners can explore their positions on race, stereotypes, and any other forms of discrimination and the many ways in which they manifest, develop critical thinking skills and an understanding of diverse perspectives among learners. While expressing a sense of belonging, communication skills, and appreciation of the value of critical thinking in their academic and personal growth.

This research is highly relevant to the conference theme of "Innovation in Education" and the specific strand of "Promoting Inclusivity in Learning Environments." By showcasing the benefits of integrating critical thinking into educational practices, this study contributes to the ongoing dialogue on creating inclusive and equitable learning environments that support the diverse needs and perspectives of all learners.

Teachers as inclusive curriculum makers: The experience of curriculum circles

Constanza Cardenas

University of Glasgow, UK

This paper seeks to describe and understand how a collective space of curriculum-making frames teacher agency in two Chilean schools.

Inclusive education has been posed as a key challenge for international education policy. This study conceptualises inclusive education as a political and ethical project of transformation (Slee, 2011). It is a constitutive element of education and, hence, a core dimension in curriculum development.

As a theoretical lens, this research uses curriculum-making conceptualised as a social practice (Priestley et al., 2021). This framing construes curriculum-making as different practices that occur across multiple layered "sites of activity". From this framework, teachers are curriculum makers, considering that curriculum is always interpreted by teachers and influenced by their beliefs, experiences, and aspirations (Rosiek & Clandinin, 2016). Thus, inclusion knowledge would be produced by teachers in their classrooms (Armstrong et al., 2004). In this regard, teachers' agency is central to inclusive education, considering their sense of purpose, reflexivity, and perceptions about their role as agents of change (Pantić & Florian, 2015).

Through a participatory action research approach inspired by the Freirean concept of cultural circles (Freire, 1968), fifteen teachers from two Chilean public schools participated in a weekly space of inclusive curriculum-making called Curriculum Circles. The design was structured using the experiences of Drew et al. (2016), centred on focusing, interrupting, and making sense of their practice more inclusively.

Multiple data sources were used to document the process, such as semi-structured interviews, focus groups, field notes, and teachers' journals. The findings suggest that Curriculum circles framed teacher agency in diverse ways. From an ecological perspective (Priestley et al., 2015), practicality and collective support were determinants to frame teacher agency. These elements connect teachers with their sense of purpose, fostering their desires and actions to make a more inclusive curriculum for all.

Session 5.3: S-STEP Studies

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 507

Session Chair: Kathleen Pithouse-Morgan, University of Nottingham, UK

The power of play: Fostering becoming through playful pedagogy in teacher education

Nosipho Bele

University of KwaZulu-Natal, South Africa

Playful teaching and learning approaches in higher education are emerging in South Africa. Over the years, research studies have focused on playful teaching and learning approaches for children and teachers in early years and primary schools. However, an emerging trend of research indicates a growing interest in the integration of playful approaches in higher education. This research explored the use of playful pedagogy in a teacher education course, examining both its potential and complexities. Drawing on the *becoming* theory, which views teacher-educators and preservice teachers as constantly evolving through experience and reflection, I proposed playful pedagogy as a tool to enhance this process. I identified preparation, guidance, reflection, and emotional intelligence as crucial aspects for the successful implementation of playful pedagogy. This includes clear demonstrations, brief and simple activities, and opportunities for reflection to maximise student success and mitigate discomfort with playful learning. When used thoughtfully, playful pedagogy can promote deeper learning, build rapport among students and teacher-educators, and create a more positive and collaborative learning experience. While playful approaches foster enjoyment and engagement, I also discovered they can foster a more engaging and humanising learning environment. Ultimately, I have learnt that, when playful pedagogy is used thoughtfully, it can promote deeper learning, build rapport among students and teachers-educators, and create a more positive and collaborative learning experience. As I continue to integrate playful pedagogy into my

teaching practice, I am encouraged to know this phenomenon is embedded in humanistic values and allows for the flourishing of teacher-educators and students alike.

Envisioning quality teaching for a more equitable world: Poetic possibilities from the S-STEP Castle Conference 1996-2023

Kathleen Pithouse-Morgan¹, Linda van Laren²

¹University of Nottingham, UK; ²University of KwaZulu-Natal

Research aim: Poetry has been featured at the Castle Conference since 1996. Current research shows that poetry is the most popular form of creative inquiry in self-study, and its popularity is expanding. This study asks, “How does poetic self-study at the Castle envision quality teaching for a more equitable world?”

Theoretical framework: Poetry offers multidimensional ways to engage with educational experiences and phenomena. A poetic epistemology integrates emotion, senses, body, language, rhythm, imagery, imagination, and audience response.

Methods: We identified all the Castle Conference papers with poems. We then selected those papers where original poetry was used to analyse, develop, portray, or create knowledge. These studies were tabulated for focus, purpose, context, and impact. Using a close reading interpretative method, we sought meanings, connotations, and linkages across the poetic self-studies. A pantoum was composed as a creative analytical tool to crystallise complex imagery and ideas. (Pantoums are poems with four-line stanzas and a repeated line pattern accentuating themes and heightening emotional and sensory impact.)

Findings: The pantoum illuminated a vision of quality teaching in which imaginative ways of knowing enable us to see differently and to distil new knowledge in multiple ways, affecting hearts and minds. Fun and spontaneity add to the dynamic and engaging nature of the pedagogy. Along with fostering an environment of mutual care, trust, and respect, there is a dedication to tackling tensions and complexity. Quality teaching brings diverse perspectives together in creative interaction, fostering empathy and relationships across differences and provoking manifold possibilities for a more equitable world.

Relevance: This study integrates the conference theme and S-STEP scholarship. By crystallising a poetic vision of quality teaching for a more just society, we can better imagine what this kind of pedagogy could look and feel like and how we can put it into practice.

Evolving pedagogy: Self-study to sculpt presentation skills

Philip Michael Kanfush¹, Dawn Michelle Turkovich¹, Kristin Rae Harty²

¹Saint Vincent College, USA; ²Chatham University, USA

“As a professor, he does not care about his students at all. Never once did he reflect on his presentation and attitude toward the class.” This comment, from a student’s end-of-course evaluation, made me question whether I was still effective as a professor. I was covering the content competencies assigned to the course, but was not modelling what being a reflective practitioner looked like. This comment became the critical incident (Hole and McEntree, 1999) that motivated me to rethink my practice as a teacher educator, confronting this issue in my practice (Ritter and Quinones, 2020).

“Ungrading” is a competency-based approach to assessment associated with critical pedagogy in which students choose a “bundle” of assignments connected with a specific level of mastery and revise assignments until they reach a standard they are willing to accept. I changed the structure of the course to include assignments that would engage the students with the course content at a mastery level. I wondered whether changing the assessment strategy would ultimately sculpt my presentation approach. I kept notes about what I was doing differently and how I felt about that throughout. I enlisted two critical friends to help me make sense of my observations about my teaching and student responses to the course changes. They reviewed my course evaluations to triangulate my interpretations.

Course evaluations were mixed. Some students liked the changes to the course schema while others didn’t. The evidence suggests that changing my assessment strategy did sculpt my instructional style. As I strove to equip my students to engage with the content in ways that supported their successful completion of their chosen grade bundle, I began to move away from lecture and to embrace once again the characteristics of quality teaching.

Developing racial literacy: A self-study by innovators, influencers, and agents of change.

Nicola Carse¹, Aileen Kennedy², Khadija Mohammed³, Melina Valdelièvre⁴, Dawn Garbett⁵

¹University of Edinburgh; ²University of Glasgow; ³University of the West of Scotland; ⁴Education Scotland; ⁵University of Auckland

In this paper, we report on a collaborative self-study designed to capture the complex and multi-layered ways we have interacted with and influenced policy development to support building racial literacy in teacher education in Scotland. A self-study approach enabled us to examine our experiences and practices from inside a policy space where process, programmes and politics collide (McConnell, 2010; Lambert and O'Connor, 2018). Reflecting La Boskey's (2004) features of self-study, the research for this paper was self-initiated, focused, interactive, and qualitative. The first four authors each came to the research with individual identities and experiences within the anti-racism policy space, but understanding the space more deeply and analytically required interaction. Therefore, we came together with a critical friend to engage in a collaborative self-study. A qualitative approach was adopted, writing a series of three vignettes and engaging in recorded conversations using the vignettes as a stimulus:

1. Positioning ourselves within the policy space – who am I
2. Mapping the policy space
3. Sharing our experiences and practices from within the policy space

Findings illuminate an often unseen, but important part of the policy process: individual histories, aspirations, vulnerabilities and hopes of those playing active roles in the development and enactment of policy. This provides a counter-narrative to the more common rational explanations of policy processes: as Mueller (2020) argues, 'a key characteristic of complex systems is that they cannot be closely controlled or predicted. Yet the traditional approach to public policy is fundamentally based on both control and prediction' (p. 311). While McConnell (2010) advocates assessing the success of policy in three distinct realms – processes, programs and politics – the personal dimension in each is neglected. Thus, adopting a self-study approach can contribute to a more human-centred and nuanced understanding of the ways in which policy is taken up.

Session 5.4: Social In(Justice)

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 607

Session Chair: Vânia Galindo Massabni, São Paulo University, Brazil

Session Chair: Dorota Werbinska, Pomeranian University, Poland

Social (in)justice issues and positive psychology: Critical incidents and a need for redefining positivity

Dorota Werbinska¹, Małgorzata Ekiert²

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Social justice issues have recently gained traction, as too little support is still given to those who need it. Understanding this problem is crucial for teachers' development and, even more, for identifying and disrupting unjust practices that discriminate against certain students who do not belong to a dominant group in a given context. The theoretical basis for our study is Seligman and Csikszentmihalyi's (2000) Positive Psychology theory, which, in its present models (e.g. PERMA, EMPATHICS), fails to explicitly account for social injustice shown through but not limited to such popular social markers as race, social class, gender, and disability. We assume that it is through interactions described in authentic incidents that social (in)justices can be understood. Therefore, the aim of our study is twofold: 1) to reflect on the kinds of social-justice incidents and their content, and 2) to address the need for inclusion of social justice topics in Positive Psychology discourse. In the study, we present and reflect on the social justice-related incidents (n=30) that have been collected among higher-education international students (mostly Erasmus+ and migrants to Poland). From the provisional results, it transpires that the participants' concerns do not originate from classroom and curriculum issues. Instead, they refer to more 'hidden' injustices during their stay abroad, such as language barrier, non-nativeness, or unequal access to resources. The study is important in the sense that little research has been done on minoritised students so far, whereas the integration of social justice values into the Positive Psychology ethos may be innovative.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>

Research outline for critical incidents addressing social (in)justice in Brazil

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The research investigated critical incidents related to social justice in the Brazilian educational context, focusing on the narratives of teacher-researchers who work in basic education and are or have been graduate students. The aim was to understand how teacher-researchers perceive and deal with situations of social injustice in their daily practices. The methodology adopted was a cartographic approach (Rolnik, 2014), with data collection based on the narratives of 40 teacher-researchers from Ceará, Piauí, Pará, Maranhão and São Paulo. Paulo Freire is the main author behind the theoretical framework, as his theory offers the perspective that pedagogy cannot ignore abundant poverty and other forms of exclusion, nor adopt a neutral position. Educators in the classroom express points of view and educational options that need to be geared towards a democratic society, according to Freire (1996), especially in an unequal country like Brazil. The thematic analysis of the narratives was guided by this framework. The results reveal the significant impact of the socio-political context on the teachers' narratives, especially in relation to social exclusion. Participants highlighted issues such as the pandemic, violence in peripheral communities, gender inequalities, exclusion due to physical characteristics and motor performance, and internal migration as factors that aggravate educational inequality. The complexity of practice is evident for teachers focused on social injustice. Although inclusive practices were mentioned, the teachers expressed indignation at the difficulty of overcoming social injustices, given the different backgrounds of the teacher-researchers and the Brazilian socio-political context. The research contributes to understanding the complexities involved in promoting social justice in education, suggesting the need for greater integration of critical pedagogical practices. The results underline the importance of preparing educators to face the challenges of exclusion and inequality, reinforcing the role of the school as a space for resistance and social transformation.

Do our differences bring social justice?

Duygu Yalman Polatlar¹, Elif Löklü², Şirin Şevval Yılmaz³

¹Fatih Sultan Mehmet Vakıf University, Türkiye; ²Zübeyde Hanım Anaokulu - İstanbul, Türkiye; ³Muallim Naci İlkokulu - İstanbul, Türkiye

This study aims to deeply examine teachers' views on the concepts of social justice, equality and quality education in multicultural education settings. According to Banks (1993), multicultural education ensures equality in education for students from different races and social classes, allowing teachers and students to implement social justice in practice (Nieto & Bode, 2017). A qualitative research method was preferred, and a phenomenological design was used. The research group consists of 6 Syrian and 6 Turkish teachers from the primary level selected by purposeful sampling. A 4-question semi-structured interview form was developed based on the four elements of multicultural education (Banks & Banks, 1995) and was used. Teachers stated they have similar values regarding equality, social justice and quality education. They emphasised that cultural values should be protected and universal cultures should be respected. Teachers stated that they apply the principles of inclusiveness and social integration, but the active participation of the school administration in integration problems is crucial in solving these problems. While Syrian teachers stated that they experience bullying among students due to racial and language differences, Turkish teachers expressed difficulties arising from a lack of educational materials and language problems. Different Perspectives: As Syrian teachers have a different perspective on social justice and equality based on their experiences, Turkish teachers stated that they experience professional burnout due to communication problems stemming from language problems. The results of the study show that a comparative examination of Syrian and Turkish teachers' experiences in a broader context can contribute to improving the current situation. Such in-depth analyses to support multiculturalism in education can help develop and improve practices connecting quality teaching and equity through the way for socially just classrooms.

The aftermath of readdressing democracy and social justice: Coping with inequalities in physical education teacher education (PETE)

Luciana Venâncio¹, Luiz Sanches Neto¹, Dawn Garbett², Alan Ovens²

¹Federal University of Ceará, Brazil; ²University of Auckland, New Zealand

This research is contextualised by Freirean approaches to teacher education, which promote complex arrangements in organising knowledge communities among teachers. Such communities are supportive of teachers' learning by providing critique to advance socially-just teaching practices. In a previous research, we found that collaboration across different settings allowed a better understanding of the teaching complexities. However, it is uncertain how knowledge communities support and promote teachers' democratic values and thinking towards social justice. Methodologically, we explore this uncertainty by drawing on a self-study of an action research project within a Brazilian physical education teacher education (PETE) Master's program (ProEF). Participants included teacher-researchers from different locations in the Northeast of Brazil, who were supervised by two teacher educators and co-authors of this article. In this article, the authors used vignettes of one ProEF Master's student to discuss her own teaching and context. Through a complexity thinking lens, our objective was to analyse collaboratively her teaching intentions and dilemmas towards social justice. We found that critical incidents regarding race, gender and class evidenced intersectionalities and how the teacher embodied democratic values while coping with inequalities. The teacher was aware of the inequalities faced by her students. Despite this, her teaching lacked the full institutional support to address all emerging issues for a more equitable physical education and long-term change. The teacher's advocacy connects to the broad research project aiming to readdress democracy through engaged teaching as an alternative to neoliberal educational guidelines.

Session 5.5: Modern/Emerging Technologies

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 630

Session Chair: Mark Peart, University of Glasgow, UK

Session Chair: Janice Heejin Kim, University of Glasgow, UK

Pre-service and in-service teachers' pedagogical use of technology in primary schools in Scotland

Mark Peart

University of Glasgow, UK

Integrating educational technologies and digital literacy into the classroom has become imperative to enhance teaching and learning experiences (Garza-Montemayor et al., 2019). When exploring the relationship between teachers and technology, Prestridge (2017) found that teachers' beliefs, lack of confidence, and lack of pedagogical and technological competence are key aspects for using technologies in the classroom. Further examination of the problem suggests that teacher education programmes provide growing but limited preparation (Starkey, 2020) and, in some cases, inadequate focus on pedagogical applications of digital technology in schools (Heitink et al., 2016).

This research proposal explores the intended pedagogical use of technologies by pre-service teachers enrolled in the ITE programmes of the University of Glasgow and the current use by in-service primary school teachers within the Glasgow Local Authority. This study follows a mixed-methods, concurrent-parallel design where quantitative and qualitative data will be collected simultaneously and merged to gain a deeper understanding of the phenomenon (Creswell and Plano Clark, 2017). The quantitative study will follow a descriptive-exploratory design based on the application of an online adapted version of the teachers' digital competence (DigCompEdu) instrument. The qualitative data will be collected using the same instrument via five open-ended questions that aim to collect pre-service and in-service teachers' perceptions of the pedagogical use of digital technologies in classrooms.

The findings will provide insights and greater understanding of digital teaching practices, and aim to contribute to the ongoing discourse around teacher education for a digital world, as well as gaining insight into the current state-of-the-question in Scotland and establish a baseline for further improvements to digital literacy in teacher education and career-long professional development.

Leveraging technology and innovative practices for equitable learning: High Touch High Tech (HTHT)

Model in Uruguay

Janice Heejin Kim

University of Glasgow, UK

Creating effective learning environments remains a critical challenge in education, particularly in addressing the persistent inequalities in student outcomes. Despite the potential of teacher professional development (PD) programs to enhance classroom instruction and student achievement, traditional one-off PD workshops often yield limited effects. This study aims to evaluate an innovative approach to PD through the 'High Touch High Tech' (HTHT) model, combining technology-driven personalised learning with teacher-facilitated, project-based classroom experiences.

The study draws on the Technology Acceptance Model (TAM) to explain the adoption and use of the HTHT approach by teachers and students. TAM posits that perceived ease of use and perceived usefulness are key factors that drive the acceptance and effective integration of technology, and this research explores how these factors influenced teachers' engagement with digital adaptive learning tools and how students benefited from the personalised learning experience.

Using a clustered randomised controlled trial in Uruguay, we assess the HTHT model's impact on teacher effectiveness and both cognitive and non-cognitive outcomes. Our study involved 99 schools, 114 teachers, and 2,002 5th-grade students across treatment and control groups.

Findings show a significant increase (47%) in individualised use of the digital learning platform among students in the HTHT intervention. Students in the treatment group demonstrated improved math performance (0.33 SD, $p < 0.001$), with gains linked to higher completion rates of episodes in the digital platform. Importantly, students benefited equally from the HTHT interventions, regardless of their individual student characteristics (initial achievement, gender, father's education) and school characteristics (school types, school quintile).

This study contributes to the discourse on how technology and innovative teaching practices can improve educational outcomes, highlighting the synergistic value of integrating technology with active learning strategies. The potential of HTHT as a scalable model for improving student outcomes in diverse contexts will be discussed.

Session 5.6: S-STEP Studies

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 639*

Session Chair: Michael Flannery, Dublin City University, Ireland

Reaching our APEX! Exploring quality teaching in Arts and Physical Education through self-study

Michael Flannery¹, Annie Ó Breacháin², Marie Louise Bowe³, Frances Murphy⁴

¹Dublin City University, Ireland; ²Dublin City University, Ireland; ³Dublin City University, Ireland; ⁴Dublin City University, Ireland

The European Commission places a strong focus on the lifelong learning of teacher educators as they are a key factor in determining the quality of teachers and the calibre of teaching in the classroom. We are a collective of four teacher educators at Dublin City University who came together at a time of national curriculum change to decipher what constitutes quality teaching of Arts and Physical Education. We wanted to explore and make accessible to others, including our students, colleagues and contemporaries, the knowledge gained through our participation in APEX - a self-initiated project exploring quality teaching in the aforementioned curriculum areas. Framed by theory relating to teacher educator professional development and our new primary curriculum framework, we adopted a self-study approach utilising memory and dialogic inquiry methods. We investigated our motivations to participate in the project, our professional development gains, and to what project affordances we ascribe these benefits. Data analysis is currently underway using a thematic analytical approach. Data primarily comprised our four individual written memory tasks. Four themes emerged in relation to our motivation to participate in APEX. These include professional frustrations and disappointments, a motivation for greater awareness and understanding, an appetite to learn, clarify and resolve issues, and a longing to connect, belong and exchange. We hypothesise that findings regarding our professional takeaways from APEX will resolve some frustrations, reconcile some curriculum tensions and benefit integration opportunities between Arts and PE in our programme. We speculate the project affordances to which we attribute our professional learning will relate to the setting, the format, the direction, the atmosphere, the exchange, the aesthetics and the outcome. This paper will

be of interest to primary school teachers, teaching Arts and PE specialists or teacher educators from any discipline who supervise and support preservice teachers on their school placements.

A collaborative self-study exploration of ‘integrated learning experiences’ in school physical education curriculum through a community of learners

Dylan Scanlon¹, Ann MacPhail², Croidhe Ni Ghloinn³, Joanna Byrne⁴

¹Deakin University, Australia; ²University of Limerick, Ireland; ³Gaelcholaiste Luimnigh, Ireland; ⁴Loreto High School, Ireland

Leaving Certificate Physical Education (LCPE), a certificate examination subject in a high-stakes environment in the final two years of Irish post-primary schooling, has two explicit bodies of knowledge: theoretical and practical knowledge. The curriculum promotes the notion of ‘integrated learning experiences’, which blends both forms of knowledge. Through a community of learners, two teacher educators and two teachers worked together as a research team to construct and enact teaching resources for ‘integrated learning experiences’. We aimed to explore how teachers teach integrated learning experiences for LCPE and the possibilities of such experiences. A secondary aim of this project was to sustain a community of learners between the research team, which spans across the teacher education continuum, to establish the characteristics of quality teaching from different perspectives.

This research adopted a collaborative self-study approach and took place over one year as (i) the teachers examined their own practices, (ii) the research team constructed the teaching resources, (iii) the teachers enacted and reflected on such teaching resources/practices with the teacher educators, and (iv) the research team evaluated and modified the teaching resources. This was underpinned by an exploration of ‘self’ on behalf of all community members, each acting as each other’s critical friend in this exploration.

The findings highlighted the challenges in teaching integrated learning experiences given the school context, e.g., timetabling issues, and teacher pre-dispositions, e.g., assumptions of practice. The teachers reflected positively on the possibilities of integrated learning experiences and the potential of increased student learning through such experiences. The collaborative self-study approach allowed for collaborative interrogation of ‘self’ in ‘practice’, encouraged the sharing of differing perspectives on quality teaching (and the effect on the richness of student learning), and the challenging of assumptions in the processes of changing practice. This presentation advocates for collaborative self-study across the teacher education continuum.

An exploration of how a teacher educator’s topic-specific Pedagogical Content Knowledge (PCK) guided teaching of a genetics topic to pre-service teachers addresses issues of social justice.

Eunice Nyamupangedengu, Constance Khupe, Cuthbert Nyamupangedengu

University of the Witwatersrand, South Africa

The need to address social justice issues in education has gained global interest, putting us teachers and teacher educators at the centre. As a result, research on socially just education has gained traction. This growing interest in and increasing conversations on social justice, specifically diversity, equity and inclusion (DEI), have recently started to make me uncomfortable, as until then, I had not consciously and explicitly engaged with this subject as part of my teaching practices. The literature reports silence in research regarding how science teacher educators teach for social justice, and how we can prepare pre-service teachers in social justice teaching. However, considering that social justice issues vary contextually, the aim of this study is to investigate the presence of (and/or missed opportunities for) social justice teaching in my teaching practices at a South African university. My teaching is guided by the Topic Specific Pedagogical Content Knowledge (TSPCK) framework, which is known to promote quality teaching and meaningful learning. It is in this TSPCK-guided teaching that I, with two critical friends, who are co-authors in this paper, use the self-study methodology and the critical incident technique (CIT) to explore the manifestation and/or recognition of social justice (if at all) in my teaching. Data is in the form of the teacher educator’s journal entries, lecture videos and audio transcripts of our discussions and reflections. We wish to bring to light social justice issues in our contexts and the opportunities that leveraging TSPCK, a framework that explains teacher professional knowledge, can provide for science teacher educators to teach for and equip preservice teachers for socially just and inclusive teaching. Implications of these findings for the role of science teacher education in preparing teachers for socially just teaching, especially in diverse contexts like South Africa, will be discussed.

Session 5.7.1: Round Table Sessions

Time: Wednesday, 02/July/2025: 4:00pm - 4:35pm · *Location:* JMS 641*

Immersive Early Field Experiences: Pre-Service Teachers Engaging with Avatars

Maggie Polizos Peterson, Loren Jones, Kane Shannon
University of Maryland, USA

There is ample research that shows the value of early field experiences (EFEs) for teacher preparation (Huling, 1998; Johnston & Wetherill, 2002; Borich & Cooper, 2004); however, EFEs can be challenging to incorporate due to scheduling demands, coursework requirements, and logistical barriers. As a means of overcoming this challenge, this study seeks to incorporate the use of avatar simulations as an EFE for pre-service elementary teachers. We seek to gain a better understanding of the ways in which immersive technology can facilitate PSTs' learning and development as novice teachers through meaningful rehearsals of simulated teaching. As such, in this study, we ask In what ways do avatar-based simulations support PSTs' understanding and growth as elementary teachers of literacy?

This study, designed as a collaborative self-study, began with the three authors engaging in critical discussion and reflection aligned with Self-Study of Teacher Education Practices (S-STEP) research. As a team, we recognised the need for additional EFEs to adequately prepare PSTs for the internship experience and beyond. Various sources of data were collected to study the inclusion of the avatar simulations as EFEs in coursework, including assignment documents, avatar-based simulation recordings, observation protocols (completed by peers and instructor), and instructor and student reflections on immersive experiences. These data were analysed through an iterative coding process in order to identify overarching themes.

Overall, PSTs highlighted the benefits of the avatar simulation experiences, noting that it helped to 1) build their confidence and take on the professional disposition of "teacher"; 2) become more familiar with their content in order to "translate" for parents and families; and 3) connect coursework to classroom practice. This study underscores the importance of exploring how existing immersive simulations, used as EFEs, can be used to enhance the learning and growth of PSTs.

Generative AI and academic writing: Upholding ethics in higher education

Adriana Monteiro Lima¹, Erin Mae Reid²

¹University of Lethbridge, Canada; ²St. Mary's University, Canada

The main objective of this round-table discussion, "Generative AI and Academic Writing: Upholding Ethics in Higher Education" is to explore the ethical implications of integrating generative AI tools into academic writing practices and to consider how these impact issues of equity (Dobrin, 2023; Rivas et al., 2023; Putwain et al., 2020; Mollick & Mollick, 2023; Eaton, 2021). While the possibility for AI to ameliorate issues related to social inequities in higher education is exciting (Owusu-Ansah, 2023; Gupta et al., 2024; Hao, 202; Nobel, 2018), there remain legitimate concerns about its potential to exacerbate these same inequities. This presentation is inspired by Dr. Reid's work with teaching preservice teachers strategies for equity and inclusion, and Professor Lima's most recent academic writing courses, which focus on investigating the ethical uses of generative AI in higher education in a post-plagiarism era (Eaton, 2023). Employing a variety of pedagogical approaches to engage students, these courses utilise team-based, project-based, and inquiry-based learning strategies to foster collaboration and critical thinking (Lee & Galindo, 2021; Barron & Darling-Hammond, 2017). These methodologies not only encourage diverse learners to collaboratively investigate real-world issues, but they also are key to creating more equitable and inclusive learning environments.

Drawing on our combined pedagogical experiences in a) engaging students in ethical AI writing strategies; and b) implementing equitable and inclusive classroom practices, our discussion will explore how educators can employ best practices for responsibly implementing AI in their curricula, enhancing AI literacy among students, and creating an equitable learning environment. We hope to engage participants in collaborative discussion to identify challenges such as plagiarism, authorship, and academic integrity, and how these may be impacted by equity issues. By fostering a critical dialogue on ethical considerations, the presentation aims to empower educators to navigate these complexities in the evolving landscape of higher education.

Empowering STEM educators and promoting social justice: Integrating GIS technology in Title I schools through NSF-funded Geology-focused workshops

Katayoun Mobasher, Adrianna Rajkumar, Cristina Washell
University of North Georgia, USA

Research has shown that integrating educational technology into schools can help reduce the achievement gap, particularly in underserved communities (Marx & Kim, 2019). Among these technologies, Geographic Information Systems (GIS) is a particularly underutilised tool in addressing social equity within educational settings. This project explores how introducing GIS through geology workshops can empower STEM teachers in Title I schools, expanding access to advanced technological education and fostering greater equity. This initiative aims to promote social justice, providing students with skills and resources typically out of reach for marginalised populations.

Grounded in social justice and educational equity theories, the study emphasises the importance of providing equal educational opportunities, particularly for underserved populations. By integrating cutting-edge technology into the curriculum, the project aligns with frameworks aimed at reducing the STEM opportunity gap and fostering inclusive education.

A series of week-long summer workshops were held, offering geology-based STEM lab activities across various STEM disciplines to equip teachers, especially from Title I schools, with hands-on GIS training. Ongoing support ensured successful classroom integration. Data from surveys, interviews, and classroom observations were collected to evaluate the workshops' effectiveness on both educators and students.

The results showed a significant increase in teachers' confidence and proficiency with GIS technology, enabling them to incorporate GIS into their curricula. As a result, hundreds of students gained exposure to state-of-the-art GIS applications, which not only deepened their understanding of geology and spatial analysis but also sparked greater interest in STEM careers.

By leveraging technology to close the educational gap in Title I schools, the project highlights how targeted interventions can promote equity and social justice. The introduction of GIS in these underserved schools serves as a model for using technology to create more inclusive, empowering learning environments, contributing to a more equitable society.

Building inclusive classrooms: The impact of clinical partnerships on equity and social justice in education

Juhang Rong¹, Anne Tapp Jaksa², Stacey Victor³

¹University of Connecticut; ²Saginaw Valley State University, USA; ³Sam Houston University

Aligned with the strand "Promoting Equity and Inclusion through Effective Partnerships with Schools," this work examines the pivotal role of school-university partnerships in promoting inclusive educational practices. Drawing from the "Schools as Clinics" model of the University of Connecticut (UConn) and integrating efforts from Sam Houston State University (SHSU) and Saginaw Valley State University (SVSU), it highlights how clinical partnerships can better prepare teachers to address the needs of diverse student populations. Teacher candidates are embedded within urban, rural, and suburban school districts, providing exposure to diverse student needs and ensuring a focus on social justice, inclusion, and equity in practice. Through these partnerships, teacher candidates link theory to practice, develop culturally responsive teaching strategies, and reflect on their roles in promoting equity. Tools such as the Promising Practices Observation Tool and other evaluation methods guide candidates in recognising effective inclusive teaching strategies, enhancing their ability to support all students.

The reciprocal nature of these partnerships enables both universities and schools to benefit from shared expertise, creating environments that promote the success of marginalised students. Efforts at SHSU emphasise field-based learning early in students' academic careers, while SVSU similarly focuses on clinical experiences that place teacher candidates directly into diverse classroom settings. Additionally, UConn employs an Early College Experience program to engage diverse high school students in education-focused coursework, creating a pathway to teacher preparation programs and fostering a more diverse teaching workforce. Current literature on clinical partnerships supports the ability to foster equitable outcomes in teacher preparation. By engaging teacher candidates in hands-on experiences that emphasise diversity, this model aligns with contemporary calls for justice-oriented teacher education (Anderson & Stillman, 2019; Sleeter, 2020). This research contributes to ongoing discussions about how effective partnerships between schools and universities can advance equity and inclusion in education.

Setting the table in the "Age of Interims": Lessons taught and lessons learned in a year of transitional leadership

Diane Morris Miller, Kim Martin-Long, Daniel Maxwell
University of Houston-Downtown, USA

Recently, The Chronicle of Higher Education dubbed this the “Age of Interims” (Lu, 2024). At our university, several interim appointments illustrated Lu’s claim, so three of us collaborated for a self-study of leadership learning during our pre-limited year of service. The social-justice-minded vision/mission of our urban, commuter, minority/Hispanic-serving institution (US designations) inspired us to consider our interim placements as concentrated pathways to innovative service. In an academic college of public service/urban education and an administrative department providing student success supports, we leveraged our roles as interims to bring clarity of purpose and equity of implementation to the teaching of historically underserved, first-generation students—strong and determined future changemakers for their communities. At the outset, we knew that our leadership would be short-lived; nevertheless, we aimed to set the table for the leaders who would come after us to serve those changemakers with innovation and integrity. Moreover, our students, a beautiful mosaic of dreamers and doers, contextualised our work.

During our interim service year, we met regularly to reflect upon our work within Ward’s (2023) “keys to effective interim leadership” and how those were developed for us within Woods et al.’s (2020) “interim assignment cycle.” Our data collection consisted of informal empathy-based discussions, formal agenda-based Zoom meetings, and individual prompt-based journaling. Artefacts from data sources were thematically coded for analysis. Specifically, we considered our work through the lens of urban education, as two of us served in the college that houses that discipline. Our third author supports students’ academic progress through diverse wraparound supports, work that is foundationally relevant to students’ success. Therefore, much of our work was conceived and implemented within the spaces of teacher education and community/school partnerships. Our findings, while rooted in the context of urban education, have implications for interim leaders in multiple disciplines and settings.

The role of professional learning in building lasting, equitable approaches within the teaching profession

Chereen Rain¹, Lise McCaffery²

¹Education Scotland, UK; ²Education Scotland, UK

Transformative Learning Theory explores how changes in practice for educators are linked to changes in personal and professional perspectives. Romano (2022, p755-756) writes, “[T]ransformative learning can support bringing awareness to the perspectives that teachers hold about education so that they might critically reflect on and shift aspects of their practice that are not in the best interest of all students” (p755-756).

How can transformative learning build educators’ skills to recognise and challenge inequalities, such as the “no problem here” discourse (Davidson, 2018), while fostering discussions on privilege, decolonising the curriculum, and epistemological justice?

And how can it build awareness of educators’ positionality as agents of political-pedagogical action, as defined by Govender (2023, p. 236):

“All teacherly decisions (from classroom practice to curriculum design) are inherently bound to issues of power. From this position, teachers might make pedagogical choices in more socially just ways that empower themselves and students to deconstruct and reconstruct teaching and learning in more equitable ways.”

A recent evaluation of the co-constructed national Building Racial Literacy programme in Scotland (Chefeke et al., 2024) found that participants’ personal and professional perspectives are transformed through critical reflection within ‘braver, safer learning spaces’ (p5): “My confidence has grown allowing me to voice my opinion on racist perspectives when in the past I may have stayed quiet.”

However, those who undergo this transformation often face the burden of being seen as the “anti-racism expert,” with one participant explaining (p.23), “I do this because it is the right thing to do, but it is exhausting and unsustainable.” This roundtable discussion will explore these challenges and examine the role of professional learning in developing educators who are less race-evasive and willing to engage in difficult conversations, “rather than shying away and worrying about judgment from colleagues” (p. 21).

Session 5.7.2: Round Table Sessions

Time: Wednesday, 02/July/2025: 4:45pm - 5:20pm · *Location:* JMS 641*

Moving beyond theory: Engaging pre-service teachers in authentic scaffolding experiences for multilingual learners

Loren Jones, Shannon Kane, Maggie Peterson
University of Maryland, USA

Pre-service teachers (PSTs) often find themselves well-versed in theories, instructional strategies, and pedagogical frameworks, yet once confronted with the nature of real-world teaching, applying that knowledge to support students proves more difficult than planned. Given the complexity of today's classrooms, it can be challenging to effectively integrate all instructional practices, such as scaffolding, through coursework assignments (Darling-Hammond, 2014; Phillips & Condry, 2023). Rather than acquiring meaningful practice with scaffolding, PSTs often end up viewing it as a box to check in a lesson plan. As such, PSTs and novice teachers alike face challenges in enacting scaffolding in the classroom (e.g., Alvarez et al., 2023; Peercy & Chi, 2022; Schall-Leckrone, 2018).

To better understand how the practice of scaffolding might be intentionally integrated into coursework as an exercise of application, we asked: How do pre-service teachers perceive the process of scaffolding content and creating instructional materials for multilingual learners? This qualitative case study was carried out with two groups of elementary education PSTs. PSTs in both groups were tasked with creating a digital jumpstart (DJ) (Jones et al., 2022; Rance-Roney, 2010), a form of digital storytelling technology that can be used to scaffold content and language for MLLs. DJs bring together various modes with the goal of introducing a topic and providing the preliminary knowledge students will need to engage with new content.

After collecting multiple sources of data and engaging in analysis, the following three themes emerged: PSTs perceived digital storytelling technology as a means to (1) be creative in their content development; (2) develop personalised content beyond “pre-packaged” materials; and (3) provide meaningful support for MLLs. Overall, the creation of DJs appears to be one way for teacher educators to bridge the gap between theory and practice for PSTs, specifically as it relates to scaffolding content for MLLs.

Conceptualising a more equitable world for student flourishing by addressing “excessive teacher/faculty entitlement”

Tara Ratnam¹, Cheryl Craig², Hafdis Guðjónsdóttir³, Carol Hordatt Gentles⁴

¹Independent Teacher Educator, India; ²Texas A&M University, USA; ³University of Iceland, Iceland;

⁴University of West Indies, Mona, Jamaica

This workshop uses the nascent concept of “excessive teacher/faculty entitlement” to capture the *seeming* teacher/faculty disinclination to recognise the need to change to create more equitable educational ecologies in a rapidly evolving multicultural world. Excessive teacher/faculty entitlement is the inconsistency that arises in the gaps between who teachers/faculty think they are and who they are not. An unawareness of this inconsistency gives rise to a sense of arrogance and deservingness, making them hold unreasonable expectations of both the self and others, including students.

International research piloted to study this phenomenon of excessive entitlement in schools and universities showed its ubiquitous presence (Ratnam & Craig, 2021; Forthcoming). In these studies, excessive teacher/faculty entitlement manifested itself in diverse forms—a lack of self-awareness, tendency to hold on to inherited script, closed to other points of view/worldviews (including importantly of students), externalising blame, professional jealousy, competitiveness and aggression hampering learning and relationships in the workplace and the health of the institution. However, these findings are **not** used to berate teachers and faculty, but to gain an empathetic understanding of them and the complexity of their work and seek effective ways to control the triggers of excessive teacher/faculty entitlement in educational institutions.

The workshop will be in the form of a Walk and Talk dialogue with the audience.

Session structure

- Introduction
- Authors share their experience of excessive entitlement.

- Invite the audience for a walk and talk where they respond to thought-provoking episodes and questions by uncovering and naming the sources of excessive entitlement in their workplace and examining their positioning in it as victims/victimisers.
- Discuss its impact on social relationships, learning and wellbeing in the workplace, and
- What actions we can take individually and collectively to mitigate feelings of excessive entitlement in the workplace to promote student flourishing and collegial relationships in the workplace.

Using UDL to support equity and social justice in high school STEM classrooms: Providing a pathway of inclusivity.

Cristina Washell, Katayoun Mobasher, Adrianna Rajkumar
University of North Georgia, USA

Undeniably, most STEM secondary classrooms do not reflect an inclusive environment where students with disabilities are expected to thrive (Basham & Marino, 2013). Outdated teaching strategies and the marginalisation of students who require inclusive learning experiences have led to a limited representation of students with disabilities pursuing post-secondary educational careers in STEM (NSF, 2023). Fortunately, Universal Design for Learning (UDL) provides a framework that STEM teachers can use to create transformative learning experiences that support and foster appreciation for learner variability, social justice, and equity (Kohnke, Patterson, & Moehlmann, 2022).

At the heart of UDL are the ideas of inclusivity and equity. By adopting a curriculum that is accessible to all students, STEM teachers can ensure that none of their students are disenfranchised. Adopting an equity-focused UDL approach is key to developing inclusive strategies for teaching STEM content and encouraging the disintegration of systemic barriers that in the past have prevented students with disabilities from embracing STEM careers. By adopting the UDL framework, educators work alongside students as co-agents of change and effectively create an inclusive, fair, and equitable learning ecosystem that cultivates social justice for all students (Waitoller, 2023).

Researchers at the University of North Georgia designed professional development workshops for STEM high school teachers. During the three-year period from 2022 to 2024, three cohorts of teachers were provided with intensive geoscience education training using the UDL framework. Participants examined geoscience content through the UDL lens and engaged in daily self-led discussions on topics related to UDL, agency, inclusion, and justice-centred STEM education. Participants maintained workshop reflection journals and developed action plans designed to initiate justice-centred changes in their classes. This presentation will explore participants' reflections on discussions related to UDL, social justice in STEM education, and the transformation of teachers and students as co-agents of change in STEM classrooms.

Enhancing equity and inclusion through CAEP Accreditation: Advancing teacher preparation for social justice

Malina Monaco¹, Anne Tapp², Beth Kubitskey³

¹Council for Accreditation of Educator Preparation; ²Saginaw Valley State University, USA; ³University of Michigan - Flint

Teacher education accreditation plays a pivotal role in ensuring that educators are adequately prepared to address the diverse needs of students in contemporary classrooms. The Council for the Accreditation of Educator Preparation (CAEP) has made significant strides in embedding principles of diversity, equity, and inclusion (DEI) within its 2022 standards. These standards mandate that teacher preparation programs cultivate equitable learning environments and equip candidates to effectively teach students from a wide array of cultural, social, and economic backgrounds (CAEP, 2022). This presentation explores how CAEP's standards effectively promote DEI and advance social justice in teacher education. CAEP's standards encourage teacher preparation programs to engage in culturally responsive pedagogy, recruit and support diverse candidates, and integrate equity into both coursework and field experiences (CAEP, 2022). Existing literature underscores the positive impact of these standards, with research indicating that CAEP-accredited programs are better positioned to foster inclusive teaching practices and to support students from historically marginalised groups (Darling-Hammond & Oakes, 2019). Moreover, the alignment of teacher education curricula with CAEP's DEI standards equips future educators with the knowledge and skills necessary to enact socially just pedagogies (Zeichner, 2020). This presentation will showcase successful examples of teacher education programs that have embraced CAEP's DEI standards, highlighting innovative approaches to fostering equity in both teacher preparation and K-12 classrooms.

Additionally, it will explore opportunities for continued innovation in teacher education to further align with CAEP's commitment to advancing equity, inclusion, and social justice.

Decolonising pedagogies in teacher education

Debbie McCleary, Carol Doyle-Jones

Niagara University, Canada

Decolonising pedagogies affect student learning, the learning environment, and stand as a model for future teaching practices. As teacher educators, we are reviewing our methodology courses in Early Learning as well as Physical Education, Health and The Arts, to address Canada's Truth and Reconciliation Calls to Action (2015) and pursuing our commitment to reconciliation and decolonisation practices. As settler educators we are responsible "to reflect critically on the current educational system in terms of whose knowledge is offered, who decides what is offered, what outcomes are rewarded, and who benefits, and more importantly, how those are achieved in an ethically appropriate process" (Battiste, 2013, p. 28).

While we are in the education field, our courses throughout the year can be considered transdisciplinary as we think through the lenses of literacies, educational law, and Indigenous education and consider new forms of decolonising pedagogy. In our methodology courses, we aim to ensure that this spiralling of curricula persists and demand that our teacher educators revitalise and renew course content and structure to rise to the Calls to Action of Canada's Truth and Reconciliation (2015). Through the application of community practices (Wenger-Treynor, 2015) and our partnerships with Indigenous outreach programs, we support our teacher candidates in gaining an understanding of the connections to be addressed in education to further work in the arts, sports, health, and cultural communities.

We believe our work in this project will link to Madden's (2015) "pathway circle" as deep learning and understanding will occur, and the journey is "continuously contextual, distinct, relationship, and unforeseeable" (p. 3). Findings, both practical and reflective, will be presented during our session.

This proposal meets the sub-themes of *curriculum design for equitable teaching* and *equity and inclusion in teacher education*, and a roundtable format allows for further consideration of this topic.

Session 5.8: International Contexts

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 707

Session Chair: Annamaria Di Grassi, University of Foggia / University of Bari, Italy

Internationalisation of teacher education in Brazil: Between global asymmetries and the perspectives of the global south and BRICS

Martha Maria Prata-Linhares, Daniele Campos Botelho, Isadora Maria Oliveira Tristão

Federal University of Triângulo Mineiro - UFTM, Brazil

This article conducts a critical analysis of internationalisation policies in teacher education in Brazil, exploring the tensions between economic and sociocultural perspectives. The predominance of North-South initiatives and the influence of international organisations such as the World Bank reveal possibilities of dilution of the teacher education's critical dimension. The study draws on authors such as Knight (2018; 2020), Wit et al. (2015), Morosini and Dalla Corte (2018), Menter et al. (2024) and problematizes the lack of cooperation with South American countries and the limited exploration of the potential of South-South relations. It suggests that the current internationalisation perspective may reinforce global asymmetries. The methodology includes document analysis and critical examination of data and policies related to the internationalisation of higher education, focusing on teacher education in Brazil. The study uses data provided by the Coordination for the Improvement of Higher Education Personnel (Capes) as well as reports from international organisations, such as UNESCO and the World Bank, to contextualise the practices and trends of internationalisation in the Brazilian educational field. The article reveals that the internationalisation of higher education in Brazil is strongly driven by cooperation with Northern Hemisphere countries, while relations with South American countries are neglected. There is an underutilization of South-South relations, which limits the potential for a more inclusive internationalisation that is contextualised within similar local realities, especially in teacher education. By suggesting the need for an internationalisation perspective that values diversity and promotes global citizenship, the text highlights the pursuit of quality education that considers the social and cultural diversity and students' identity, and the

importance of creating more sustainable and socially fairer learning environments. This research is supported by CAPES.

Educating AI and with AI: preparing PhD students to face the challenges of AI in their research career

Annamaria Di Grassi^{1,2}, Raffaella Forliano^{1,2}, Loredana Perla²

¹University of Foggia; ²University of Bari

This paper aims to analyse the effectiveness of introducing a dedicated course on the development of transversal skills in artificial intelligence (AI) in the context of PhD courses at the University of Bari. The objective of the course is to equip PhD students with the requisite tools to navigate the intricate challenges posed by AI, fostering a contemplation on the responsible, conscious, and ethical utilisation of these technologies within their respective research domains, with a human-centric perspective.

Theoretical framework: The application of AI in the field of education is a topic that has attracted considerable interest from researchers and educators alike. The university context is of critical importance in the development of reliable and sustainable educational and training models that can exploit the potential of AI in a responsible and effective manner. Faculty development research plays a pivotal role in the advancement of methodological innovations. It is therefore imperative that universities develop policies to promote AI and data literacy. **Methods:** The course comprised an integrated programme structured into five distinct thematic modules, with a total duration of 42 hours. The lessons were delivered in a hybrid format, combining face-to-face and online delivery methods. The course aimed to facilitate an in-depth exploration of various aspects of AI (machine learning, LLM...) and the development of transferable skills, such as critical thinking and an understanding of the ethical principles associated with the use of AI.

Findings: The course was attended by 33 doctoral students. All enrolled students reached 70 % attendance, except for two enrolled students who never attended any lectures. At the end of the course, on a voluntary basis, the trainees answered the satisfaction questionnaire and submitted the impact report on their research pathway. This study is aligned with the overarching theme of the conference, particularly the sub-theme of addressing social justice by leveraging technology and innovative approaches.

The influence of Paulo Freire on Teachers and Teaching: from the national to the international context.

Maria Ines Marcondes De Souza

Pontificia Universidade Católica do Rio de Janeiro, Brazil

Objectives: To develop an understanding of the influence of Paulo Freire's ideas from the national to the international context.

Relevance of the topic: Bringing to the discussion different angles of Paulo Freire's influence, especially on teachers and teaching.

Theoretical framework: Life story (Ivor Goodson)

Methodology: Qualitative methodologies with interviews and document analysis.

Presentation and discussion of results: The research will address Freire's international influence on North American authors, Henry Giroux, Ira Shor and bell hooks, who reveal in their writings that reading the *Pedagogy of the Oppressed* had a positive impact on their lives, offering the theoretical-practical bases for the development of his critical and post-critical proposals that are still current. The authors found ways to propose the teacher as a transformative intellectual (for Giroux), develop a pedagogy of empowerment (for Shor) and provide the basis for a feminist pedagogy for black women (for bell hooks).

Final considerations: Through this research, we evidenced that his works had a marked influence on several authors in the area of teaching and curriculum in different countries. Thus, these works demonstrate the relevance of Paulo Freire both in the national and international contexts, and that his works continue to be reinterpreted by different people who find in his ideas instruments of defence in favour of social justice and against inequalities and oppression. The proposal for dialogical education, even today, remains a challenge for teachers at any level. Freire's education proposal, which begins in a national context, becomes internationalised, remaining current, nowadays. Its internationalisation remains contrary to current global policies that emphasise performativity. He was an author who exercised his reflective proposal in his own work, constantly reformulating and expanding it.

Session 5.9: Diversity

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 734

Session Chair: Leyla De Amicis, University of Glasgow, UK

Session Chair: Philip Howard, McGill University, Canada

The lived educational experiences of autistic trans and nonbinary students in the Republic of Ireland

Maggie Green

Atlantic Technological University Donegal, Ireland

Understanding the intersectional experiences of autistic trans and non-binary students in educational settings fosters inclusive and supportive environments. Research indicates a significant portion of the autistic community and the trans and non-binary communities in Ireland feel excluded within educational contexts. This study investigates and foregrounds the lived educational experiences of autistic trans and non-binary students in the Republic of Ireland (RoI). Positioned within a qualitative phenomenological participatory paradigm, four participants who are autistic and gender-diverse were recruited to participate in the study. In depth semi-structured interviews explored participants' experiences. Data collection, interpretation and analysis were guided by an anti-oppressive framework, which centred IPA and concepts from CAS, Queer Theory (QT) and intersectionality. This framework supported the exploration of the complex dynamics of culture, power, identity, inclusion, exclusion, belonging, and flourishing, which shaped participants' experiences within school environments.

The study's findings underscore the importance of recognising and challenging the ableist and transphobic norms that underpin the structures, policies and practices of education contexts. Comprehensive changes at all three levels are needed to ensure that students feel safe, supported, visible, included, and respected in these contexts.

This study contributes to educational discourse by amplifying the voices of trans and non-binary autistic people and reporting their experiences within educational contexts. Participants in sharing their experiences provide important insights into how educational contexts can be made more equitable, inclusive, and supportive. Recommendations from the study include robust anti-bullying policies with a specific focus on transphobia and ableism, curricular changes to increase the visibility of both trans and autistic identity, the provision of training for management, staff and peers and a commitment to move away from tokenistic approaches and meaningfully include student voice. This study serves as a foundational step toward greater understanding and inclusivity of autistic trans and non-binary people in educational contexts.

Decolonising oneself to decolonise one's own teaching: A pilot study on teaching social psychology

Leyla De Amicis

University of Glasgow, UK

Research aim: A pilot study which aimed to develop and evaluate a 'decolonise yourself' toolkit for supporting social psychologists to reflect on their research and teaching, considering a decolonising perspective, will be presented.

Theoretical framework: Decolonising the curriculum and pedagogy has been a key priority for higher education in recent years, in several countries around the world. Various resources have been created with suggestions from indigenous scholars for Western-oriented and colonised-minded colleagues and institutions. However, some research has shown resistance and unease among academics to decolonise their research and teaching practices. One form of resistance might coincide with 'dominionization', such as 'the entrenched ownership of expertise that maintains westernised academic privilege over decolonisation efforts'. Other academics might be willing to decolonise their work but might feel insecure regarding the effectiveness of their efforts and the quality of the outcomes.

Regarding the specific context of psychology, some reflection has emerged within community, clinical and school psychology, while self-reflection on teaching practices in social psychology in relation to decolonisation is still needed.

Methods: A self-decolonising toolkit was developed from material collected by interviewing ten social psychologists from and educated in indigenous and colonised academic environments. The self-decolonising toolkit was then developed and assessed by ten academics teaching social psychology in higher education in Western countries.

Findings: the self-colonising toolkit helped to reflect on one's own teaching practice in social psychology and focus on specific short-term and broader long-term objectives to decolonise the curriculum. Further studies should explore the self-decolonising toolkit's longitudinal effects and adaptability to other disciplines.

Relevance to the conference theme and specific strand: self-decolonisation of academics is an important step in decolonising the curriculum in higher education. This study is relevant for the 'curriculum design for equitable teaching' and 'equity and inclusion in teacher education' conference strands.

Making black life through black community supplementary education initiatives in Canada: A black studies exploration of visions and contradictions

Philip Howard

McGill University, Canada

Research has long demonstrated that Black people's experiences with state-run schooling in Canada are racialising and antiblack (Black Learners Advisory Committee 1994; Lewis 1992; Williams 1997). Yet there is a long tradition of Black communities advocating for the transformation of public schooling and implementing community-based programs to complement, supplement, and sometimes challenge state schooling.

This paper presents preliminary findings from a funded research project, asking: "*How have Black community supplementary educational initiatives (BCSEs) exercised agency and resistance in addressing schooling issues?*," and meeting the related objective to produce a critical account of the political visions informing BCSE programs, attending to gender, class, and local context.

The paper uses a Black Studies framework, which identifies contemporary antiblackness as the "afterlife of slavery" inherent to Western nation-states and as casting Black communities outside of Western constructions of the Human (Hartman, 2007; Wynter, 2003). It also, importantly, considers the fugitive, sometimes contradictory, ways that Black communities forge BlackLife amid this antiblack weather (Harney & Moten, 2013; Sharpe, 2016; Walcott & Abdillahi, 2019). It uses a Critical Discourse Analysis of in-depth interviews with BCSE organisers.

Preliminary findings address the discursive formations through which BCSE leaders, who are 1st to 1.5 generation immigrants in a small Canadian city, understand their BCSE initiatives. I explore how participants' narratives embrace both Black liberal and radical imaginations while weaving in and out of dominant readings of Black students' realities, constructing them against the experiences of longer-standing Black communities in nearby megacities.

This paper aligns with the conference theme, questioning what it means to support student learning with equitable teaching practices, and envisioning options not limited to the antiblack Western nation-state and its institutions. It engages directly with the strand around reconciling tensions for a new social contract in education by examining the contradictions within BCSE work.

Session 5.10: Teacher/Student Perceptions

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 743

Session Chair: Amanda Nuttall, Leeds Trinity University, UK

Session Chair: Christina Berg Tveitan, Østfold University College, Norway

Possibility thinking in initial teacher education: Reimagining physical, conceptual and affective dimensions of the university

Amanda Nuttall, Alison Griffiths

Leeds Trinity University, UK

In recent years, the role of the university in England, in relation to teacher education and teachers' professional learning, has been under attack. Ongoing reforms have led to teacher education becoming a state endeavour, characterised by enforced compliance and fidelity to government-set curriculum design, content and delivery (Ellis and Childs, 2024). As experienced teacher educators, we have borne this radical policy implementation and are provoked to move from a position of 'creative compliance' to developing a more robust counter-response that reimagines the place and space of university-based teacher education in England.

In this paper, we describe how the opportunity to leave England and engage with ITE colleagues in Denmark led us to 'fight familiarity' (Delamont, 2010) and speculate how we might reposition our university-based teacher education programmes to invoke more creative, critical and transformational teacher learning (Griffiths & Nuttall,

forthcoming). The work of Lefebvre (1991) prompted us to interrogate physical, conceptual and lived experiences in both familiar and unfamiliar university settings. Engaging with principles of autoethnography and self-study, we came to consider multiple perspectives, uncovering and examining beliefs, assumptions and taken-for-granted ways of being and knowing in teacher education. Outcomes from this work centre around relationships between physical, conceptual, and affective dimensions, underpinning our possibility of thinking about how we can embed equality and sustainability across our provision. We explore potential in an ‘ontological turn’ (Aldridge, 2015) in teacher education, where we endeavour to situate our [student] teachers and ourselves in a complex ecology of transformative learning, cultivating ‘self-full’ practices (Higgins, 2015) and promoting belonging.

Outlining challenges and tensions inherent in achieving our vision, we conclude with a call to action that asks the sector to consider what can be done to shift teacher education beyond homogenised, marketised and instrumental approaches and instead become a site of transformation and flourishing for all.

Creativity in the classroom: Teachers’ perceptions and teaching strategies

Aviv Pins^{1,2}, Haggai Kupermintz²

¹Kibbutzim College of Education, Technology and the Arts, Israel; ²University of Haifa, Israel

This study addresses the persistent gap between the longstanding research focus on creativity and its limited integration in schools. Despite a broad consensus on creativity's importance in education, significant implementation remains elusive. Our research examines teachers' perceptions of creativity to understand existing and potential classroom expressions of it, focusing on how teachers define, detect, and foster creativity in various educational contexts.

Grounded in Beghetto and Kaufman's (2007) concept of mini-c creativity, our study explores small-scale expressions of creativity in classrooms. We employ a qualitative approach, utilising interviews with 22 teachers and 41 classroom observations across diverse disciplines and age groups.

The research findings reveal a dichotomy between theoretical perspectives and practical applications. While teachers struggle with abstract definitions of creativity and perceive tensions between creativity and academic achievement, they confidently provide examples of creative moments in their teaching practice. Analysis of these moments yielded three core principles of creativity in education: pedagogical anchor (educational context or objective), unique personal expression (students expressing themselves in their own manner), and novelty (creating something original relative to the learner).

These principles form the basis of this research’s integrative model of creativity in education. It maps educational events according to the mix of these components, with their combination forming the core of creative moments. It also describes how teachers dynamically use these components through dosing, balancing, and combining strategies.

The model contributes to defining creativity in educational contexts. It aligns with accepted creativity definitions while emphasising unique personal expression as a fundamental, often overlooked component. This framework can help teachers conceptualise, analyse, and improve their pedagogical processes to foster creativity more effectively.

By bridging theory and practice, our research offers valuable insights into realising creative potential in educational settings, contributing to the development of quality teaching practices and the broader discourse on creativity in education.

Exploring teacher perceptions of SIOP: Enhancing inclusion and participation in multilingual classrooms

Christina Berg Tveitan¹, Malgorzata Wild¹, Elizabeth Grassi², Tina Louise Buckholm³, Natali Segui Schimpke³

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In 2022, immigrants and refugees made up over 16% of Norway's population (Green & Vaag Iversen, 2022; Statistisk sentralbyrå, 2022), presenting new challenges for teachers in increasingly diverse classrooms. While newly arrived students receive specialised Norwegian language instruction, most classroom teaching occurs in inclusive environments where linguistic diversity is a significant factor. Immigrant students typically achieve lower academic results than their peers (Statistisk sentralbyrå, 2023), often due to instruction that is either too advanced or insufficiently adapted to their language needs (Lødding et al., 2024). Skrefsrud (2018) suggests that the key question is not how multilingual students can be integrated into the existing school system but rather how a new classroom approach centred on student self-reflection can be developed. The Sheltered Instruction Observation Protocol (SIOP) method offers potential for supporting multilingual students, but little is known about its use or teachers' perceptions in the Norwegian context.

This study examines teachers' perceptions of the outcomes of the SIOP method in promoting participation and inclusion for multilingual students in Norwegian middle and upper secondary schools. The research aims to explore how SIOP can help bridge educational gaps by fostering engagement and participation. Grounded in self-study and educational design frameworks, the study also incorporates methodologies for examining teacher beliefs. Teachers participated through reflective journaling on their instructional experiences with the SIOP model, supported by collaborative reflection groups with researchers (Samaras, 2011; Feldman, Paugh, & Mills, 2004). Preliminary results suggest that SIOP implementation enhances student engagement and improves linguistic competence, as perceived by teachers. These findings indicate that SIOP may contribute to reducing disparities in participation and performance among diverse student populations. This research aligns with the conference theme, "Research on equitable teaching practices," highlighting how inclusive instructional methods like SIOP can promote equity and inclusion for multilingual students in diverse classrooms.

Session 5.11: Reading & Literacy

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 745

Session Chair: Iram Mushtaq, University of Strathclyde, UK

Session Chair: Nance S Wilson, SUNY Cortland, USA

Harnessing potential: A revised reading rope model emphasising strategic, adaptive, and integrative literacy skills

Nance Wilson¹, Karyn Allee², Brittany Adams³

¹SUNY Cortland, USA; ²Mercer University, USA; ³University of Alabama, USA

A variety of models have attempted to encapsulate the multifaceted processes involved in reading, ranging from Scarborough's reading rope (2001) to the Active View of Reading (Duke & Cartwright, 2021). Our work builds upon the foundation laid by Scarborough (2001) to more comprehensively capture the strategic, adaptive, and integrative nature of developing literacy. Our approach conceptualises reading as a transaction that necessitates a socio-constructivist learning environment. We adopt the structure of Scarborough's (2001) reading rope to underscore the essential skills and strategies it outlines as crucial to the reading process. However, we contend that the rope alone, without additional tools and active engagement from the reader—whether a novice learner or an expert—is insufficient for reaching the metaphorical summit. This model, taking up a rock climbing metaphor, proposes an integrative approach where the climbing tools and the climber's active decision-making processes are pivotal. Our extension of Scarborough's (2001) rope model introduces elements intrinsic to top-rope climbing but extending beyond the rope itself. For example, the harness that connects the climber to the rope symbolises the reader's motivation, executive function, cognitive development, and linguistic capabilities. Similarly, the handholds and footholds selected by the climber as they ascend represent the metacognitive decisions made during the reading process. These are just two elements of the model that illustrate that achieving proficiency in reading can be likened to reaching a summit, which requires dynamically engaging various skills and strategies beyond those represented by Scarborough's model. Teaching quality is profoundly influenced by the educational models adopted by school systems. By enhancing Scarborough's popular model with additional dimensions of reader engagement and strategy use, we offer a framework that not only respects the complexity of reading but also supports effective teaching practices, aligning with the conference's focus on characteristics of quality teaching.

Enhancing staff engagement with equity, diversity, and inclusion (EDI) through interdisciplinary reading groups in higher education

Iram Mushtaq, Michaela Louise Hall, Holly Porteous

University of Strathclyde, UK

Despite the increasing emphasis on Equity, Diversity, and Inclusion (EDI) principles in higher educational institutions (Scott, 2020), there remains a gap in consistent staff engagement with EDI initiatives and with related literature, which is essential for the goal of many universities of "creating inclusive environments" (Universities UK).

This study investigates the potential of interdisciplinary reading groups as a tool for enhancing staff engagement with EDI literature and practice within academic settings. It explores the implementation and impact of interdisciplinary reading groups across various departments within a university setting, aiming to cultivate a deeper understanding of EDI concepts and their practical applications.

Drawing on the framework of social justice reading groups previously employed in library settings (Harrington et al, 2020) and amongst graduate students (Mahmood et al, 2021), the study looks at broader interdisciplinary contexts, addressing the unique challenges and opportunities that arise. The methodology includes a mixed-methods approach, combining quantitative surveys to measure engagement levels and qualitative interviews to gather insights on the perceived value and challenges of the reading groups.

Existing literature and anecdotal evidence suggest that such reading groups have the potential not only to enhance individual staff members' engagement with EDI topics but also to foster a collaborative culture that supports ongoing professional development in this critical area. The study offers practical recommendations for the implementation of similar initiatives in other educational settings and highlights the potential of interdisciplinary approaches to EDI education.

This research contributes to the broader discourse on how institutions can effectively engage staff with EDI initiatives, aiming to create more inclusive and equitable academic environments.

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“The price of excellence” – A study based on the novel *The Small Room*

Liting Peng

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This study aims to use May Sarton's 1961 novel "The Small Room" to delve into how the "discipline first" logic of higher education training disciplines teachers and students, causing them to ignore "the life of mind" and bear the "the price of excellence," providing insights for finding a more resonant and open teacher-student relationship in teacher education. This article applies literature research and utilizes the social critical theory of the Frankfurt School and Dewey's philosophical thinking on "experience" to deeply analyse how the progressive logic of "step-by-step improvement" makes teachers and students view the uncontrollability and uncertainty of mind growth as an "unnatural state", thereby exacerbating emotional dislocation between teachers and students, and between students' internal and external expressions, ultimately leading to an imbalance or even rupture of the triangular relationship between "teachers, students, and subjects". On this basis, this article advocates that teacher educators and their students should present an open and resonant state, so that teachers and students can recognize each other's existence as "whole people" with a more authentic and blended attitude in dynamic and balanced interaction, restore each other's self-efficacy and spiritual resilience as life subjects, and provide a thinking perspective for Equity and inclusion in teacher education from the perspective of teacher-student relationship.

Session 5.12: Symposium

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* WMS - Yudowitz

Nurturing Teacher wellbeing as a response to enhance the quality of teaching toward equity

Magdalena Kohout-Diaz⁶, Marie-Christine Deyrich⁶, Alison Mitchell², Khalil Gholami³, Melissa Newberry⁴, Zack Beddoes⁴, Michael John Richardson⁴, Madeline Baker⁵, Tara Ratnam¹

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⁴Brigham Young University, USA; ⁵Drumchapel High School, Scotland; ⁶University of Bordeaux, France

It seems axiomatic that teaching quality affects the richness of students' learning experiences, outcomes and equitable opportunities for all. While this is so, what we seem to miss largely in our focus on students' experiences is their seminal link to teachers' experiences and well-being. While teachers are critical actors in providing rich and equitable educational experiences to students from diverse backgrounds, the broader educational system influences their actions. Factors like curriculum design, standardised testing, funding disparities, and administrative policies shape what teachers can and cannot do. We argue that to develop an equitable educational renewal, we need to gain an understanding of the injustices meted out to teachers by the educational and social processes and their damaging effects on them. This symposium, which hinges on the link between teacher wellbeing and student flourishing (Cherkowski & Walker, 2018), sees teacher wellbeing holistically including

supportive professional relationships, professional growth and a feeling of self-actualisation. Toward this, first, the panellists in this interactive symposium, who come from six different contexts, use lived experiences from teachers' lives to provide a vivid picture of the social and institutional dynamics by which teachers' status and identity are disregarded, constraining the quest for their self-actualisation. Then we engage the audience in a discussion on the question: What is the expression of respect and support that teachers in schools and universities require from the public, students, officials/administrators, colleagues and media to reawaken the inner voice of their calling?

Significance: This symposium not only helps eschew a deficit view of teachers by identifying the mediation of culture in their cognition, but also paves the way for creating school environments that promote feelings of belonging, respect, value, and trust for both teachers and students.

Session--- 5.13: Symposium

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* WMS - Gannochy

Reflecting on educators' plurilingual identities and competencies for equitable teaching practices (ENROPE Language Teacher Professional Development SIG)

Dobrochna Futro¹, Renata Emilsson Pesková², Megumi Nishida², Caterina Sugranyes Ernest³, Francisco J Valdera-Gil¹

¹University of Glasgow; ²University of Iceland; ³Universitat Ramon Llull

This symposium will discuss the development of language teachers' plurilingual identities and competences in the context of equity, democracy and social justice. It will explore teaching practices in four distinctive environments of primary school teachers in Scotland, lower secondary and higher education teachers in Iceland, and teacher trainees in Spain. We will discuss the reasons for including plurilingual competences in all educational settings and analyse ways in which these competencies can be developed in classrooms to strengthen equitable, socially just teaching practices. We will consider how teachers reflect, respond, and make meaning of their own and their learners' plurilingual identities and competencies, how they navigate them in formal school settings and how they can use them for learning and teaching. Futro will discuss how visual art was used by teachers in Scotland for developing plurilingual practices in teaching Polish in primary schools, Nishida and Emilsson Peskova will explore their plurilingual identities as teacher educators at the University of Iceland through senryu poetry, Emilsson Peskova will present on how certified immigrant teachers utilize their plurilingual repertoires in their teaching at lower secondary level, and Sugranyes Ernest will discuss the concept of plurilingual wellbeing by analysing how the teacher trainees' relationship with their own languages affects the ways they teach those languages.

Embracing and developing the plurilingual identities and competencies of learners and teachers in school settings aligns with the principles of equity and social justice. All discussed projects view the theoretical framework of plurilingualism as embedded in the theory of social justice and use qualitative research methods, including self-study, semi-structured interviews, and arts-based inquiry. Presented findings point to how equity in the classroom requires plurilingual approaches, such as regarding learning and teaching strategies through a plurilingual lens, translanguaging, and strengthening plurilingual competencies, identities and wellbeing of learners and teachers.

Session 5.14: Symposium

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* WMS - Hugh Fraser

Using critical theory to explore the construal and inclusion of students for whom English is an additional language in second level schools.

David William Larkin^{1,2,3}

¹Dublin City University, Dublin, Ireland (EdD student); ²Newbridge College, Newbridge, Co. Kildare Ireland (Teacher); ³Hibernia College, Dublin, Ireland. (Teacher Educator)

Research Aim: This presentation will outline the findings of a recent dual case study (Larkin, 2024). This study suggests that cultural, policy and physical spaces continue to reflect the religious, cultural and educational interests of the majority 'white, Irish' student population; a situation that marginalises this vulnerable group.

Theoretical Framework and Methods: Qualitative data based on documentary analysis, a semi-structured walkthrough, photo elicitation and semi-structured interviews were interpreted using Gramscian and Bourdieusian conceptual frameworks to explore how students for whom EAL were construed and included and/or marginalised. Choosing two contrasting socio-economic school settings allowed a comparative exploitation that brought into greater relief how these students' cultural identities were constructed in each setting and how policy and practice developed in each.

Findings: Findings suggest that the origin and circumstances of immigration and social class seemed to be significant factors in how these learners were construed by their teachers. Moreover, school and teacher autonomy played a significant role in responses and innovations designed to respond to post-primary learners for whom EAL. Educators who are in similar contexts may find features related to this study in their own settings. From a methodological perspective, researchers may find some of the theoretical underpinnings and data collection methods utilised beneficial to future research projects. Research pertaining to students for whom EAL is an under-explored educational space.

Relevance to the Conference Theme: In addition to challenging current discourses from a neo-liberal perspective, this paper aligns with the ISATT's conference strand "Reconciling tensions for a new social contract in education" by looking at innovative ways of exploring the ever-changing topography of Irish schools. This study innovates by incorporating visual methods within a qualitative approach to critically investigate how students learning EAL are construed and included within under-explored policy, cultural and physical spaces in secondary schools.

Session 5.15: Symposium

Time: Wednesday, 02/July/2025: 4:00pm - 5:20pm · *Location:* JMS 438

Exploring Clinical Teaching 2.0: Where to now?

Kay Livingston¹, James Charles Conroy¹, Robert Anthony Davis¹, Larissa McLean Davies², Daniela Acquaro², Trevor Mutton³, Katharine Burn³, Anna Bryant⁴, Emmajane Milton⁴, Alex Morgan⁴, Margery McMahon¹

¹University of Glasgow, Scotland; ²University of Melbourne, Australia; ³Oxford University, England; ⁴Cardiff Metropolitan University, Wales

In the first two decades of the 21st century, Clinical Approaches to teacher education gained significant ground, with programs and associated research advanced in countries including the United States, England, Scotland, and Australia (see Burns and Mutton, 2015; Conroy et al. 2013; Kiewaldt, 2013; McLean Davies et al, 2015). These programs, reflecting the "practicum turn" (Mattsson et al, 2011) in teacher education, a commitment to quality teaching taken to scale, and the desire to raise the status and quality of teacher education experiences, sought new partnerships between schools and universities, reimagined assessment, and in some national contexts, gained significant support from policymakers (AGDE, 2015) and school communities, transforming approaches to professional learning (McLean Davies et al., 2017). These programs also faced criticism and scepticism, particularly concerning the appropriateness of clinical nomenclature for teacher education (McKnight 2020) and the resources needed to sustain these models.

In light of the UNESCO SDG4– to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,' this symposium asks what value and opportunities, if any, Clinical Models of teacher education hold in the context of a global teaching workforce crisis, and intense policy animation around questions of teacher quality internationally. It considers how clinical models have been sustained and/or evolved over the past two decades. Four different national contexts–Australia, Scotland, England, and Wales– will be represented in this symposium's four papers, which will draw on national and comparative research to give an account of the clinical model as it has been developed in each country, and to consider opportunities and innovations for these models. In this way, collectively, the symposium will have explicit synergies with the conference substrands that seek to explore the characteristics of quality teaching, innovative approaches to curriculum design, and effective partnerships for equity and inclusion.

Session 6.1: Poverty & Moral/Religious Education

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 429-

Session Chair: Stephen McKinney, University of Glasgow, UK

Reconciling tensions and Islamic education in diaspora: An intercultural approach

Wisam Kh. Abdul-Jabbar

Hamad Bin Khalifa University, Qatar

Research aim: This presentation enhances conflict-resolution teaching for Muslim students in diaspora by infusing intercultural pedagogies peculiar to Islamic thought. It draws on Averroes' philosophical thought to identify instructional strategies to improve Islamic school curricula in the diaspora. Born in 12th-century Andalusia (modern Spain), Ibn Rushd, known in Latin as Averroes, was a philosopher, chief judge, and court physician. This presentation proposes Averroism as an intercultural pedagogical model, marked by *Rawiyya* (intermediacy) and *Tadabbur* (deliberation). Within the Averroesian context, I posit a deliberative pedagogy, which contributes to conceptualising a new social contract in education marked by conflict resolution.

Theoretical framework: This presentation introduces the Averroesian curriculum, marked by a deliberative pedagogy. Drawing on Averroes's philosophical thought, this presentation contributes to deliberative pedagogy, a dialogical form of reasoning whose aim is to find pragmatic alternatives that serve the collective and individual good with attention to the question of utility. Averroism emphasises intercultural, conflict-resolution competencies through the intermediacy model *Rawiyya* as a tool of intercultural deliberative pedagogy, and the Islamic notion of *Tadabbur*, Arabic for 'to deliberate' and 'carefully consider' the outcomes.

Findings: From an Averroesian point of view, conflict-resolution teaching is measured by its readiness to incorporate intermediacy and deliberation as intercultural pedagogies. For example, addressing tensions entails successfully reconciling the Aristotelian tradition with the Islamic worldview. This act of reconciliation, if achieved, would have significant educational implications.

Relevance to the Conference theme and specific strand: This presentation resonates with reconciling tensions as it considers how students' intellectual heritage can be part of the learning process. It provides an opportunity for students to engage with different backgrounds and educational views, which mitigates tension. It also diversifies the dissemination of knowledge and pedagogical practices, paving the way for a socially equitable and diversified classroom.

Beyond the classroom: An exploration of hidden poverty experienced by student teachers in Scotland

Stephen McKinney, Evelyn McLaren, Lindsay Gibson

University of Glasgow, UK

Research aims: There is very limited research on the impact of poverty on students in further and higher education in the UK. This research addresses the poverty experienced by students in higher education, focusing on an undergraduate initial teacher education (ITE) degree programme at a Scottish university.

Methods: Drawing on literature from America, key themes of poverty in higher education emerged: the cost of higher education, housing insecurity, the demands of part-time work and food insecurity. Regarding the researched ITE programme, the key themes that emerged were clothing, transport, food, and fuel poverty. This was revealed by mixed methods research. First, survey responses were from 218 students (41%) in an ITE undergraduate programme (total n=532). Second, follow-up interviews with ten student volunteers.

Findings: Findings demonstrated (1) that the students had a clear understanding of the effects of poverty, (2) the increased cost of living featured heavily in all the interviews and students mentioned how much the cost of everyday essentials had increased and they did not believe that this would improve soon and (3) the distinctive professional nature of the ITE degree programme makes specific demands on students, particularly in relation to clothing and transport.

Relevance: This research has revealed highly original findings that are being disseminated to the ITE community in Scotland and the wider UK in order to raise awareness and attempt to improve equity and inclusion in teacher education.

Conceptualising teacher moral agency: A scoping review

Rémi Emile Hartel^{1,2}

¹Han University of Applied Sciences; ²Utrecht University

In a time and society where social justice and equity are becoming increasingly important, the moral dimension of teaching comes to the forefront even more clearly, making it essential for teachers to be able to navigate this aspect. Although teaching is inherently moral in nature, many teachers and teacher educators find it quite challenging to incorporate this dimension into their actions. They feel they lack the moral vocabulary and moral skills to adequately address moral dilemmas related to social justice that arise from their practice (Van Stekelenburg et. al., 2024; Sanderse & Cooke, 2019). This lack of moral agency is the main incentive for this paper. Therefore, the main aim of this paper is to offer teachers a practical review of the literature on the conceptualisation of teacher moral agency.

A combination of a developmental subject-centred socio-cultural framework of teacher agency and an integrated model of moral literacy guided the search process and analysis of the data in our scoping review on teacher moral agency (Eteläpelto et. al., 2013; Tuana, 2007).

This approach proved valuable in illuminating both the explicit and implicit expressions of teacher moral agency. The combination of frameworks could help teachers gain a clearer understanding of the moral aspects of their practice and encourage them to integrate moral qualities into their professional identity as teachers.

The results indicated that explicit references to the conceptualisation and theorisation of 'teacher moral agency' were significantly fewer than the implicit, underlying terms. However, combining both frameworks allowed the concept of Teacher Moral Agency to be better understood when viewed and approached in a professional context from a developmental or learning perspective. This way, teachers can see that they can grow professionally by viewing their own practice and actions in terms of teacher moral agency.

Session 6.2: Equity & Socioeconomic Status

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 430-

Session Chair: Catherine Reid, University of Glasgow, UK

“Every learner matters and matters equally” Does it in Turkish context?

Özge Köksal¹, Duygu Yalman Polatlar², Birsen Tütüniş³

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The guide for ensuring inclusion and equity in education, published in 2017 by the United Nations Educational, Scientific and Cultural Organisation, identifies inclusion and equity as key principles for education systems around the idea that “every learner matters and matters equally” p.13. The guide highlights the vital role of inclusive and equitable education in transforming education systems worldwide. In line with this guide, our paper displays a Turkish small-scale pilot study that tries to find out the inclusive and equal teaching techniques used by teachers working at a variety of schools. The aim of our research was to find out the inclusive teaching techniques used by 11 teachers teaching different subjects and the impact of these techniques on quality. For this purpose, an in-depth interview was conducted with 11 volunteering teachers (3 kindergarten, 3 primary and 5 secondary teachers). Based on the literature review on inclusive education principles, four main themes (inclusive teaching techniques, technological tools used for this purpose, quality teaching, and evaluation) were identified to be used in the semi-structured interviews. In the analysis of the main themes, the following sub-themes were categorised as: respect for individual differences, multiple intelligences, use of intelligent board and web2 tools, departmental meetings and in-service seminars, and summative assessment. The pilot study findings display that teachers are aware of the individual differences and try to bring equity into their classes but due to a variety of handicaps (language problems, polarisation among students and no space for flexibility in the curriculum), they do not spare time to check upon quality. The findings show us that we need research to improve the teaching conditions for quality and equity. Under the findings of this pilot study, a larger-scale research will be conducted in 2025.

Equity perspectives in programs for teaching attraction in Chile

Maria Beatriz Fernández¹, Catalina Cuenca², Martín Navarro³

¹IE/CIAE, Universidad de Chile, Chile; ²Universidad Diego Portales, Universidad Alberto Hurtado, Chile;
³Universidad Católica, Chile

Teacher education debates centre on attracting quality teachers and diversifying the teaching force (Heinz, 2013; Klassen et al., 2021; UNESCO, 2024). In 2016, Chile introduced a new regulation to boost teacher quality, establishing national admission criteria for teacher education (TE) and creating Programs for Teaching Attraction (PAP). Universities implemented these programs for senior high school students. This paper inquires: How do PAP programs' curricula foster equity? How do PAP students understand the program's equity purposes? What do PAP students learn about teaching and their relationship with equity?

A "thin" equity stance narrows the concept to a question of access to education. A strong equity stance entails redistribution, recognition, representation, and reframing (Cochran-Smith & Keefe, 2020). PAP programs aim to attract candidates and promote equity in accessing TE (MINEDUC, 2022). Internationally, these programs have been reported to have a positive impact on motivation for teaching, retention in TE, and equity teaching perspectives (Martin & Bianco, 2024).

This multiple case study (Stake, 2005) analyses three PAP programs from different universities, combining content analysis (Krippendorff, 2013) of 142 institutional documents and in-depth interviews with nine students, totalling 27 interviews (Seidman, 2019).

All cases provide access to TE and additional support to PAP students to navigate the university (redistributive approach on strong equity). Cases 1 and 3 promoted recognition of emotional well-being and local cultural assets, respectively. Case 2 fostered reflections on the representation of students' voices in the classroom. Case 3 also focused on reframing, providing opportunities to foster critical consciousness and disrupt inequalities.

These findings underscore the importance of strong equity frameworks in PAP programs, showing that their curriculum can promote critical consciousness in future teachers, as shown internationally (Gist et al., 2018). Implications for policymakers and universities to develop robust guidelines for equity-focused curricula are discussed.

Socioeconomic status does not moderate the relationship between growth mindset and mathematics in all contexts: Evidence from PISA 2022 Scottish data.

Catherine Reid, Ellen Boeren

University of Glasgow, UK

Research aim: There is currently a gap in knowledge around pupils' growth mindset (GM – see below) and attainment in Scotland, particularly in relation to Socio-Economic Status (SES). This study aims to broaden our insights on the relevance of a growth mindset in Scotland for attainment in mathematics by drawing on large-scale data from the OECD's Programme for International Student Achievement (PISA).

The study investigates the relationship between growth mindset, achievement and SES using data from PISA conducted in 2022.

Theoretical framework: In 2006, Dweck's book *Mindset* brought to the public attention the notion that young people's beliefs about the nature of intelligence could themselves influence educational attainment and asserted that these beliefs were malleable (Dweck, 2006). Later work by Claro, Paunesku and Dweck (2016) suggested that GM could mitigate the effects of poverty.

Methods: Data from PISA 2022 were used to explore relationships between growth mindset (GM), SES and mathematics attainment in Scotland. Using multilevel modelling and multiple linear regression at individual and school levels, we explored how far variations in gender, SES, GM, perseverance, and interaction between GM and SES could predict scores in mathematics.

Findings: A significant association between positive GM and improved mathematics outcomes was found. High SES was also associated with improved mathematics outcomes. However, in contrast to findings in other contexts (Bernardo, 2021), an interaction effect between GM and SES was not associated with improved mathematics attainment.

Relevance to the Conference theme and specific strand: This study contributes to GM research in a Scottish context. Findings challenge the use of interventions to increase pupils' growth mindset as a tool for closing the poverty-related attainment gap in Scotland. It additionally underlines the importance of robust research in identifying educational interventions for equity, ideally tested and validated across contexts.

Session 6.3: S-STEP Studies

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 507

Session Chair: Marie Theresa Huxtable, University of Cumbria, UK

How teachers are contributing to the development of local, national and global equitable, inclusive education through their values-focused professional development

Marie Theresa Huxtable

University of Cumbria, UK

Research aims to provide an evidence-based explanation of how self-study practitioner-researchers can contribute to the development of education, research, pedagogical, practices and policies with values of human flourishing, “to ensure that education truly transforms lives in the world” (Education 2030 Incheon Declaration).

The theoretical framework integrates insights drawn from practitioners’ values-laden knowledge and theories, generated as they engage in professional practitioner, educational, self-study research, professional development, and theories and knowledge generated by psychologists, sociologists and philosophers (Whitehead and Huxtable, 2024).

Methods include journaling, narrative, cycles of action-reflection, and living posters to create and collect data. Innovative methods are used to analyse digital visual data to clarify and communicate embodied meanings of values of human flourishing, which serve as evaluative standards and explanatory principles in explanations for educational influences in learning.

Findings: These are focused on the evidence-based and values-laden explanations of teachers researching their practice to realise their responsibilities as professional practitioners and global citizens. These explanations illustrate the quality of the equitable, educational opportunities, experiences and relationships for all students, whatever their background and circumstance.

Relevance to theme and strands: The research contributes to the growth of educational knowledge and theory formation and improves the quality of equitable, inclusive teaching practices at all levels of education.

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"What am I doing here?" A self-study on becoming a teacher educator

Ásta Möller Sívertsen

University of Iceland, Iceland

Becoming a teacher educator is complex and involves modifications to professional identity. Teacher educators’ knowledge and identity are in constant progress and can be explored so they can become critical agents actively questioning and negotiating the relationships between theory and praxis and the fluctuating borders of professional roles.

In this self-study, I examine my professional experience as a preschool teacher becoming a teacher educator. I draw on critical pedagogy to analyse personal narratives, shedding light on tensions in different professional roles. Data is drawn from a reflective journal, field notes from my teaching, teaching materials and notes from preparation and collaborative meetings. For my analysis, I draw on narrative inquiry to extract stories from my data that exemplify critical incidents and turning points and on critical pedagogy to identify where power is located.

Analysis revealed incidents within the preschool that led to self-doubt. Transitioning from being a teacher in preschool to becoming a teacher educator, I mistrusted my ability to fulfil that role. These tensions emerged in (1) professional values and identity shaped by my education and experience as a preschool teacher, and (2) a feeling of belonging with a group of teacher educators. Paying attention to particulars in my journey contributes to

understanding the importance that educators constantly attend to professional development and how they can enact their professionalism in the quality of teaching.

This study contributes to knowledge about how self-study can be an effective approach to understand roles within education and how professional culture can either limit or support teachers' agency. It also shows the significance of professional reflection when taking on a new role as a teacher educator, as well as the importance of understanding the knowledge and values present in different settings and how these can shape one's identity.

Finding voice through choice: Teacher educators' experiences of enacting student voice pedagogies in primary physical education.

Cillian Brennan¹, Maura Coulter¹, Dylan Scanlon², Richard Bowles³, Grace Cardiff³, Donal Howley⁴, Cassandra Iannucci², Suzy Macken⁵, Déirdre Ní Chróinín³, Melissa Parker⁶, Rachel Rafferty¹, Tony Sweeney⁷

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Student voice practices engage children in pedagogical processes that involve and empower them to be collaborators and decision makers regarding their own educational experience (Iannucci & Parker, 2022). It is evident that when students are given authentic opportunities for their voice to be heard, results are positive; students are more engaged in learning (Iannucci et al., 2023). A Student Voice-Professional Learning Community (SV-PLC) of primary physical education teacher educators (PPETEs) was established to support future teachers to learn about and enact student voice as a foundational teaching practice in teaching physical education.

This research aimed to investigate PPETEs' experiences of enacting student voice pedagogies with pre-service teachers in Ireland. Collaborative self-study of teacher education practices provided the overall frame for this research (LaBoskey, 2004). Seven PPETEs applied student voice practices in primary teacher education programmes in Ireland, with the support of five critical friends during the 2024/2025 academic year. The research involved planning and teaching a module over one semester to support pre-service teachers' learning about student voice and reflecting both individually and with our critical friends. The data for this self-study comprised transcripts of eight online SV-PLC meetings and one reflective diary entry from each teacher educator.

Initial findings indicate that teacher educators faced complexities in navigating student voice practices, balancing their roles as models and facilitators of voice. Feedback from critical friends was crucial in helping them reflect on and refine their approaches, balancing explicit instruction with implicit modelling. Findings suggest that protected time is necessary to incrementally build pre-service teachers' capacity to enact their voice. Teacher educators aimed to create democratic learning environments, encouraging pre-service teachers to understand the impact of their decisions and grow into thoughtful, empathetic individuals. We envisage that our findings will contribute to pedagogical strategies, supporting teacher educators to prioritise student voice.

Session 6.4: Language Learning & Teaching

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 607

Session Chair: Liv Eide, University of Bergen, Norway

Attentive English teaching and visible conceptual change

Shira Farby, Maya Resnick, Yaron Schur

David Yellin Academic College of Education, Israel

Changes in today's required skills for the world and job market necessitate a shift in EFL (English as a Foreign Language) instruction. Proficiency in English is a crucial tool for developing social networking and communication skills; therefore, quality EFL pedagogy should target communication and authentic language production over traditional aims like accuracy or comprehension. However, teachers often cling to traditional concepts of English teaching that fail to meet the current expectations. This study shows a conceptual change in EFL instruction among a group of practising teachers.

In a 60-hour professional-development course, we introduced 15 English teachers to the Attentive-Teaching approach (Schur, 2019) by modelling its practice in the course. Attentive-Teaching emphasises connecting the study material to the personal world of the learner. When Attentive-Teaching is applied in EFL, it promotes communication and authentic language production as learners express their unique views. Thus, this approach addresses deeper learning as it combines mastery, creativity, and identity (Mehta & Fine, 2019).

Examination of participants' products from the first and last lessons, alongside recorded group discussions and responses to pre- and post-course questionnaires, revealed a conceptual change in teachers' perceptions of EFL instruction. The teachers increased their emphasis on communication goals and authentic student engagement in learning. They viewed their roles more holistically, emphasising the social aspects of education, and have come to view the classroom as a space for mediation. Thus, the application of Attentive Teaching allowed us to observe a conceptual change such that English teaching is a more equitable practice, where all learners are required to express their personal views regardless of their English level.

By targeting English teaching as a core concept, the conceptual change observed in the PD course enabled teachers to relate their teaching to real-world goals and see themselves as making a difference through education.

Legitimacy of teaching the Chinese language and culture for the Australian classroom

Chang Liu

Macau University of Science and Technology, Macau S.A.R. (China)

This research study explored how three teachers of Chinese language and culture negotiated a sense of “who they are” as language teachers during their pre-service teacher education studies in Australian higher education institutions. Drawing on positioning theory and Darvin and Norton’s (2015) expanded model of investment, results from qualitative narrative inquiry, including narrative frame, anecdote writing, and semi-structured interview, reveal the dynamic interplay of identity, ideology, and capital to explain the way in which these pre-service teachers’ identities were being constructed. The findings show that when encountering challenges, particularly concerning legitimacy and competency in university coursework and teaching practices, the pre-service teachers strategically employed different resources from their linguistic, cultural, and educational histories to negotiate a legitimate position as a teacher of Chinese language and culture for the Australian classroom. This research provides insights into the role of “agency” in contributing to teachers’ identity construction and negotiation and concludes with implications for the preparation of language teachers in linguistically and culturally diverse contexts.

Equitable teaching practices in foreign language teaching and learning

Liv Eide¹, Anje Müller Gjesdal², Camilla Skalle¹

¹University of Bergen, Norway; ²Østfold University College, Norway

Equitable education implies students being able to engage in learning activities on an equal basis, irrespective of their identity and background. To communicate about oneself and one’s family is considered an integral part of beginner competences in foreign languages (Council of Europe, 2020). Thus, autobiographies, illustrations of family trees, and similar forms of self-presentation and presentation of family information are common genres in foreign language textbooks aimed at beginners. The aim of this research project is to investigate potential inclusive and/or exclusive teaching practices that these genres may generate. Our research questions are: What family structures and potentials for self-presentation are represented in the textbooks? How do the textbooks invite learners to critically engage with the represented knowledge?

These questions call for methodological and theoretical approaches that take into consideration both *which* knowledge is presented as legitimate in the textbooks (representation), and *how* learners are engaged with this knowledge (semiosis). We present a critical multimodal analysis of beginner textbooks in the foreign language subjects French, German, Italian, and Spanish in Norway. Informed by queer pedagogy (Nelson 1999, Paiz 2018) and principles of semiotic theory (Weninger & Kiss, 2013), we examine constellations of images, texts, and tasks, with a special eye for potentials for ambiguity and “queer” readings, to understand how the textbooks invite or make possible certain interpretations and language practices.

Preliminary findings suggest that the textbook material reproduces and reinforces traditional family patterns and binary notions of gender and sexuality. This may indicate that the genres are constrained by cultural norms and, as such, resistant to change. We discuss how more open and inquiry-based approaches can lead to more equitable teaching practices in foreign language teaching and learning, and suggest implications for the future development of teaching and learning materials.

Session 6.5: Critical analysis/pedagogy

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 630
Session Chair: Carla-Ann Brown, University of Florida, USA

Developing Critically Conscious Practitioners through Reflection Protocols

Kelly Elizabeth Lormand¹, Katie Fraser Whitley²

¹Grand Valley State University, USA; ²Montclair State University, USA

In asynchronous courses, it is a challenge to create community, dialogue authentically, build trust, be vulnerable, and critically reflect. We drew from Kondo's (2024) humanizing and culturally sustaining pedagogy (Freire, 1970/2000; Ladson-Billings, 1995) to examine the extent to which pre-service teachers engaging with reflection protocols developed students' critical consciousness and understanding of their own identity, biases, and positionality—which are critical to inclusive education (Golloher & Middaugh, 2021).

The focus of this analysis is predominantly on a reflective presentation assignment. Students were tasked with choosing three of six possibilities: two questionnaires (Stansberry Brusnahan et al., 2023) and four activities (Kondo, 2024). The following disclaimer was included:

Please approach these reflections with candour and a willingness to sit in some momentary discomfort. While we expect you will challenge yourself, the extent to which you engage with these reflections is entirely up to you, as is what you are willing to share in your presentation and reflection.

The pre-service students created individualised presentations that they posted to a discussion board on an online learning platform, along with a 300-word reflection responding to the following prompts:

- What did you learn about yourself by engaging in reflective activities?
- Would you consider yourself a reflective person by nature, or was this a new experience for you?
- What emotions did you experience as you reflected?
- Which experiences, questions, emotions, or reactions were the most challenging for you, and why?
- What will you take away from this experience?

Besides the reflection presentations, we draw data from the discussion board posts, replies to peers, and anonymous responses from the course evaluations. While the depth of students' engagement in critically conscious reflections varied, most students reported being challenged, having new and revelatory understandings of themselves and their future students, and new and renewed commitments to equitable teaching.

Envisioning the future of professionalism in teaching and teacher education

Ayelet Becher

The Open University of Israel, Israel

Globally, scepticism surrounding professionalism in education has raised questions about how effectively teachers meet students' needs and their authority in doing so. Current initiatives to professionalise teacher education (TE) face challenges from neoliberal reforms that promote alternative teaching pathways and performance-based accountability measures. In light of such external pressures, this conceptual paper explores the future of TE while addressing complexities inherent to professionalism in education. To this end, two competing ideals of teaching are examined: the teacher as an expert clinician, reflecting expertise-driven professionalism, and the teacher as a democratic pedagogue, rooted in democratic professionalism. To support this argument, I review the literature discussing professionalism within teaching and TE. To explore the expert clinician ideal and its implications for TE, I draw on Abbott's ecological perspective on expert labour and Bernstein's concept of 'recontextualization.' To investigate the democratic pedagogue ideal, I utilise Biesta's framework of 'democratic professionalism' and concepts of democratizing teacher knowledge as foundational to the epistemology of democratic TE. The comparative analysis of these ideals is structured by three emerging features of teachers' work and learning to teach that the two conceptions treat differently: (a) The goals of the teaching occupation defining teachers' commitments and central tasks; (b) the nature of teachers' professional authority; and (c) the epistemology of TE. By recognising the limitations and clashing logics of both ideals, I propose potential ways to integrate these competing discourses rather than treating them as dichotomous ends. This integration aims to create a more nuanced and pragmatic approach to discussing professionalism in teaching and its implications for TE. Practically, I call for establishing venues for ongoing dialogue among stakeholders from the professional and academic bodies,

governmental authorities, and the local community regarding the aims of education, the nature of teachers' authority, and the epistemology of TE.

The creation and implementation of a unit based on the critical analysis of oppression within a sixth-grade world cultures course through teacher research

Carla-Ann Brown

University of Florida, USA

Historically, the U.S. education system has been inconsistent in addressing issues of injustice and inequity (Adams & Bell, 2016). Educators, community members, and researchers face obstacles in addressing these issues in their classrooms. Researchers emphasise that fundamental education goals should be to allow students to understand the difference between equality and equity, address inequitable structures, and build their awareness of self, others, and social systems (Ladson-Billings, 1995; Paris, 2012; Gay, 2018).

In the journey of addressing social justice inequities, uncertainties in how students respond arise because of inexperience with topics, conflict between the social relationships of what is taught in schools and what may be discussed at home, and the impact of social and political pressures (Flores-Koulis & Shiller, 2020). Therefore, this teacher research focused on understanding how students responded to a unit that investigated systemic racial oppression in society and the environments educators must create to engage in critical conversations. Hence, the research questions that guided the author's work were:

- What happens when sixth-grade students engage with a social studies unit that explicitly centres the history and influence of racial oppression?
- How do students respond to classroom experiences that encourage the critical analysis of racial oppression?

The author of this study designed a five-week unit on oppression, taught and engaged in reflective journaling to capture her thoughts and reflect on how her positionalities intersected with the teaching and learning throughout the unit.

Findings revealed that students recognised the impact of hidden societal messages and how society devalues particular identities of minoritised groups. Students also demonstrated an in-depth understanding of the erasure of human experiences and histories. Further, educator lessons learned included the importance of creating brave spaces and the impact of brave spaces on student emotion, the development of critical consciousness, and the humanisation of marginalised groups.

Session 6.6: S-STEP Studies

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 639*

Session Chair: Stefinee Pinnegar, Brigham Young University, USA

Value-Creating Teaching Practices in an Online Asynchronous Program

Nozomi Inukai

DePaul University, USA

The context of this self-study is a fully online, asynchronous Master's and PhD program focused on the value-creating approaches to education, which is an Eastern philosophy expounded by three Japanese educators, Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. The theoretical framework of this study is Makiguchi's (1981-1996, Vol. 5) theory of value, which considers the purpose of education as cultivating students' ability to apply knowledge in order to create value in terms of beauty (what is pleasant when perceived by the five senses), gain (what benefits the entirety of an individual), and good (what benefits the larger community or society) (Goulah, 2021; Goulah & Gebert, 2009). Creating value can also be understood as making meaning (Garrison, 2019; Garrison et al., 2014; Goulah, 2021). I conducted a self-study (LaBoskey, 2004; Samaras, 2011) to examine how I could be more intentional in helping my students create positive value through my course materials, assignments, and teaching practices. The primary data consisted of journal entries from Spring 2022, Spring 2023, and Winter 2024 quarters, as well as course materials and formal and informal student feedback. I gradually identified and developed teaching practices that were value-creative, such as assessments that are enjoyable (value of beauty), lead to personal growth (value of gain), and benefit those around them (value of good).

An example of this was having students create an imaginary dialogue with one of the authors so that students can create concrete changes in their practice to address certain issues within their own context. The framework of value creation can contribute to the conversation on what constitutes quality education. Doing this in a fully online,

asynchronous program that serves a global student body can address the issue of equity in terms of access to quality education.

Disclosing myself: Becoming a calm researcher through self-study

Kentaro Kosaka¹, Megumi Nishida², Christi Edge³

¹Hokkaido University of Education; ²University of Iceland; ³Northern Michigan University

In this self-study, we examine my (author-A) experience designing and implementing a roundtable at the conference of Japanese language education for Japanese (JLEJ) in 2024 that triggered the spread of self-study in JLEJ.

I am a teacher educator of JLEJ. I encountered self-study in 2020 and tried to introduce it among JLEJ colleagues. However, the concept of “Kotai-Shi-Kenkyu”(KK) already existed in this field. I found KK is quite similar to self-study. KK practitioners keep records of themselves and analyse them to improve their practices. With a tradition of KK in JLEJ, introducing self-study can cause conflicts. Therefore, I analysed our conference experience with critical friends (authors B and C).

The roundtable preparation began in April 2023 and was implemented in May 2024. Data included my reflective notes, SMS and e-mail exchanged with critical friends, and Zoom meeting recordings. I analysed my experience through a collaborative dialogue with critical friends.

Findings revealed my awareness of always standing back and not taking sides in either self-study or KK. I tried to remain a calm researcher. I thought that if I took sides with one, I would not be able to compare and examine both objectively. Even though I was dealing with self-study and KK, both involve “self,” I was trying to remain in a neutral position.

Through this roundtable, I could verbalise my worries and struggles in the team. In addition, I saw a speaker (author-C) analysing and verbalising her own conflict between self-study and KK. Through these experiences, I learned that expressing my own struggles and realisations as a participant in the discussion was not a hindrance to the comparison and examination of self-study and KK, but rather led to a dialogue that reconciled cultural and linguistic differences.

Teacher educators’ best-loved self while confronting social injustices in adverse teaching-learning circumstances: Relationships to knowledge and (self)educative experiences in physical education teacher education (PETE)

Stefinee Pinnegar³, Luciana Venâncio¹, Luiz Sanches Neto¹, Cheryl Craig²

¹Federal University of Ceará, Brazil; ²Texas A&M University, USA; ³Brigham Young University, USA

Physical education lessons foster experiences, reflections, and arguments that students make explicit as language practices that, in turn, are different from the statements of other school curriculum subjects. Thus, curriculum making in physical education is complex and linked to space, activity and relationship. When we add technological considerations to the mix, there is a “pedagogically necessary time” that needs to be socially just for all students within physical education classes. Furthermore, for Charlot (2020), advocacy for education is the ongoing choice we all should make to confront prejudice, discrimination and social injustice. In this sense, during recent years, how can physical education effectively contribute to promoting social justice when schooling is forced to go online? How can physical education contribute to a socially just present and a future worth living in a world facing a global pandemic and regional conflicts? These questions critically direct this self-study and draw on the reflections and perceptions of two university professors for preservice and in-service teacher education of teachers working in basic education (K-12). The objective is to problematize the relationships to knowledge and the best-loved self of the two university professors, as teacher educators, and their (self)educative experiences shared within a collective of teachers from public schools in Fortaleza, the capital city of Ceará, in northeastern Brazil. The context includes remote teaching (synchronous and asynchronous) in a school site linked to two institutional programs of preservice teacher induction – PIBID and Pedagogical Residency.

Session 6.7.1: Round Table Sessions

Time: Wednesday, 02/July/2025: 5:30pm - 6:05pm · *Location:* JMS 641*

Round Table Sessions Part 1

Reimagining teacher education for social justice: Possibilities for developing a new social contract in education?

Zoe Robertson¹, Pauline Stephen², Lesley Whelan³, David Burgess³

¹University of Edinburgh, UK; ²The General Teaching Council for Scotland; ³Education Scotland

This roundtable will explore the relationship between quality teaching, social justice, and the need for a new social contract in education. As global systems face heightened challenges, from socio-political polarisation to demands for sustainable, equitable practices, quality teaching is more critical than ever. To address these issues, we must critically re-examine what we mean by “quality teaching,” the role of teacher education, and the continuum of teacher development.

Drawing on the concept of “dead ideas” in teacher education (Goodwin et al., 2023, drawing on Pike, 2011), this session challenges traditional practices that no longer meet today’s complex needs. Goodwin et al compel us to re-imagine teacher education, centring sustainability, adaptivity, and culturally responsive, transformative approaches. We consider this alongside the importance of developing teachers as democratic professionals (Zeichner, 2020) and support a more socially progressive model of teacher education (Kennedy, 2023) necessary for the deeply ethical, relational, and intellectual work required to foster equity and inclusion in education.

We present a current policy case from Scotland, where a new Framework for Teacher Education and Development is under development in the context of a broader reform agenda. This policy represents a system-level response to multiple challenges faced in education today. Uniquely, this initiative, co-led by three national stakeholders collaborating with the Scottish Government and seeking to work collectively across a range of stakeholders, emphasises and models the importance of collective action in shaping the future of teacher education, rooted in an understanding of the purposes of education.

We will invite participants to provide feedback, engage in critical exploration, and collectively reimagine what is possible and desirable for teacher education across diverse contexts. The roundtable offers an opportunity to consider collaboration and cross-system learning while rethinking how teacher education can serve the broader aim of social justice in education systems worldwide.

Curriculum design using PBL for equitable teaching in Geosciences through NSF-funded Geology-focused workshops

Adrianna Rajkumar¹, Katayoun Mobasher², Cristina Washell³

¹University of North Georgia, USA; ²University of North Georgia, USA; ³University of North Georgia, USA

The aim of this research is to increase exposure to geosciences among high school educators and students using the Project/Problem-based learning framework. This is achieved by providing educators with geoscience educational content, pedagogical training, and opportunities for research engagement with emphasis on collaboration and the application of disciplinary ideas. The project emphasises equity by addressing the needs of underrepresented groups, including students with exceptionalities, English learners (ELs), and first-generation learners, offering them deeper insights into geoscience concepts and potential career pathways.

The framework guiding this project is a combination of Project-Based Learning (PBL) and Universal Design for Learning (UDL). PBL facilitates active learning and real-world problem-solving, while UDL ensures that instructional practices are flexible, inclusive, and meet the diverse needs of all students. This dual framework promotes equity in STEM education by ensuring that both content and pedagogy are accessible to learners from varied backgrounds.(Miller et al., 2021). The PBL approach has also been shown to promote equity by introducing a meaningful question that reflects a local problem and focusing on authentic artefacts that are developed collaboratively over time. Underserved students describe science as relevant to their communities, which increases engagement, participation, and access to learning (Hsu et al., 2015; Krajcik et al., in press).

The methods employed involve workshops for high school educators, where they receive training in geoscience content and pedagogical approaches using the PBL design framework. The educators then implement these lessons in their classrooms, with the support of accessible digital materials that are provided. Data collection includes feedback from educators and pre- and post-implementation student performance evaluations.

Findings indicate that this approach significantly increases student engagement and comprehension, particularly among underrepresented groups. Educators report enhanced teaching efficacy in delivering geoscience content through PBL, and students demonstrate improved understanding of geoscience applications and career pathways.

Beyond transition: Harnessing game-based learning to address social justice at a South African university

Constance Khupe, Elizabeth Ndofirepi, Nabeelah Bemath

University of the Witwatersrand, South Africa

Game-based teaching is a relatively common feature in higher education. The strategy is often discipline-based and mostly used as a revision and formative assessment tool. More recently, however, game-based teaching has expanded beyond cognitive outcomes to enabling inclusivity and social justice. To our knowledge, leveraging game-based teaching to address social justice is yet to be explored in South Africa, especially within the realm of academic advising. In this round-table discussion, we present an intervention research project where we use a recently customised board game (Success Prints Crash Course) to address inequities in student preparedness to adjust to university life. The purpose of the presentation is to invite critical feedback and input on the possibility of broadening the use of the board game beyond student transitions and to address relevant social justice issues within the South African higher education context. We draw on Paulo Freire's critical pedagogy, which views education as a tool for liberation and empowerment. We believe that playing the Success Prints Crash Course board game can help students reflect on how their in-game choices relate to real-life situations, fostering a greater sense of responsibility for their learning and equipping them with valuable decision-making skills. The proposed extension of the existing research study will follow a participatory approach, where we will collaborate with students to identify opportunities for addressing social justice through game-based teaching. The findings of this study will contribute to a better understanding of the value of game-based teaching and what it means to enable student learning and transition through innovative and inclusive teaching and academic advising practices.

Session 6.9: History Practices

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 734

Session Chair: Alexandra Stavrianoudaki, University of Thessaly, Greece

Improving the quality of History teaching: A multiple case study focusing on transformation of the learning experience

Alexandra Stavrianoudaki¹, Stavroula Kaldi²

¹University of Thessaly, Department of Primary Education, Greece; ²University of Thessaly, Department of Primary Education, Greece

The present study is a multiple case study involving four in-service teachers. Utilising semi-structured interviews and the analysis of diary material as methodological tools, and drawing on the transformational learning theory (Kokkos 2005:75), the study attempts to capture paths for improving the teaching of History. According to this theory, understanding and interpretation generate new symbolic patterns added to pre-existing ones and form the individual's cognitive load. The cognitive load of the participants is considered to be their previously established attitude towards the History lesson. The transformation we aim to document focuses on capturing reflections on previous teaching practices, perceived obstacles, the actions planned to overcome them, and the formulation of new proposals. The change in attitude is expressed through the recognition of the obstacles posed by the new situation and the planning of actions to overcome them, leading to the formulation of new proposals that support the improvement of History teaching.

Thematic analysis based on the aforementioned theory revealed four different cases of the transformation of teaching that improve the quality of History teaching. Two of them involve the transformation of teaching practices in History and specifically highlight the value of providing cognitive supports to pupils for picture and source handling, as well as engaging pupils in the assessment process and enriching the subject's thematic content. The last two improvement proposals emphasise the need for teacher collaboration through informal processes of mutual professional development and the recognition and utilisation of pupil diversity through role rotation in inquiry-based communities.

In agreement with the conference's definitions for teaching quality, the participants recognise the quality in History teaching in terms of focusing on re-shaping the content and the learning environments, and they consider

their own professional development within an environment of acceptance and collaboration as a necessary condition for this.

Learning from the past locally - the Jane Haining Project

Margery McMahon¹, William McGair²

¹University of Glasgow, Scotland; ²Dumfries Academy, Dumfries, Scotland

Holocaust education is central to ensuring that children and young people learn about the genocide during the Second World War, in which millions of Jews perished. In many education systems, this is marked on a particular day in the school year known as Holocaust Memorial Day. Curriculum materials provide resources for teachers to plan lessons from and, until recent years, holocaust survivors have been able to share their personal narratives of struggle and survival. As the time lengthens from one of the most horrific periods in world history and the number of survivors diminishes, preserving personal accounts and learning from them in the contemporary world is ever more important.

This paper reports on a collaborative project in Scotland to develop a set of educational resources that teachers could use to lead lessons about Scottish missionary, Jane Haining, who died in the Auschwitz concentration camp. As matron of a school in Budapest, Jane Haining did not distinguish between the children in her charge, seeking to protect them and offer refuge as the persecution of Jews escalated. While honouring the memory of Jane Haining, the project focuses on learning about values and their relevance and application for children and young people, for them, and the world around them. The paper begins by outlining the underpinning pedagogical foundations for the project and how these were agreed upon by a range of stakeholders. The impact of the project for teachers and pupils/students will then be discussed, drawing from evaluation evidence and learning outputs. The final part of the paper explores implications and next steps and considers how projects of this type contribute to 'quality teaching for a more equitable world.'

Session 6.10: Citizenship

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 743

Session Chair: Claire Ramjan, University of Glasgow, UK

Amplifying indigenous voices: Innovating citizenship education for social justice

Cheng-Hui Liu

University of Glasgow, UK

Research Aim: This study aims to propose an innovative citizenship education practice by investigating the existing educational programs within three Indigenous organisations dedicated to cultivating participants' citizenship. The research aims to explore how Indigenous communities define and implement citizenship education, focusing on recognising the contradictions within this education, reflecting sustainable values, and amplifying Indigenous epistemologies. These elements are seen as crucial for promoting social justice and providing educators with opportunities to evaluate and reflect on the intrinsic curriculum and their teaching practices.

Theoretical Framework: Utilising the world anthropology framework (Restrepo & Escobar, 2005), this research takes a collaborative and dialogical approach by examining how Indigenous knowledge holders and non-Indigenous collaborators transmit knowledge, social responsibilities, environmental sustainability, and justice-oriented values. This framework supports recognising atypical citizenship education learning approaches and critiquing dominant narratives.

Methods: The study employs a qualitative approach, including participant observation and in-depth interviews, to gather data from three organisations. The data collection process highlights the uniqueness and strengths of Indigenous approaches to citizenship education. It underscores the role of non-traditional educational practices—such as storytelling, rituals, and community engagement—in reinforcing citizenship cultivation.

Findings: The study's significant finding proposes innovative citizenship education approaches based on Indigenous epistemology. Such approaches are vital for addressing tensions in citizenship education and reimagining a more inclusive social contract that honours and integrates Indigenous knowledge systems, contributing to ongoing cohesion in this field.

Relevance: This research proposes innovative citizenship education approaches by amplifying Indigenous voices and recognising the importance and values of Indigenous educational practices.

Supporting eco-citizenship capabilities in secondary schools

Claire Ramjan

University of Glasgow, UK

This research aims to explore how environmental citizen science can contribute to lived eco-citizenship in young people while they are in formal schooling. Young people are taking increasingly public and overtly political action in response to environmental concerns. There is a need for schools to support young people in navigating current environmental challenges; however, the capacity for schools to do this can be inconsistent. Research is needed to better support schools and young people in confidently responding to contemporary and evolving environmental issues.

Hayward (2012) suggests that young people have different experiences of environmental or eco-citizenship than adults. Emphasising the everyday experiences of young people, at home, in school or with their friends, rather than 'adult' experiences like voting or environmentally-conscious consumerism, offers a way of realistically understanding eco-citizenship in young people. Kallio, Wood and Hakli (2020) describe lived citizenship in a way that explores the reality of citizenship in everyday situations rather than relying on the formal, legal status of citizenship. This analysis draws upon that conception, placing the embodied experiences and acts of eco-citizenship in the daily life of young people at its core.

Using a qualitative, in-depth, multi-method, case study approach, exploring the experiences of school-based participants (n=74, pupils, teachers and scientists) across three different school-based citizen science projects, and a small number of pupils who had no citizen science experience in schools as a comparison.

A major finding is that environmental citizen science experiences offer opportunities to connect pupils with scientific research practices in a way that connects them with authentic eco-citizenship not ordinarily available in schools. Supporting teachers and citizen science providers to work together in building such opportunities into formal education provision can strengthen school responses to local and global environmental challenges.

Equitable teaching and the purpose of schooling: Shaping future citizens

Don Carter¹, Susan Ledger², Clare Brooks³

¹University of Technology Sydney; ²University of Newcastle, Australia; ³Cambridge

This study investigates the 'purposes of education' and 'equitable teaching' through the philosophical underpinnings that inform different schooling types. A critical content analysis (CCA) of school documentation reveals the espoused purpose of education and the type of citizen each school type aimed to graduate. The CCA deductively aligned the findings to the four traditions of education (epistemological, curricular, organisational, pedagogical) and domains of learning (cognitive, affective and psychomotor). The findings locate power in the social practices of schooling and uncover understandings and transforming conditions of inequity of learning evidenced within the varying contexts. The study revealed the 'future citizen' being shaped by each school type in terms of learning domains and the espoused policy into measurable outcomes. Although the range of schools is increasing, for many students, schooling remains a choiceless choice and inherently inequitable.

Session 6.11: Teacher Agency & Education

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 745

Session Chair: Nicholas Ng-A-Fook, University of Ottawa, Canada

Navigating the complexity of teaching research groups: Exploring the experiences of early career teachers in pursuit of quality teaching

May M. H. Cheng¹, Sylvia Y. F. Tang¹, Fang-Yin Yeh¹, Dora D. Y. Li²

¹The Education University of Hong Kong, Hong Kong S.A.R. (China); ²Beijing Foreign Studies University, Beijing, China

Early career teachers (ECTs) often face a myriad of challenges as they transition from preparation programs into professional employment contexts. Contextual resources, such as relationships in professional and personal spheres, as well as other support or social networks, can play a crucial role in enhancing ECTs' teacher quality and in promoting the quality of teaching. In Mainland China, the teaching-research group (TRG) system,

comprising in-school TRGs and external teaching-research officials, has been a deeply embedded professional contextual resource in the Chinese education system. These collaborative structures have been widely implemented to foster teacher development and improve the quality of teaching.

However, the experiences of ECTs in navigating the TRG system and their quest for quality teaching remain underexplored. This qualitative study examines the experiences of ECTs within the TRG system in Mainland China. Drawing on qualitative data from interviews with 11 ECTs, the research investigates the specific challenges they face, the ways in which they leverage contextual resources, and the strategies they employ to navigate this professional landscape in striving for quality teaching.

The findings shed light on the complex interplay between individual and contextual factors that shape ECTs' experiences within TRGs. The study also explores ECTs' agentic behaviour in utilising informal and personal spheres of contextual resources to compensate for the lack of readily available professional resources within the TRGs.

The study highlights the variation of TRGs as a contextual resource and how Chinese ECTs harness different formal and informal contextual resources to navigate the professional landscape in pursuit of quality teaching. Implications emphasise the importance of fostering a more inclusive and empowering environment to address ECTs' unique needs, and ECTs' agentic approach in utilising a range of contextual resources to navigate the complexities of the TRG system and thrive in their quest for quality teaching.

Addressing Truths before Reconclia(c)tion in Teacher Education

Nicholas Ng-A-Fook¹, Ruth Kane¹, Anita Tenasco¹, Jenny Tenasco²

¹University of Ottawa, Canada; ²Kitigan Zibi Elder and Residential School Survivor

This presentation seeks to address the role of a teacher education program in relation to Truth and Reconclia(c)tion education. To do so, Algonquin Anishnàbeg First Nations and non-First Nations colleagues will share their experiences and research collaborations aimed at confronting truth before reconclia(c)tion. Their work emphasises the importance of co-creating, co-rewriting, and co-restorying anti-colonial narratives that challenge the settler colonial legacy within teacher education and K-12 schooling. Collaborations with the Kitigan Zibi Anishnàbeg First Nations community highlight how meaningful relationships with Indigenous communities are essential for comprehending and addressing the intergenerational impacts of colonialism in relation to the historical consciousness and lived experiences of both Indigenous and non-Indigenous citizens. In alignment with the 2025 *International Study Association on Teachers and Teaching (ISATT)* conference theme, "Reconciling Tensions for a New Social Contract in Education," our research collaborations suggests that the historical and contemporary roles of teacher education played in the residential schooling system and its resulting harms must be fully understood before existing relations and their tensions can be reconciled. Through our partnerships with Residential School Survivors, Elders, and Knowledge Keepers, teacher education can be transformed to reflect Canada's colonial history and the lived experiences of Survivors. Our relational pedagogical approach encourages educators to engage with the deep, often painful truths shared by Survivors, ensuring that reconciliation is grounded in relational accountability rather than performative gestures. Inspired by UNESCO's "Reimagining Our Futures Together: A New Social Contract for Education," the presentation critiques current framings of reconciliation that overlook the critical processes of truth-telling. Our relationship with the Kitigan Zibi Anishnàbeg community serves as a model for prioritising truth-telling and creating, supporting, and sustaining a relational social contract. By integrating Indigenous Knowledges and Survivors' stories into teacher education, structural changes that honour these truths and foster genuine anticolonial futures can emerge.

Session 6.12: SSTEP Studies

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* WMS - Yudowitz

Session Chair: Edward R. Howe, Thompson Rivers University, Canada

Father and daughter sojourn to Ireland: A self-study of lived experiences

Edward R. Howe¹, Marisa A. Howe²

¹Thompson Rivers University, Canada; ²Akita International University, Japan

This self-study evolved from decades of transcultural learning and teaching experiences. Drawing from self-study, reflexive ethnography and narrative inquiry, *Comparative Ethnographic Narrative* (Author 1, 2005, 2010, 2022) is used to investigate a father and daughter's lived experiences. After being estranged for nearly a decade, travel

to our ancestral home of Ireland resulted in a profound reconnection and reconciliation. In this paper, we reflect on how this remarkable experience impacted our lives and helped us to heal our broken relationship. Embedded within are several critical incidents that occurred during our 2-week trip to Ireland in September 2023. Through field texts including emails, shared journal writing, reflections, and extended conversations, we make meaning from these life-changing experiences to co-construct our narrative.

Education is a reflection on experience (Dewey, 1938). Narrative inquiry (Clandinin & Connelly, 2000) is complementary to self-study (Kitchen, 2009; Kosnik & Beck, 2010; Loughran et al., 2004). The origins of self-study are in the seminal work of Joseph Schwab (Craig, 2008). Indeed, self-study has proven a natural fit for teacher educators (Loughran, 2007). Essentially, CEN is a collaborative form of narrative inquiry—*comparative* (as it involves comparing one's experiences with others), *ethnographic* (in situ, long-term participant-observation), and *narrative* (incorporating peer-to-peer extended conversations). It is like self-study, joint auto-ethnography or other forms of collaborative, interpretive research (Ellis & Bochner, 2000; Loughran, 2007). Since many educational phenomena are culturally embedded and tacit in nature, they are better understood through micro-level ethnomethodological studies. This study offers a taste of CEN, which, like narrative inquiry, is both phenomenon and method. The CEN cyclical process of telling stories, reflecting on stories, and re-telling stories with co-researchers helps facilitate interpretation and deep analysis to uncover rich, lived experiences. We are seeking further conversations with ISATT 2025 colleagues about CEN and its connections to self-study.

Prejudice towards students: MAT teachers' attitudes toward limited English proficiency students

Waleed Brahim Al Abiky
Qassim University, Saudi Arabia.

With the expansions of wars and conflicts, the number of immigrants in the United States (US) has grown dramatically from just 10 million in 1970 to more than 45 million in the last few years. This rapid increase is associated with a growing number of culturally and linguistically diverse (CLD) students with limited English proficiency in schools across the US. The current study investigated the impacts of teachers' gender on the attitudes of MAT teachers, seeking a Master of Arts in Teaching, towards students with limited English proficiency. Quantitative method was used to collect the data, and ninety-two (92) randomly chosen MAT teachers participated in the study and responded to the questionnaire. The findings of the current study revealed the followings: 1) gender was found a statistically significant factor that impacted MAT teachers' attitudes towards CLD students; 2) Males teachers showed greater positive attitudes towards CLD than females; and 3) the study showed the importance of having adequate knowledge in teachers' preparation in order to potentially have more effective teaching and positive attitudes. The current study investigated a part on equitable teaching practices and further investigations are opened for exploration.

An epistemology for the self-study of teacher-education professional practices

Andrew Jack Whitehead
University of Cumbria, UK

Research aim: To create and communicate an epistemology for the professional learning of self-study, teacher-education researchers.

Theoretical framework: This is provided by the 2024 symposium of the British Educational Research Association on 'Generating an epistemology for educational research from the responsibility of educators and educational researchers to research their own professional development (Wadsley et al. 2024).

Methods: The methods are focused on the clarification and communication of the embodied values used by self-study researchers as explanatory principles in their explanations of educational influences in their own learning, in the learning of others and in the learning of the social formations within which the professional practice is located (Tidwell, et al. 2009). The methods include empathetic resonance with digital visual data for clarifying the meanings of embodied expressions of values and their use as explanatory principles in explanations of educational influences in learning.

Findings: These are focused on an epistemology that has emerged from the responsibilities of self-study researchers for researching their professional learning in inquiries of the kind, 'How do I improve the educational influences in my professional practice?'. They include making public their validated, evidence-based and values-laden explanations of educational influences in learning.

Relevance to the Conference theme and specific strand: The epistemology for self-study researchers is derived from researching quality teaching, equity, and socially just classrooms in the generation of each individual's living-educational-theory.

References

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Session 6.13: Symposium

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* WMS - Gannochy

How equity and diversity is addressed in teacher education: Findings from four countries

Paulien Meijer¹, Frances Rust⁶, Maria Flores², Alina Boutiuc-Kaiser³, Andreas Köpfer³, Lieke Jager¹, Eddie Denessen¹, Eline Vanassche⁴, Ruben Vanderlinde⁵, Panayota Cotzaridis⁴, Benjamin Ponet⁵

¹Radboud University, The Netherlands; ²Braga University, Portugal; ³PH Freiburg, Germany; ⁴KU Leuven Kulak, Belgium; ⁵Ghent University, Belgium; ⁶University of Pennsylvania, USA

At the core of establishing a European Education Area by 2025 lies the need to improve social cohesion and “experience European identity in all its diversity” (European Commission, 2017). To this end, “giving more support to teachers” became a central objective of the European Education Area, including that “Member States take action to support the teacher education profession” (European Commission, 2013) in recognition of their central role in every stage of the teacher’s career. European policy documents reflect growing awareness of teachers’ and teacher education’s crucial role in developing more equitable education systems. In this context, we work on a large-scale EU-funded project, mapping policies and practices regarding equity and diversity in teacher education programmes in eight European countries, with the aim of addressing the professional development needs of teacher educators across EU countries to enable teachers to attain the necessary knowledge, skills and attitudes essential to addressing the equity and diversity issues they face. This session reports on policies and practices in four of these countries: Portugal, Germany, the Netherlands, and Belgium.

The three contributions are connected by a cohesive methodological framework, including document analysis on national and institutional levels, and focus group interviews with programme leaders in teacher education, teacher educators, and student teachers. This led to a multilevel and cross-national understanding across two key areas: (1) initial teacher education for teaching pre-service teachers to teach for equity and diversity; and (2) practices for upskilling teacher educators’ equity and diversity competencies.

We target three objectives:

- deliver a rich account of provision for pre-service teachers and teacher educators in the participating countries, focusing on the national and institutional levels;
- identify strengths and gaps in existing provision on the different levels in each country;
- define key priorities for the professional development of teacher educators on the European level.

Session 6.14: Symposium

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* WMS - Hugh Fraser

Reflecting on the ways in which educational professionals are co-constructing shared understandings of learning progression for Curriculum for Wales (CfW)

Francisco J Valdera-Gil¹, David Morrison-Love¹, Kara Makara-Fuller¹, Sonny Singh², Nanna Ryder², Anna Brychan², Fiona Patrick¹, Jennifer Farrar¹, Estelia Borquez Sanchez¹, Lesley Wiseman-Orr¹, Elaine Sharpling², Siobhan Eleri²

¹University of Glasgow, UK; ²University of Wales Trinity St David's

The Camau i'r Dyfodol project is a three-year research collaboration between the University of Wales Trinity Saint David and the University of Glasgow. The project supports education professionals in realising Curriculum for Wales (CfW) through a process of co-construction. Within the context of CfW, which is a process-oriented, purpose-led curriculum, the project explores how curriculum, assessment and pedagogy can be better aligned, and where the focus is on the process of learning and not only the final outcomes, thus trying to untangle these educational tensions.

Singh and Morrison-Love will discuss Phase 1 of the project, which focused on understandings of progression in the education system in Wales. Sharpling and Eleri will discuss Phase 2, which enabled education professionals to collaboratively think through the challenges and opportunities of curriculum realisation. Building upon shifts in thinking involved when working with a purpose-led, process-oriented curriculum, Makara-Fuller will discuss Phase 3 of Camau i'r Dyfodol, which puts CfW into practice in schools and settings.

Ryder and Farrar will discuss the ways in which the project supported practitioners in schools across Wales to develop curricula using a process-oriented approach. Brychan and Valdera-Gil will discuss the ways in which the project team engaged in conversations with Welsh Government, Local Authorities, Consortia, Estyn (Inspectors) and Qualifications Wales to explore what CfW as a process-oriented, purpose-led curriculum means for 1) professional learning, 2) quality in the education system, and 3) learning and teaching 14-16 year olds.

Patrick and Borquez-Sanchez will present findings on how understandings of CfW in HEI settings in Wales shape approaches to teacher education.

Wiseman-Orr will act as a discussant in the symposium, critically reflecting upon the project implications for equity in teaching and learning.

These curriculum development approaches are designed to be widely incorporated into professional practices, resulting in capacity building across the system.

Session 6.15: Symposium

Time: Wednesday, 02/July/2025: 5:30pm - 6:30pm · *Location:* JMS 438

The quality of teaching in light of the teacher's verbal and non-verbal support style and student engagement

Sophie Sanchez-Larréa¹, Marie-France Fanton-Bayrou², Pascal Legrain¹, Lucile Lafont¹

¹University of Bordeaux, France; ²University of Rennes, France

The quality of teaching depends in part on how teachers interact with students. According to the socioconstructivist theory (Vygotsky, 1934/1985) and the socio-cultural approach (Bruner, 1983), learning depends on the quality of the teacher's support for the participation of disabled and able-bodied students in the physical education (PE) sessions.

A first study reveals the small amount of time devoted to training pre-service teachers to «mastering the French language for communicative purposes». Using a recent coding grid (Ahmadi et al., 2022), the analysis of the verbal behaviours of 8 PE teachers (4 experts and 4 beginners) reveals disparities in support of the three basic psychological needs (autonomy, competence and relatedness, LaGuardia & Ryan, 2000). A second study rooted in the self-determination theory (Ryan & Deci, 2017) focuses on the analysis of the needs satisfaction and motivation of 186 students, and their agentic engagement (Reeve, 2013) in PE, as indicators of quality teaching (Reeve & Cheon, 2021). A third study examines the invariants and specific features of the guidance provided by an expert teacher to two groups of students with similar disabilities during six dance sessions integrated into an

inclusion project at a Medical Educational Institute (IME). Verbal and non-verbal guidance procedures are quantified according to Harbonnier-Topin and Barbier's (2014) grid, and the teacher's postures are described to determine the specificity of the support guaranteeing the quality of educational interaction.

The common theme is the analysis of the quality of the teaching-learning process, using mixed-method research to provide an in-depth understanding of the interactions observed so that the needs of the learners can be taken into account. Moreover, they open up perspectives vocational training opportunities focused on the content and communication modalities that support students and encourage them to engage proactively in their development and well-being.

Session 7.2: Teacher Knowledge / Education

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 430-

Session Chair: Lauren Elizabeth Boath, University of Glasgow, UK

Session Chair: Stefania Rosolen, Sorbonne Université, France

Pre-service teachers' understanding of Goodwin's domains of knowledge

Lauren Elizabeth Boath, Cristina Mio

University of Glasgow, UK

Increasingly, in Scotland, there is an expectation of teachers to fulfil a social contract in education to close the poverty-related attainment gap and meet the needs of the range of learners in a diverse 21st-century Scotland (General Teaching Council for Scotland, 2021). Using Goodwin's five domains of knowledge (Goodwin, 2010, 2019), we explored pre-service teachers' understanding and conceptualisation of becoming a teacher.

This study was carried out with pre-service teachers based at a Scottish Higher Education Institution (HEI) offering initial teacher education (ITE) at postgraduate (Master's) level (Scottish Credit & Qualifications Framework level 11). Participants included those seeking to qualify as teachers in the primary-school or secondary-school sectors (working with children aged 4-11 or 12-18, respectively). An anonymous online questionnaire, available for completion by all entrants and all those successfully completing the programme, was used as a convenient way of collecting data. The data was analysed using thematic analysis methods for qualitative questionnaire data.

On entry to the ITE programme, there was a range of depth of understanding across the five domains. On finishing the programme, this range persisted. In some cases, pre-service teachers articulated an understanding of what the knowledge domain was about, with some knowledge domains developed to a greater extent than others. For example, the majority of exiting students who completed the questionnaire demonstrated understanding of contextual knowledge but only within the context of the school and local community (i.e. "immediate and proximate" Goodwin (2010, p. 24)). Only a small number demonstrated a broader understanding of the inclusion of political, historical, structural and cultural context.

This study provides thought-provoking data for those involved in ITE as we consider the extent to which we prepare pre-service teachers for the complex demands of achieving equity and social justice through education.

Education for sustainable development in schools and its impact on teachers' professional knowledge: A case study in Senegal

Stefania Rosolen¹, Magali Fuchs-Gallezot²

¹Sorbonne Université, France; ²Université Paris-Saclay, France

The objective of this study was to identify the professional knowledge needs of teachers in Education for Sustainable Development (ESD) through a case study. ESD is increasingly important in global educational discussions due to its relevance for the planet's future. The Teacher Professional Knowledge in Contexts (TPKinCs) model by Grangeat and Hudson (2015) was used to understand the contexts and beliefs shaping teachers' professional knowledge, with Lange's (2008) definitions and approaches to ESD providing additional support.

A case study was conducted with a Senegalese teacher (Subject 1), who is male, with seventeen years of experience teaching mathematics and physics. The teacher was interviewed, and the responses were transcribed and analysed using the theoretical frameworks. Three main themes emerged: the teacher's characterisation of ESD

and his view of nature; his perceptions of the teaching profession, other teachers, students, and himself; and his practices and emphasis on community. A table cross-referenced these themes with the TPKinCs model.

The results show that the teacher's approach is influenced by ongoing ESD and SDGs training, admiration for UNESCO, and religious and other beliefs, shaped by his contexts. While Subject 1's teacher pedagogical knowledge aligns with the United Nations' vision of lifelong learning and quality education, updated knowledge and progressive pedagogical strategies could be envisioned in matters as gender equality, views on nature, and evaluation methods. Continuous teacher training on ESD can also help develop teacher professional knowledge related to the specific aspects of this field.

In conclusion, although the TPKinCs model offers a useful framework, the study highlights the need for longer duration and direct classroom observation to better assess alignment between the teacher's practices and discourse, as well as a larger sample to better capture the diversity of teacher profiles and needs.

A scoping review of longitudinal studies in teacher education - the first decade

Paul Conway¹, Aisling Leavy²

¹University of Limerick, Ireland; ²Mary Immaculate College, Limerick

This paper presents the findings of a scoping review of longitudinal research on teaching 1970-2023 in the context of *Teachers Professional Journeys (TPJ): The First Decade (2024-2030)* study (Author et al, 2024). TPJ, a nationally funded study, is an accelerated longitudinal mixed-methods study focused on understanding the dynamics of teacher learning and development during their first decade teaching in the context of the wider education system at primary, post-primary and further education (FE) sectors in Ireland. The study followed the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) for scoping reviews using these five steps: scoping, searching, screening, data extraction and data analysis (Page et al., 2021). The following bibliographic databases were searched from 1970 to 2023 (published in English): Web of Science, EBSCO and Scopus. Longitudinally-designed studies of teachers and teaching at primary, post-primary and further education and training sectors were included in the initial search, with the final set of studies for full text review comprising longitudinal studies 2010-23 involving three or more time points of data collection. Longitudinal studies focused only on initial teacher education were not included. Criteria for data extraction were refined through discussions between the research teams and informed by the larger goals of the study. Two reviewers then worked independently to extract data from the 207 included studies. Findings indicate a somewhat broadly focused literature with studies focused on teacher journeys encompassing (i) describing the self as teacher (teacher identity, knowledge, beliefs, experiences or practices) (ii) appraisal of self as teacher (autonomy, efficacy and job satisfaction), (iii) Impact of teacher professional learning and career experience, (iv) national priorities/policies and (v) teacher supply. Findings under these five headings are discussed along with the scoping review's overarching finding, that is, the now burgeoning longitudinal literature in teacher education.

Session 7.3: S-STEP Studies

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 507

Session Chair: Alison Adams, University of Edinburgh, UK

Studying teacher educator knowledge through assignment excavation

Celina Lay, Stefinee Pinnegar

Brigham Young University

Teacher educator knowledge is an emerging field of research. Berry (2007) conducted the first study, which uncovered the typical tensions teacher educators had to resolve in their practice. More recently, Lay inquired into an online course (2021) where she revealed how seven themes of teacher educator knowledge informed decisions about planning, teaching and assessing. Through that project, we came to see that assignments were repositories of teacher educators' knowledge of teaching, teacher education, and their tacit knowledge. This understanding led us to wonder about what an assignment we co-constructed would reveal about our own knowledge of teaching and teacher education, and what we might also uncover concerning our tacit teacher educator knowledge. We engage in self-study of practice. We began by identifying an assignment we designed and taught pre-service teachers in a course that taught them to teach multilingual students in their regular classrooms. We selected a curriculum development project based on the model developed by CREDE (Centre for Research on Education, Diversity, and Excellence). For our analysis, we worked together identifying what the assignment revealed. We

met three times. We kept careful notes for each session. At the end of each session, we identified what the assignment revealed about our teacher knowledge, our teacher educator knowledge and our tacit knowledge as a teacher educator. We integrated our assertions from the three sessions, producing our findings. We found that our knowledge of teaching impacted our pacing, plans for group work, and reporting student work. Our teacher educator knowledge revealed our beliefs that the work needed to feel authentic, link together things learned in other classes, and demonstrate their knowledge of the underlying principles for instruction. Our tacit knowledge revealed our clear grounding of our pedagogy in sociocultural theory and commitment to equitable teaching.

Exploring potentials of small groups: Enhancing self-directed learning for non-traditional doctoral students

Jane McIntosh Cooper, Renee Lastrapes
University of Houston Clear Lake, USA

This collaborative self-study was conducted by two faculty members who teach research methodology to non-traditional students pursuing an educational doctorate (Ed.D.). Working together since 2022 in a Hispanic Serving Institution (HSI), many of our shared doctoral students work full-time jobs, have families, and often struggle with the demands of the doctoral program. The goal of this study was to inquire how we could leverage an already extant cohort model to improve student retention and outcomes of our students through improving small group work in our courses.

In the U.S., Ed.D. candidates are more likely to be older, employed full-time, female, and from minority backgrounds. Research indicates that factors such as lack of social support, faculty relationships, prior academic rigour, self-efficacy, and motivation contribute significantly to higher attrition rates among non-traditional doctoral students (Bain et al., 2011; Deshpande, 2017; Brill et al., 2014).

Beginning in 2022, we started meeting bi-weekly to reflect on our individual and collective teaching experiences (Hamilton & Pinnegar, 2016). We focused on revising the structure, pacing, and curriculum to strengthen small group pedagogy. Through joint journaling and synchronous discussions, we created interim texts (Clandinin & Connelly, 2010) that allowed us to identify resonances (Charmaz, 2010) grounded in our teaching experiences (Munby & Russell, 1994). Our analysis of course artefacts, student assessments, and previous self-study data suggested that students struggled with completing assignments and understanding methodological and programmatic goals.

To address these challenges, we improved the small group curriculum by embedding stronger reading and task support, establishing structured and accountable group meetings, incorporating classroom modelling, and ensuring transparency of goals and purposes. Preliminary findings indicate that students found the group work beneficial, particularly in helping them understand difficult concepts and apply their learning.

Expanded examples from teacher notes and student feedback will be included to further illustrate these findings.

The uncertain teacher: A self-study of a teacher attempting to enact policy in practice

Alison Adams
University of Edinburgh, UK

This doctoral research aims to examine how I, as a primary teacher and teacher educator, respond to tensions produced by policy narratives of educational change, reflecting on how my practice is influenced by the system in which I work (GTCS, 2021). This research primarily builds upon Amanda Berry's (2007: 132) reconceptualisation of teacher education knowledge as tensions, specifically her assertion that tensions, "...*serve as both a language for describing practice and as a frame for studying practice*". Data was gathered through analysis of six Scottish education policy documents using the framework, What's the Problem Represented to Be? (WPR) (Bacchi, 2009). Reflecting the self-study methodology and to capture how changes made to practice are shaped by personal responses to policy, the policy analysis was supported with journaling (a policy response journal and a practice journal). Initial findings suggest that it is my response to uncertainty, and its simultaneous acceptance and denial in the Scottish policy landscape, that influences the practices I habitually adopt and find tension in enacting. This is because these practices, such as planning and modelling, provide a sense of control and stability, despite their incongruence with my personal beliefs and the beliefs put forth in policy that teachers should be adaptable, responsive, and creative to meet the needs of their students in present-day society. This research is relevant to the conference theme and sub-theme of 'characteristics of quality teaching' as it highlights critical reflection as an integral part of teacher professionalism. This is particularly relevant to the need to support educators in cultivating and sustaining a willingness to disrupt both external narratives of change, such as those found in policy, and internal narratives of change that inform the adoption of habituated practices.

Session 7.4: Inclusive Education

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 607
Session Chair: Barbara Šteh, University of Ljubljana, Faculty of Arts, Slovenia
Session Chair: Sevinj Rustamova, University of Glasgow, UK

Equity in rural education

Anne Paterson

University of the Highlands and Islands, UK

This proposal is part of an Educational Doctorate (EdD) that explores the role of the small rural school in its community in Scotland. Corbett (2015) states that rural schools are embedded in communities and often at the heart of rural communities. The particular focus of the study is to better understand the impact of national education policy on small rural schools, ensuring equity of learning and teaching across Scotland. Barret et al (2015) suggest that rural schools remain under-examined relative to their suburban and urban counterparts, and this is relevant when looking at the national drive for equity, excellence and raising attainment.

The research has incorporated ethnography, through portraiture and will showcase how these methods have captured a wealth of knowledge and experience of the context to provide equity of learning and teaching. The “portrait” created will demonstrate the innovative ways that equity is embedded within these rural schools and capture the unique and valuable contributions to education.

The study will focus on data from the fieldwork carried out in a small rural school. Field notes were often moments in time captured to reflect a particular portrait or memo of the moment or day that included reflection on each of the core elements of portraiture (context, voice, and relationship), Miles and Huberman (1994). Portraits were created by teachers and researchers. This brings a shared understanding of equity and inclusion.

Portraiture methodology was used to interpret data and present portraits to “capture the richness, complexity and dimensionality of the human experience in the social and cultural context,” of the rural school (Lawrence-Lightfoot and Hoffman Davis 1997, p 3)

The outcome of the research work will provide a wider understanding of the rural context and implications for policy and future training for teachers through the lens of equity and equitable teaching practices.

The role and competences of classroom teachers in creating an inclusive classroom community

Barbara Šteh, Jana Kalin, Klara Skubic Ermenc, Nina Kristl

University of Ljubljana, Faculty of Arts, Slovenia

The paper is based on the premise that diverse individuals come together in a classroom community, and that the quality of their learning and holistic development depends on the quality of their well-being in the classroom. Classroom teachers have a particularly important role and responsibility in building and maintaining the classroom community. The concept of the classroom teacher's role is conditioned by the pedagogical tradition of each country. Especially in the countries of Continental Europe, the classroom teachers are expected to provide a safe and supportive learning and social environment, build supportive peer relationships, and provide opportunities for the optimal development of all students, especially the most vulnerable ones.

The findings of a national evaluation research study on the roles and needs of classroom teachers in the management of educational work in Slovenian primary and secondary schools will be presented. The findings concern classroom teachers' assessment of their competences, such as recognising and accommodating individual differences among students, developing an appropriate climate, acting in accordance with ethical principles, reflecting on their own work and introducing necessary changes. In particular, the paper focuses on what contributes to their competences and in which areas they would need additional training. An online questionnaire was designed with closed and open-ended questions and Likert-type scales. The invitation to participate in the study was sent to all Slovenian primary and secondary schools, together with a link to the questionnaire.

The collected data was analysed using statistical methods. The findings highlight key areas where classroom teachers need quality education and further training to meet the challenges of the daily practice of teaching very diverse students' learning together. Only competent classroom teachers who are prepared to reflect critically on their own practice and act in accordance with professional ethical standards can contribute to building a more just and inclusive community.

Initial teacher education for inclusive education: Comparative case study between the Republic of Azerbaijan and Scotland

Sevinj Rustamova

University of Glasgow, UK

While initial teacher education (ITE) programs are designed to prepare pre-service teachers for inclusive teaching practices, many teachers in service feel they lack sufficient training and skills to effectively address the diverse needs of all students. This raises concerns about whether there is a mismatch between what ITE programs offer and their application in practice.

This comparative research aims to enhance knowledge in the field of ITE programs by examining how beginning teachers are prepared for inclusive education. It explores cross-cultural similarities and differences in ITE programs for inclusive education between two distinct contexts: Azerbaijan and Scotland.

A qualitative approach has been chosen as the most suitable method for data collection, utilising three research methods: document analysis, semi-structured interviews, and focus group discussions. The current study is framed by three theoretical models: Korthagen's (2004) Onion Model, Goodwin's (2010) Knowledge Domains for Teaching, and the Comparative Case Study (CCS) framework proposed by Bartlett and Vavrus (2017), and these frameworks guided both the design of the data collection process.

Currently, the research is in its initial stages of data collection, with some preliminary findings already emerging. Although the data collection process is ongoing, all data collection and analysis will be completed before the conference date.

By examining how ITE programs prepare student teachers for inclusive education, my research directly contributes to the conference theme of equity and inclusion in teacher education in a way of exploring how all students at the primary education level, regardless of their abilities or diversities, will be taught equitable and inclusively through the learning processes.

Session 7.5: Quality Teaching

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 630

Session Chair: Yaron Schur, David Yellin Academic College of Education, Israel

Session Chair: Lizéle Pretorius, Cape Peninsula University of Technology, South Africa

Deeper learning and teaching in whole areas through the use of attentive teaching

Yaron Schur

David Yellin Academic College of Education, Israel

Research Aim: Presenting several long-term projects in cities in Israel, enabling school clusters (10 schools and more) to experience deeper learning and teaching in specific subject matter or generally in all the schools' teaching through the use of the Attentive Teaching mode of instruction.

Theoretical framework: The need for Deeper Learning in American schools is emphasised in Mehta and Fine (2019). The pedagogy is the goal of the exceptional schools that they analyse, looking for the combination of mastery, identity and creativity. Attentive Teaching (Schur & Guberman, 2023) cultivates the individual nature of the understanding that students experience in the classroom, allowing the students to connect their knowledge, identity and creativity with observations and understanding of environments, texts or concepts in any subject matter and at any age.

Methods: Implementation of Attentive Teaching in schools starts with enabling leading teachers to get two years of training in Attentive Teaching, and then lead the school implementation of the teaching and learning method for two or three more years.

Findings: Three long-term projects of implementation of Attentive Teaching will be described:

1. In Arab East Jerusalem, 15 primary schools
2. English Attentive Teaching in 12 high schools in Arab East Jerusalem
3. Intervention in 10 primary and high schools in Kiryat Shemona, the northern part of Israel

The leading teachers experience mediated interactions where they draw and explain their points of view on the learnt topic. Products from their experiences will be presented.

Relevance to the Conference theme and specific strand

As the conference deals with quality teaching and influencing equity in society, the presentation relates to the implementation of innovative teaching and learning in areas of low socio-economic populations, with the aim of influencing whole areas in long-term projects.

Differentiated instruction as a characteristic of quality teaching in the Greek primary school

Filippos Evangelou

University of Ioannina, Greece

Research aim: The aim of the research is to investigate the attitudes and opinions of pre-service students regarding Differentiated Instruction as a characteristic of Quality Teaching (QT) in the Greek Primary School.

Theoretical framework: Research on QT is intensifying, especially in recent years, due to the challenges of the modern school where students coexist in classrooms that are differentiated on the basis of a combination of parameters such as cultural and ethnic background, etc.

QT is a complex conceptual construct and therefore researchers have developed a variety of frameworks and models to observe and investigate QT, such as the lesson observation form for assessing QT by researcher W. van de Grift, which includes a variety of dimensions such as Differentiated Instruction, etc.

From the literature review, it is found that there are not enough studies where the research subjects investigating QT are external observers, such as future teachers.

Methods: The research was conducted among students of the Department of Primary Education at the University of Ioannina (Greece). During the Teaching Practice in Primary Schools, they observed the teachers' teaching for 2 weeks.

They were then asked to complete a structured questionnaire with 42 "closed" type five-point Likert-type questions (1=not at all and 5=Extremely) exploring QT. This study analyses the questions related to Differentiated Instruction.

The sample of the study consists of 222 students. Convenience sampling was used to select the sample.

Findings: From the processing and analysis of the responses, it is clear that the statements of pre-service students in all the questions, regarding Differentiated Instruction as a characteristic of QT in Greek Primary Schools, are neutral and tend to be positive since the average ranges between 2.5 and 3 (3=moderate).

Tipping the scale: Bringing the disequilibrium to the passive-teaching passive-learning cycle

Lizéle Pretorius¹, Micheal van Wyk²

¹Cape Peninsula University of Technology, South Africa; ²University of South Africa

The passive learning phenomenon, common in teacher-centred classrooms, persists in classrooms globally despite continuous calls for learner-centred pedagogies. The educational landscape is in dire need of a shift to not only promote learner-centredness but also to move towards autonomy-supportive pedagogical approaches. This paper aims to elucidate and explore the potential of the 'Altered Flipped Classroom Pedagogy', a context-specific active learning intervention, to enhance learner engagement and participation in an everyday high school classroom. It originates from Bergman and Sams' seminal work on the topic. It was, however, 'altered' to meet the needs of the South African context, where only an estimated 20,35% of the public high schools in the country have access to technology for teaching and learning purposes.

The Flipped classroom was selected as an instructional pedagogy as it is founded on socio-constructivist theories of learning that increase the potential for active engagement. Additionally, the research is situated within Self-Determination Theory, as the design of the intervention addresses learners' need for autonomy, relatedness and competence. Using volunteer sampling, high school teachers attended an online training session and received a training manual before implementing the intervention. Data was primarily collected via semi-structured interviews and triangulated using three alternative qualitative methods after undergoing the process of thematic analysis (Braun & Clarke, 2006). The primary findings demonstrate the potential of the AFCP to increase learner engagement, participation, and motivation. Further findings also highlight the positive effect on learner autonomy and the activation of learners' self-determined behaviours, thereby increasing the richness of learners' learning experiences. When learners become more autonomous, they grow their ability to think independently, to problem solve and to take greater ownership of their learning. This intervention directly speaks to curriculum design for equitable teaching as it was developed to suit various educational contexts within the diverse South African educational landscape.

Session 7.6: S-STEP Studies

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 639*

Session Chair: Maura Coulter, Dublin City University, Ireland

Decolonising pedagogies for social justice in teacher education

Carol Doyle-Jones, Debbie McCleary

Niagara University, Canada

As settler teacher educators, the authors have embarked on a journey of self-reflection regarding their teaching practices. Teaching foundational courses in literacies and educational law, we reflect on fostering decolonising pedagogies. McGregor (2012) defines decolonising pedagogies as “teaching and learning approaches that both acknowledge and deconstruct structures of power associated with colonisation in an effort to create space for, and give legitimacy to, Indigenous ways of knowing, being and doing” (p. 13). Making connections between quality teaching and equity in socially just classrooms mirrors our responsibilities as settler educators to pursue our commitment to decolonisation practices (Battiste, 2013; Truth and Reconciliation Commission of Canada, 2015). Our guiding question is: How can decolonising pedagogies in teacher education amplify social justice in classrooms?

As allies in education (Morcom & Freeman, 2018), we challenge ourselves to integrate “relational accountability” (Wilson, 2008) while designing our curriculum. We are informed by culturally responsive pedagogies (Alim & Paris, 2017; Battiste, 2013; Brayboy & Maughan, 2009) and Indigenous education (Nardozi & Restoule, 2020; Nardozi et al., 2014; Toulouse, 2018). Madden (2015) suggests that when teacher educators are exposed to an Indigenous worldview, it “opens up space within the academy and schools to conceptualise education differently” (p. 4).

This study is grounded in action research (Gravett, 2004; Ross, 2020) to improve our practices in a teacher education program. This reflective self-study brings the authors together as dialogic partners (Bakhtin, 1991; Gravett, 2005) towards transformative action to improve our own teaching, the curriculum we design, and as a model for settler teacher educators. Transdisciplinary journals (Marshall, 2014) will act as catalysts for our conversations.

Our work will illuminate Madden’s (2015) “pedagogical pathways” as deep learning and understanding occur. Findings, both action-oriented and reflective, will be presented during our session.

This proposal meets the sub-themes of Curriculum design for equitable teaching and Equity and inclusion in teacher education.

Leveraging AI to enhance teaching practices: A self-study of the complexities and ethical tensions

Charity Dacey¹, Lavina Sequeira², Kevin Cataldo³

¹Touro University, USA; ²Felician University, USA; ³Montclair State University, USA

Research Aim: Quality teaching and learning are predicated upon teachers' skills, knowledge, and dispositions like adaptability and self-reflection. The integration of artificial intelligence (AI) in higher education has been markedly increasing and will lead to significant transformations in the teaching and learning processes. In this study, as educators/researchers, we explored AI’s transformative impact on teaching practices in our classrooms while maintaining scepticism about AI’s ability to support critical thinking, given the complexities and ethical tensions.

Theoretical Framework: This self-study leverages posthuman perspectives (Barad, 2007; Braidotti, 2013) to examine and reflect upon teaching/learning complexities, thereby providing a lens to better understand how AI can be ethically harnessed to impact classroom environments, students’ knowledge, and teachers’ pedagogical practices (Paris, 2012; Muhammad & Mosley, 2021).

Methods: We engaged in self-study (LaBoskey, 2004; Pinnegar & Hamilton, 2009) to examine our teaching pedagogies using AI in our courses. Our data sources included reflective journals, course artefacts, and transcribed recordings of self-study meetings. Providing constructive feedback and support, these data sources reflect our perspectives as critical friends.

Findings: Our findings suggest that AI can increase students' awareness of the importance of using critical thinking and reflexivity. For this, first, the instructor/mentor must have an understanding of AI and self-awareness of one’s

capabilities for successful incorporation into the classroom. Second, engaging in AI learning activities prompted and engaged students critically. Third, educators' self-mentoring practices guided proactive student application and learning. Distinct stages of self-mentoring emerged: (Level1/Reflection; Level2/Practice; Level 3/Guiding others).

Conclusion & Relevance: Engaging in self-study transformed unfamiliarity and challenges into opportunities for growth and empowerment, and reduced the anxiety of AI usage. Collaborative mentoring with critical friends created a space to explore ethical tensions while incorporating new technologies that enhanced practices, fostered students to think critically, develop resilience, and encouraged continuous learning.

Cross-institutional SSCoP as sustainable faculty professional development

Amy D Wolfe¹, Kaitlin Northey², Nora Krieger³, Karen La Paro⁴

¹Ohio University Chillicothe, USA; ²University of Vermont, USA; ³Bloomfield College of Montclair State University, USA; ⁴University of North Carolina Greensboro, USA

Aim: This study explores why early childhood education (ECE) faculty at different institutions joined and sustained their involvement in a Self-Study Community of Practice (SSCoP). The aim is to understand the conditions that promote long-term engagement in an innovative form of online professional development.

Theoretical Framework: The study is grounded in the self-study of teaching, a research methodology that fosters professional development by combining reflective practice with scholarly inquiry. Self-study is characterised by five key elements: self-initiated, improvement-focused, interactive, employs qualitative methods, and relies on trustworthiness for validity. This methodology provides a space for educators to critically examine their teaching practices, offering a structured yet flexible approach to professional growth and collaboration.

Methods: Four ECE faculty members from various institutions participated in the SSCoP. Collaborative qualitative data analysis of personal journals and reflective discussions was conducted to identify the factors that influenced participants' sustained engagement in the SSCoP. These reflective data points were thematically coded and analysed.

Findings: The study identified key factors driving sustained engagement in the SSCoP, including strong interpersonal relationships, a desire to improve teaching practices, shared goals and expectations, and opportunities for professional advancement. The SSCoP served not only as a platform for individual growth but also as a supportive, collaborative network that fostered a sense of belonging and accountability among members.

Relevance to Conference Theme and Specific Strand: This study is highly relevant to the conference self-study theme, added to the ISATT conference in place of the Castle Conference in 2024. Specifically, the presentation addresses faculty reasons for participating in a SSCoP and sustaining their engagement. The findings demonstrate how cross-institutional SSCoPs can support ECE faculty in higher education, addressing both their unique challenges and the broader need for effective, ongoing professional development.

(Re)inventing the socially-just teaching personal and social responsibility (SJ-TPSR) approach in physical education teacher education: A macro and micro self-study led international learning community

Maura Coulter¹, Dylan Scanlon², Kellie Baker³, Antonio Calderon⁴, Cassandra Iannucci², Carla Luguetti⁵, Jeff Crane², Tony Sweeney⁶

¹Dublin City University, Ireland; ²Deakin University, Australia; ³Memorial University of Newfoundland, Canada; ⁴University of Limerick, Ireland; ⁵Maynooth University, Ireland; ⁶University of Melbourne, Australia

Teachers and teacher educators report uncertainties about the 'how' of integrating social justice content into (physical education) teacher education [(PE)TE]. As one possibility for addressing this challenge, Scanlon et al. (2022) re-imagined the existing Teaching Personal and Social Responsibility (TPSR) model through a social justice lens and implemented the teaching and learning of social justice matters in (PE)TE. The purpose of this research was to understand and improve our PETE practice, enacting the SJ-TPSR approach across diverse modules in three countries (Ireland, Australia, and Canada). There were 8 PETEs involved in this exploration, organised into 3 micro collaborative self-studies (Ireland [3], Australia [2], and Canada [2]) within one macro collaborative self-study with a macro critical friend.

Collaborative self-study methodology informed by LaBoskey's characteristics of quality self-study guided this research. Members from each community enacted the approach, while the other member(s) acted as microcritical friends. Self-study occurred within the micro learning communities and across the macro learning community, emphasising a layered notion of self-study. Data included teacher educator reflections, whole group interrogations of reflections with teacher educator responses, recorded weekly or fortnightly micro critical friend meetings and

recorded monthly macro meetings. Results from this research share the realities of translating a theoretically informed vision into practice in ways that support the next generation of teachers' learning about and through innovative pedagogy.

We suggest that colleagues from the (PE)TE community may consider these findings in their endeavour to reconsider existing pedagogical models through a social justice lens, and as they strive to work toward social justice. This presentation will also show how a layered approach to self-study can encourage deep interrogation of teacher education practice.

Session 7.7: Professional Practices

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 641*

Session Chair: Million Chauraya, Midlands State University, Zimbabwe

Session Chair: Michalis Constantinides, University of Glasgow, UK

Exploring teacher quality and working conditions: Evidence from Scotland

Michalis Constantinides

University of Glasgow, UK

Aim: This study seeks to understand how schoolteachers in Scotland respond to and manage the challenges in an increasingly complex educational environment. It examines teachers' views on their working environment and the ways in which conditions in their schools have an influence on aspects of teacher quality, including professionalism.

Framework: The conceptual framework was based on a review of the literature on teacher quality and effectiveness which led to the creation of a conceptual map of the main debates that seemed to relate to teacher commitment to pupils and their learning, pedagogical content knowledge, self-efficacy, successful school leadership and policy reform (Bradford et al., 2021).

Methods: A questionnaire survey was employed to get an overview of teachers' perceptions of their school conditions and work. The survey embraced a 48-item Likert-type scale and was informed by the wider research literature on teachers' perceptions of improvement in different areas of their school's work, including non-academic areas. Data were collected from a sample of 280 teachers (12% response rate) through a stratified random sample of secondary schools in Scotland.

Results: Exploratory and confirmatory analyses generated four underlying factors for the models focusing on 1) curriculum, pedagogy and assessment, 2) creating an environment for raising achievement, 3) collaborative school culture and 4) teachers' self-efficacy. Results demonstrate that teachers' perceptions of their work vary significantly, and can be dependent on the individual teacher, the influence of school leadership, as well as the school culture.

Relevance to the Conference theme: This study builds knowledge of teacher quality, development and motivation as pillars of teacher professionalism in Scotland and points to the importance of teacher commitment as a significant factor in teaching quality, teachers' capacities to adapt successfully to change, teacher retention, and pupil learning outcomes.

A narrative perspective on changes in teachers' professional practice and attitudes: Insights from Zimbabwean teachers' experiences

Million Chauraya

Midlands State University, Zimbabwe

The professional life of a schoolteacher is influenced by several contextual factors that account for changes in their professional practice and attitudes, both of which influence how they participate in education as a social contract. This study aimed to explore how Zimbabwean teachers' narratives of their professional experiences influenced changes in their perceptions of, and attitudes towards, their profession. The study was motivated by the several curriculum changes that the country has gone through since attaining independence in 1980. Documenting changes in the teachers' professional perceptions and attitudes was seen as important for understanding their evolving commitment and values, both of which are significant for the quality of teaching and students' learning. The study drew on Positioning Theory (Felix & Ali, 2023) and the Multidimensional Adapted Process Model (MAP) (Riitta-Leena Metsapelto et al., 2022) to analyse teacher narratives of their experiences for

changes in their practice and attitudes. The study involved a sample of 13 teachers with 10 or more years of teaching experience in either primary or secondary schools. The teachers' written narratives of their experiences on several issues relating to their professional practice constituted the data collected and analysed in the study. The narratives were analysed thematically. Findings indicate that the teachers' perceptions of changes in their practice and attitudes were shaped by curriculum reforms, economic instability, technological developments, migration, and professional mobility, among others. The findings highlight several issues that influence how teachers' experiences influence how they position themselves in relation to their professional practice, and their satisfaction or dissatisfaction with the profession. The findings contribute to knowledge of how teachers' experiences influence qualitative changes in their professional practice, which in turn can inform an understanding of their evolving roles and attitudes in relation to education as a social contract.

Session 7.8: Artificial Intelligence in Education

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 707

Session Chair: Helen Hint, University of Tartu, Estonia

Session Chair: Johanna Sandberg, Hong Kong Polytechnic University, Hong Kong S.A.R. (China)

The equity paradox: Assessing GenAI's impact on NNES students in a globalised academic landscape

Johanna Sandberg, Ryan Hunter, Jessica Xia

Hong Kong Polytechnic University, Hong Kong S.A.R. (China)

While the practical value of English as an academic lingua franca is generally recognised, studies highlight negative consequences for non-native English-speaking (NNES) university students and staff. These include difficulties communicating clearly in English and time spent learning it (Tardy, 2004), as well as the additional time required to do academic work in English (Amano et al., 2023). In Hong Kong's English medium instruction (EMI) tertiary environment, a disjunction exists between the language of instruction and the proficiency and preferences of L1 Cantonese students (Evans & Morrison, 2011). Two-thirds of secondary schools and most primary schools use Cantonese (Shephard & Rose, 2023), often leading to English proficiency depending on families' socioeconomic background and extracurricular support (Li, 2018). Increasing enrolment of L1 Mandarin and international students has complicated matters further, and students often rely on translation, proofreading and paraphrasing applications to cope. The emergence of Generative Artificial Intelligence (GenAI) has also been met with enthusiasm by the Hong Kong government and local university administrations and can be perceived as improving academic equity for NNESs (Berdejo-Espinola & Amano, 2023). However, is GenAI an innovative technology helping to improve educational equity or a shortcut negatively impacting learning? This study investigates perceptions and use of GenAI of students from four English Language Centre subjects (n=76). Data was collected from pre- and post-course surveys, interviews, reflections, GenAI transcripts, and written assessments over two semesters. The findings suggest that while students are generally aware of ethical issues and limitations, they are increasingly adopting GenAI and positively view its convenience and efficiency for brainstorming, research, organisation and language use. However, few question GenAI's impact on their overall learning. This presentation explores the growing disconnect between task performance and proficiency, and the extent to which GenAI-enhanced teaching and learning sustainably addresses the equity gap in globalised education.

Understanding and supporting university teachers' use of generative AI

Helen Hint, Djuddah A. J. Leijen

University of Tartu, Estonia

The rapid progress of generative AI (GAI) has raised significant questions regarding its impact on teaching. As these tools become integrated into practice, educational institutions are challenged to rethink their pedagogical approaches. Universities need to develop strategies to support faculty in integrating GAI to enhance teaching. In this context, an Estonian University formed a task force to address these issues. A survey was developed and distributed online in February 2024 to understand teacher perspectives and practices about GAI tools in their classrooms. Out of 2479 staff members, 413 completed the survey. The task force aims to provide training for staff based on the collected responses, and the survey will be repeated after one year to evaluate the effects of this training.

Our study aims to answer the following questions:

1. What are the main concerns identified by teaching staff regarding the use of GAI tools in their teaching practices?
2. How have these concerns and practices evolved over the course of a year?

Our initial survey results show that half of the respondents (48%) do not use GAI in their teaching, nor regulate its use for students. The main reasons include uncertainty about how to use GAI effectively, distrust in the information provided, and the belief that their subject is unsuitable for GAI integration. Some respondents reported unsatisfactory results from using GAI or found traditional teaching practices more effective. When asked about topics for staff training, respondents expressed interest in practical recommendations for effective GAI use and in understanding the connection between GAI tools and academic fraud.

Our study reports on the results obtained from the second survey, comparing them with the initial findings. We aim to highlight the change in teacher concerns and practices. Based on these findings, we will offer recommendations focusing on professional development, policy guidelines on GAI use, and equitable access to GAI tools.

Ikeda Daisaku on artificial intelligence and human education at the posthuman turn

Jason Goulah

DePaul University, USA

Research Aim & Theoretical Framework: This presentation features findings from a bilingual, critical meta-analysis of global educator Ikeda Daisaku's (1928–2023) publications on A.I. relative to *ningen kyōiku*, or “human education.” Comprising aims and methods of dialogue, value creation, creative coexistence, and a locally enacted global consciousness, Ikeda's philosophy of human education centres on the persistent cultivation of a fully human being and becoming in self and others, teacher and taught. Responding to the theoretical framing of “posthuman” converges of natural, social, and technological dimensions of human life and living (Snaza, 2015), this study provides teachers and teaching uniquely Eastern, quintessentially universal ways of engaging with A.I. that do not forsake or erase what makes us fundamentally human. Analyses centre on two interlocking questions to which Ikeda consistently returns when assessing the impact of A.I. and the hyperfocus on reason and rationality underpinning and engendered by it: What does it mean to be human? What is the nature of civilisation and humanity?

Methods: The effects of AI and enhanced computerisation on humanity and education abound in the popular and academic discourse. Ikeda has examined AI since the 1970s, but these works are inaccessible to the Anglophone academy. This study employs bilingual-bicultural and critical discourse analyses (Rogers, 2004) of Ikeda's 150-volume “Complete Works,” identifying his engagements with A.I., systematically coding, triangulating, and synthesising these thematically.

Findings: Ikeda advocates practices of cultivating intuition, reestablishing human interactions in reality, developing creativity, and restoring the *shigokoro*, or “poetic mind/heart/spirit,” to enact justice and remedy and forestall what ails civilisation and hinders human happiness in the expansion of A.I.

Relevance: This study enhances our understanding of AI relative to the conference theme of teaching quality, socio-cultural identities, and what makes us uniquely human. It provides innovative, Eastern approaches for addressing social justice and leveraging technology.

The use of artificial intelligence in elementary schools and its impact on learning

Grigorios C. Arkoumanis¹, Ourania Maria Ventista², Alivisos Sofos²

¹National & Kapodistrian University of Athens, Greece; ²University of the Aegean, Greece

Artificial Intelligence (AI) has recently been introduced in education. With its incorporation in the educational process, opportunities as also challenges have been arisen for teaching and learning. The research on AI in education aligns with equitable teaching practices by offering personalised learning experiences and enhancing engagement, but it must also address issues of access, cultural responsiveness, and teacher support to ensure inclusivity for all students. This research explores the impact of AI applications on both cognitive and non-cognitive skills of elementary school students. A systematic literature review was conducted, focusing on studies published since 2019, to gather insights into how AI technologies and AI educational platforms are integrated into primary schools and their subsequent effects on student learning. For a study to be included in the review, it had to be published after 2019, to examine an intervention with AI in elementary schools and be published in English. For this purpose, experimental and quasi-experimental studies were identified. The results showed that these interventions were typically of short-term duration and utilised diverse AI-based tools, such as dialogic systems,

AI-driven educational platforms, robotics, and educational games. The majority of these interventions concentrated on subjects like Language and Mathematics, aiming to assess the effectiveness of AI in enhancing learning outcomes in these core areas. The findings of the systematic literature review are generally encouraging, indicating that AI has the potential to positively influence student learning in primary education. The use of AI tools was associated with improvements in cognitive skills, such as problem-solving and critical thinking, and non-cognitive skills, including motivation to learn and engagement in the educational process. Despite these promising results, the review also highlights the need for further research to better understand the long-term effects of AI interventions, as well as their applicability across a broader range of subjects and skills.

Session 7.9: Learning Environments

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 734

Session Chair: Julie Harvie, University of Glasgow, UK

Session Chair: RENATA. Čepić, University of Rijeka, Faculty of Teacher Education, Croatia

Designing environments for quality teaching and learning from student-teachers' perceptions

Renata Čepić, Petra Pejić Papak

University of Rijeka, Faculty of Teacher Education, Croatia

This research aimed to explore student-teachers' understanding and perceptions of the factors involved in designing an environment for quality learning and teaching, and to identify common elements, ideas, or specificities in their perceptions. The research was conducted during a teaching session of the elective course *Stimulating Environment for Teaching and Learning*, which was enrolled by second-year students (N=25) at the Faculty of Teacher Education, University of Rijeka, Croatia. Based on the modern educational paradigm and socio-constructivist theory, the process of learning and teaching is understood as a dynamic, holistic, developmental category in which designing an environment adapted to students' needs encourages active and collaborative learning, individualisation, and differentiation (Čepić & Pejić Papak, 2021). Using a qualitative approach, students' written papers on the elements of the spatial environment aimed at stimulating student activity were analysed. Thematic analysis was conducted starting with text analysis, development of main topical categories, followed by two coding processes and category-based analysis. Our findings indicate that students emphasise the importance of teacher competence in modernising the learning and teaching process and adapting teaching methods to different learning styles and individual needs. They underscore the significance of collaborative relationships and the creation of a supportive atmosphere in the classroom. The spatial environment of the classroom is recognised as a key factor in providing a pleasant, safe, and adaptable space that encourages student activity and creativity. Specificities in students' perceptions are manifested in varying emphases on teacher competence, collaborative relationships, and classroom atmosphere. This paper provides useful insights into understanding the possibilities and limitations of the elements of the spatial environment from the students' perspective and underscores the importance of comprehensive student-teacher training to foster a dynamic, responsive, and equitable educational environment for quality learning and teaching in which every student can develop and progress according to their abilities.

Interdisciplinary learning: A study of practice within secondary schools in Glasgow

Julie Harvie¹, Jane Arthur², William Corral²

¹University of Glasgow, UK; ²Glasgow City Council

Research Aims: This research investigates interdisciplinary curriculum practices in secondary schools in Scotland. Global policies such as *The 2030 Agenda for Sustainable Development* (UN, 2015) emphasise the need for young people to fully engage in their learning, acquire key skills and knowledge by applying their learning within real-life contexts. Within Scotland, this is reflected in the *Curriculum for Excellence*, where Interdisciplinary Learning (IDL) is cited as one of the four contexts for learning. However, some studies suggest a serious implementation gap exists, and many teachers remain unsure how to incorporate IDL into their practice. (Harvie, 2018; Graham, 2019).

In this study, Glasgow City Council and the University of Glasgow partnered to conduct a research study in three secondary schools, which were identified as having good practice in IDL. The study aimed to identify practical approaches schools took to implement IDL and the impact this work had on pupils, teachers and the wider school community.

Theoretical Framework: Harvie's (2020) model of IDL was used as a theoretical framework to underpin the research. This framework was used to inform the questions that were asked during the focus group discussions, analyse the data and present the findings.

Methodology: This was a small-scale qualitative study which adopted a pragmatic constructivist approach. Three focus groups were conducted in each of the three participating secondary schools. Focus groups comprised of members of each school's Senior Leadership Team, class teachers and pupils.

Findings: The study found benefits for students, teachers and the wider school community. These included cognitive advancement for students in the disciplinary areas, the development of students' social, interpersonal and transferrable skills, improved relationships between teachers and pupils and increased teacher confidence in terms of curriculum design.

Faculty collaboration to support the implementation of UDL

Tanya Pinkerton

Arizona State University, USA

This project aims to better understand how faculty members co-construct a shared understanding and collective agreement on how UDL-aligned strategies should be operationalised in a teacher preparation program. A growing number of students with dis/abilities are entering higher education institutions (HEI; Fleming et al., 2017; Hartsoe & Barclay, 2017; Madaus et al., 2021)' therefore, it is essential higher education faculty have the knowledge, skills, and dispositions to effectively teach students with dis/abilities. This is an equity imperative, as students with dis/abilities are graduating at lower rates than their non-disabled peers (Lightfoot et al., 2018). Consequently, higher education faculty need to implement instruction designed to increase accessibility and learning for all students. I propose Universal Design for Learning (UDL) as an effective framework to support students with dis/abilities in higher education (King-Sears et al., 2023). Further, higher education faculty need to feel empowered to use inclusive instructional strategies, which may disrupt previous norms of university-level instruction. In this Mixed Methods Action Research (MMAR), participants engaged in three asynchronous professional development sessions to build their foundational knowledge of UDL. These short online sessions emphasised practical ways for UDL-aligned strategies to be implemented in higher education classrooms. Participants learned about multiple means of learner engagement, multiple means of representing information, and multiple means for learners to take action and express themselves.

Additionally, participants co-developed an Innovation Configuration (IC) map to explicitly define acceptable instructional strategies for integrating UDL. Data was collected through a pre-/post-inventory, session transcripts, and participant interviews. Initial findings show that through this collaborative process, HEI faculty developed the knowledge, skills, and dispositions needed to operationalise UDL practices. This presentation will address the sub-theme "equity and inclusion in teacher education" by sharing the lessons learned throughout this process.

Session 7.10: Partnerships & Practice

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 743

Session Chair: Clare MM Smith, University of Glasgow, UK

Session Chair: Amanda Samson, University of Melbourne, Australia

Research practice partnerships (RPPs): A contract to advance social justice and equity in school education

Alison Mitchell¹, Madelaine Baker², Margery McMahon¹

¹University of Glasgow, Scotland; ²Glasgow City Council Education, Scotland, UK

There is an increasing responsibility on headteachers to challenge political and social constructions that reinforce marginalisation and oppression. Accordingly, political acuity is a necessary characteristic of contemporary headship and a critical aspect of leadership preparation and development (Mitchell, forthcoming).

Research Aim: The aim of this study is to problematise the *professional learning* → *practice* transfer from an Enhanced Political Awareness (EPA) programme in Scotland. EPA is offered to aspiring headteachers through a partnership between a university and an education authority (EA) to augment participants' political acuity in their leadership practice.

Theoretical framework: The study draws on intersections between Feminist and Marxist theories (Madhavi & Rao, 2024) as a lens to explore EPA participants' Critical Leadership Praxis (CLP) in their contextual sites of practice, with an emphasis on their agency and capacity to challenge neoliberal hegemony and systemic oppression.

Methods: The researcher conducted semi-structured, one-to-one interviews with EPA participants to explore factors that supported or undermined the application of their learning from the university programme in their respective sites of practice within the EA. The inductive analysis of the interviews followed a sequential framework (Braun & Clarke, 2006) to identify significant themes in the data, from initial reading to synthesis and reporting.

Findings: The study found that factors around professional authenticity, capacity, agency and safety were key determinants of the extent to which participants felt empowered and supported to enact political acuity through CLP in their respective contexts.

Relevance: The conclusion draws on the findings to propose a three-way social contract between the LA, the University and the participants, to support CLP for equity and social justice in education. Further, it highlights implications for practice-based leadership preparation programmes, specifically the need for such professional learning to take cognisance of the challenges of *professional learning* → *practice* transfer in participants' unique contexts.

Implementing practitioner enquiry through research practice partnership

Nicola Jones¹, Thomas Cowhitt¹, Michael McCarron²

¹University of Glasgow, UK; ²Govan High School, Glasgow, UK

Research Aim: To understand how university-school partnerships can leverage practitioner enquiry to improve equity and quality in education provision.

Conceptual framework: Conceptualisations of research-practice partnerships (RPPs) support and inform this research (Chapman et al., 2016; Farrell et al., 2022; Henrick et al., 2017). Focussed on co-production of knowledge and educational improvement and transformation, this study explored professional learning and practitioner enquiry at the boundaries of partner organisations, intermediary outcomes, research, and practice.

Methods: The research is an Exploratory Sequential mixed methods design (Creswell 2017) to engage with four different types of relevant data to understand the effectiveness of the RPP in leveraging practitioner enquiry to improve quality and equity in education provision: A) Surveys (n=53), B) Social Network Analysis (n=53), C) Interviews (n=12), and D) Document Analysis (n=51).

Findings to be discussed: The impact of practitioner enquiry on a 'learning culture', staff collaboration, and building confidence in teaching practices; ways in which practitioners engage with research; areas of strengths and challenges when engaging in enquiry; structures and practices which support or hinder school improvement efforts; and a demonstration of how co-production of research with teachers and university staff can be realized.

Relevance to conference themes and strand: The expectation that all teachers in Scotland have a depth of knowledge and understanding of "practitioner enquiry...to challenge and inform professional practice" (General Teaching Council for Scotland, 2021: 7) is embedded within the professional requirements for teachers, as Scotland strives to tackle inequity and, in particular, the poverty-related attainment gap in Scotland's schools. The local secondary school in this partnership is committed to improving educational attainment by supporting teachers in developing as enquiring learners through collaboration with the University of Glasgow's School of Education.

Leveraging technology to foster equity, inclusion, and professional identity in university-school partnerships

Amanda Samson, Eduardo Araujo Oliveira, Jason L Brown

University of Melbourne, Australia

Teacher shortages and access to authentic professional formation are pressing issues in the Australian education system, particularly in under-resourced and rural schools. These challenges not only affect the quality of education but also hinder the development of pre-service teachers, limiting their exposure to diverse teaching environments and their ability to form strong professional identities. Additionally, universities face difficulties creating meaningful partnerships with schools to provide authentic learning experiences, while schools struggle to alleviate workforce pressures and provide equitable educational opportunities.

In response to these challenges, our study investigates the role of UniConnectED, a technology-enabled platform designed to foster equity, inclusion, and professional formation among pre-service teachers by facilitating effective university-school partnerships. UniConnectED aims to bridge the gap between campus and career by connecting pre-service teachers with schools, regardless of location or sector, lessening the future impact of praxis shock, as well as the current cost of living needs. Through this platform, pre-service teachers gain authentic work experiences in a variety of school settings, addressing both the disparity in educational opportunities and the national teacher shortage.

Our 2024 trial study has seen a steady increase in user profiles on the platform since its mid-year launch. There has also been a strong upward trend in direct partner reach-outs to pre-service teachers. Through a mixed-methods approach involving quantitative surveys and qualitative analysis of open-ended responses, this research offers insights into the platform's impact on user experiences, professional identity formation, equity and employment.

By promoting reciprocal relationships, this study highlights the platform's potential to transform university-school partnerships through providing equitable access to diverse educational experiences, fostering professional growth, and promoting workforce sustainability. UniConnectED has the potential to address some of the most pressing issues in education today and aligns with the broader goal of fostering quality teaching for a more equitable world.

Revisioning school experience partnerships

Clare MM Smith, Mary Lappin, Evelyn McLaren, Sarah Anderson, Jennifer Farrar
University of Glasgow, UK

The Partnership Model of School Experience used at the University of Glasgow has been in place since 2011. The model was reviewed, and scholarship activity exploring its evolution has been carried out. The overarching aim has been to develop and strengthen our model for the support and assessment of student teachers on school placement with an emphasis on equity and inclusion. This paper will discuss the themes and understandings about partnership as a concept emerging from the data, while also providing an overview of our response. This work is placed in the context of the unique characteristics of teacher education in Scotland, and how these provide both opportunities and constraints.

Several research methodologies have been used to record the voices of the partners in the model, such as expert interviews, focus groups, and questionnaires. Nominal group technique and appreciative enquiry were used in student voice data collection.

Analysis of data from practitioner expert interviews allowed key themes to be identified. Relationships and communication, identity, teacher learning, and challenges featured strongly. Student voice, focused on appreciative enquiry, which allows us to identify the positive attributes of school experience and university-based preparation for placement to inform future practice.

For student teachers, experience in schools is hugely significant to their progress as learners and to the development of their teacher identity. Lofthouse and Thomas (2014) have referred to school placement as a 'vulnerable workplace learning practice', and student teachers report increasingly variable experiences. The Partnership Model was developed to help mitigate negative placement experiences by providing a dedicated university-based teacher educator to support the student and develop partnerships with the teacher mentors. This study seeks to understand the extent to which this aim has been achieved and what needs to be done to ensure that the student experience is consistent and positive in future.

Session 7.11: Special Needs Education

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 745
Session Chair: Fiona Christina Smythe, Université de Bordeaux, France
Session Chair: Laura Davies, St Mary's University, UK

Inclusive schooling for deaf pupils in France (DINCLUES project)

Fiona Smythe
Université de Bordeaux, France

The project *Dispositifs inclusifs pour élèves sourds : Comment s'entendre ?* (DINCLUES, 2024-2026) aims to better understand the difficulties and successes encountered by Deaf children and adolescents, with or without associated disabilities, in their schooling in France. In collaboration with the Deaf specialist education centre,

CESDA in Bordeaux, the project aims to promote quality teaching and learning for Deaf pupils in mainstream schools in the Gironde department. This presentation will focus on how interactions between Deaf pupils, families, CESDA, the Aquitaine teacher education centre and mainstream teachers are promoting quality classroom teaching practices, and whether this shows a difference for Deaf pupils in their experiences of mainstream schooling.

Drawing on works from the inclusive education literature (Ebersold, 2017; Bedoin, 2018; Kohout-Diaz & Strouhal, 2021) and Deaf education literature (Clouard, Roux et Seban-Lefebvre, 2007; Le Capitaine, 2013; Beal-Alvarez, 2017; Feuilladiou, 2021), we are interested in exploring how learning environments in France are addressing the needs of Deaf pupils in sustainable ways.

Within a participative research-action framework (Payet et al, 2010; OECD, 2021), qualitative data will be gathered between September 2024 and March 2025 on the experiences of the various stakeholders, in semi-structured interviews. Selected case studies of pedagogical practices will provide data through observations and video recordings of teaching and learning sessions. As the project is in its early stages, findings are not yet available, but intend to focus on (1) how Deaf pupils experienced and responded to adaptive pedagogies in inclusion settings, and (2) the experiences and observations of mainstream and SEN teachers during this process, and (3) suggestions from participants, going forward.

Finally, and in response to the ISATT conference theme, this presentation proposes to discuss questions of how to promote equity and inclusion through effective partnership with schools, within the context of Deaf pupils learning in French mainstream settings, supported by multiple stakeholders.

Quality teaching informed by the expertise of educators with disabilities

Amy Tondreau¹, Laurie Rabinowitz²

¹University of Maryland, Baltimore County, USA; ²Skidmore College

Research into the experiences of disabled educators highlights how they draw on their own experiences of isolation in school to inform their teaching. They view themselves as empathetic to the challenges of disabled students and committed to disrupting shame/lowered expectations (Duquette, 2000; Ferri, 2001). Their insights support equitable, inclusive, quality instruction. However, there is limited research on disabled teachers and even less on other adults who work with disabled youth.

We apply Disability Sustaining Pedagogy (DSP), which explicitly draws on the knowledge and lived experiences of disabled individuals. DSP honours disability identities as a cultural form of diversity worthy of sustaining (Rabinowitz et al., 2024), a clear connection to the conference theme. This project highlights the knowledge and strategic manoeuvring of disabled educators (defined broadly). We ask: What strategies do educators with disabilities use to sustain their own disability identities and support disabled and nondisabled youth?

We completed semi-structured interviews (Spradley, 1979) with ~25 disabled educators. For analysis, we utilised narrative inquiry methods (Chase, 2011), which centre life experiences told by those who live them; we analysed narrative segments using deductive coding for the tenets of DSP. Amplifying narratives disrupts the history of research about disabled individuals that did not include their perspectives (Valente & Danforth, 2016).

We share how the knowledge of participants continues to develop DSP through illustrative narratives. Participants have expertise in the science of neurodiversity because of their experience with the medical system and personal research. They enact complex embodiment (Siebers, 2008) by leveraging their expertise in neuroscience into non-stigmatising, concrete teaching practices (e.g. play-based instruction for youth with ADHD to promote dopamine production). They create translational research across disciplines, filtering more medicalised knowledge through the lens of their own identities and experiences, which leads them to consider social implications alongside academics.

Shaping curricula to increase accessibility for learners with varying levels of special educational need: Insights from Ireland

Barry Morrissey

Dublin City University, Ireland

Research Aim: This study aims to illustrate how special education teachers self-conceptualise curricula to account for varying levels of cognitive development, in the context of the international drive towards inclusive education (Morrissey, King and Keating, 2024).

Theoretical Framework: The research is underpinned by Norwich's (2010) *Curriculum Aspects* theory, which espouses four basic 'aspects' as a curriculum structure:

1. General principles/aims
2. Areas of learning
3. Programmes of study
4. Teaching practices

In between a completely common curriculum (applicable to everyone) and a completely different curriculum (applicable to a few), there are five hybrid curriculum options with degrees of commonality and difference, depending on how the four curriculum aspects are varied in particular circumstances. This spectrum acts as a structural assemblage for teachers who 'want to have it both ways as far as possible' (Norwich 2013, 66) – essentially, a common curriculum with differentiated aspects.

Methods: A two-phase mixed-methods data-gathering apparatus was employed. Phase 1 consisted of a questionnaire distributed to every special school principal in Ireland. Phase 2 consisted of an embedded case study with three special schools.

Findings: The findings endorse the relevance of the Norwich (2010) model. However, this study establishes that there are other curriculum aspects that teachers recognise (and vary) but which, to date, have not been theorised sufficiently. In particular, it showcases how teachers employ a relatively imperceptible 'Support' aspect to accessibilise the curriculum.

Relevance: Quality, inclusive teaching for learners with special needs is dependent on how teachers calibrate curricula to ensure equity-based models at the micro-level. This is fundamental in enabling active, socially just participation in society post-school (Gordon-Gould and Hornby, 2023). This paper, in presenting an inclusive curriculum model, aligns perfectly with the conference theme and will interest researchers concerned with both inclusion and/or philosophical debates around what curriculum should look like in a socially just society.

The many faces of culture: A grounded theory examination of Special Educational Needs and Disabilities (SEND) provision in an international school in Thailand

Laura Davies¹, Ashley Casey², Janine Coates², Estelle Damant²

¹St Mary's University, UK; ²Loughborough University, UK

This study aims to explore cross-cultural understandings of Special Educational Needs and Disabilities (SEND) among staff in an international school in Thailand. Specifically, it investigates two key areas: (1) the perspectives of both Thai and Western teaching and leadership staff on SEND, and (2) the influence of culture on SEND provision and inclusive practice at both the micro (individual) and macro (school-wide) levels. Using a grounded theory approach, semi-structured interviews were conducted with staff to capture their insights and experiences. The findings were presented in both traditional formats and through the use of creative non-fiction, providing a nuanced view of how culture shapes both perceptions and practices of inclusion.

The study revealed a disconnect between staff members' personal beliefs about SEND, which were largely shaped by their individual cultural experiences, and their professional practices, which were influenced by the prevailing school culture. The school culture was found to be heavily oriented towards measurable academic outcomes and financial priorities, often at the expense of consistent, inclusive practices. The absence of a unified approach to inclusion within the school created significant variation in the quality of SEND provision, leading to inconsistent support for students.

The research highlights the critical need for school leadership to consider the role of culture in shaping inclusive practices within international educational settings. Without a coherent, school-wide approach to inclusion, individual staff members' practices may continue to vary, resulting in potentially inequitable provision for students with SEND. This study underscores the importance of fostering a school culture that prioritises both inclusion and academic achievement, ensuring that all students receive high-quality, consistent support.

This paper will aim to contribute to the conference theme of research on equitable teaching practices.

Session 7.12: Teacher Retention/Workforce

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* WMS - Hugh Fraser

Session Chair: Äli Leijen, University of Tartu, Estonia

Session Chair: Hernan Cuervo, University of Melbourne, Australia

Retaining teachers in the profession: A comparative analysis of career progression strategies in Australia and Sweden

Adam John Taylor¹, Pauline Wendy Thompson¹, Sandra Lund²

¹University of Melbourne, Australia; ²Mid Sweden University

This study examines teacher retention strategies in Australia and Sweden, focusing on career progression mechanisms and their impact on equity and inclusion in the teaching workforce. The research is grounded in theories of teacher professionalism, career development, and gender equity in education. It draws on conceptualisations of teacher career trajectories and the impact of policy mechanisms on teacher retention. A comparative policy analysis was conducted, examining Australia's Highly Accomplished and Lead Teachers (HALTs) standards and Sweden's förstelärare (first teacher) reform. Document analysis and synthesis of existing research were used to evaluate the effectiveness and equity implications of these approaches.

We found that both Australian and Swedish policy mechanisms aimed at retaining teachers in the classroom show limitations in addressing the complex realities of teachers' career trajectories, particularly regarding gender equity. The HALT standards in Australia have seen limited uptake, while teachers continue to prioritise postgraduate qualifications. In Sweden, the förstelärare reform has yielded mixed results in retaining teachers and addressing shortages. Neither approach adequately accounts for the gendered nature of teacher career paths or the need for flexible work arrangements.

This study contributes to the conference sub-theme of "Equity and inclusion in teacher education" by highlighting the need for more nuanced and holistic approaches to teacher retention. It emphasises the importance of considering gender equity in career progression strategies and suggests alternative approaches, such as job-sharing and mentoring, to create more inclusive and sustainable career pathways for teachers. The findings have implications for policymakers and teacher educators in developing more equitable and effective strategies for retaining diverse talent in the teaching profession.

Exploring the motivations and decisions of why rural teachers stay

Hernan Cuervo

University of Melbourne, Australia

Research studies in Australia and internationally consistently report that rural schools have trouble recruiting and retaining staff. Different factors underpin rural staffing shortages, including teachers exiting the profession due to workload pressures, and teachers not taking or leaving rural posts due to isolation and distance from their family and friends. To combat rural school shortages, state governments in Australia offer teachers an array of financial and material incentives. Research on staff shortage often offers a deficit construction of teachers' work by drawing attention to what individuals, rural schools, and communities lack. The research aim is to shift the focus from the attraction of teachers and why they leave to why rural teachers stay. This perspective offers a change in the deficit narrative of rural schooling by positioning rural schools and communities as assets. Drawing conceptually on Fraser's (1997, 2003) and Honneth's (1995, 2003) dimensions of justice, distribution of resources and recognition theory, the paper focuses on four domains of teachers' work and lives – classroom, school, personal and community – to explore why teachers stay. Methodologically, this is a qualitative study that draws on data from twenty in-depth interviews with rural teachers in Victoria to examine their decisions and motivations to work and make a life in rural places. Findings point to the myriad connections between individuals, schools and communities and the influence of this relationship on sustaining a quality and committed rural teacher workforce. While both resources and recognition matter, teachers' experiences and views show that rural teacher retention requires a combination of positive factors and enabling resources across more than one domain. The paper aligns with the conference call for equitable and socially just learning environments, and with the sub-themes of equity and inclusion, and the promise of reconciling tensions in rural staffing with a new social contract in education.

The shortage of teachers in Estonia: Causes and suggestions for additional measures from the perspective of different stakeholders

Äli Leijen¹, Liina Lepp¹, Katrin Saks¹, Margus Pedaste¹, Katrin Poom-Valickis²

¹University of Tartu, Estonia; ²Tallinn University, Estonia

Teacher shortage is an increasingly global issue, with many countries, including Estonia, facing challenges in attracting candidates and retaining qualified teachers. State statistics and international comparisons show a worrying decade-long decline in the qualified teacher workforce in Estonia, worsening yearly. Addressing this shortage is crucial for sustaining high-quality education in the country.

This article aims to analyse the teacher shortage in Estonia from the perspectives of different target groups, such as pre-service and in-service teachers, teacher educators, school leaders, school governors, and policymakers. More specifically, we posed the following research questions:

1. What are the causes of the teacher shortage in Estonia from the perspective of different stakeholders?
2. What additional measures are needed to reduce the teacher shortage in Estonia from the perspective of different stakeholders?

This study employed focus group interviews to investigate six distinct target groups associated with the teacher profession in Estonia. A total of 38 participants were included in the study. We used qualitative thematic analysis (Ryan and Bernard 2003) and identified seven themes related to causes and suggestions: the attractiveness and status of teaching, governance and legislative framework, competencies of school governors, teacher preparation, teacher workload, salaries and motivation packages and school conditions. These themes, essential for understanding and addressing Estonia's teacher shortage, are comprehensively explored and discussed in the presentation. Similarities and differences with findings from other contexts are also pointed out.

Session 7.14: Symposium

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* WMS - Yudowitz

Global teacher shortages: An examination of policy responses

Simone White², Anna Sullivan¹, Michele Simons³, Stuart Woodcock⁴, Neil Tippet¹, Andrea Reupert⁵, Martin Mills⁶, Terri Bourke⁶, Lisa van Leent⁶, Clare Brooks⁷, Maria Assunção Flores⁸

¹University of South Australia, Australia; ²RMIT, Australia; ³Western Sydney, Australia; ⁴Griffith University, Australia; ⁵Monash University, Australia; ⁶QUT, Australia; ⁷University of Cambridge, UK; ⁸University of Minho, Portugal

Governments are responsible for ensuring they provide a high-quality education for all their young people. This requires a teacher workforce that is adequately prepared, through their initial teacher education programmes, early career teacher induction support and ongoing professional development, to provide such an education. However, the current global teacher shortage, which is forcing governments to rethink their policies aimed at attracting and retaining teachers, is potentially damaging to that responsibility. This symposium brings together studies that have examined the policy landscape developing around this global problem and considered the consequences of these policy responses. One paper examines the expansion of who is eligible to teach and their induction (White, Sullivan, Simons, et al). In Australia, policy changes now allow pre-service teachers to be employed to work in schools, thus redefining the 'early career teacher' and presenting issues about their induction. A second paper, also considering the Australian landscape, presents an analysis of how one government policy response (Strong Beginnings) has reshaped teacher education to address teacher shortages (Mills et al). It will be argued that, in implying teacher education is a major cause of teachers' lack of retention in the education system, along with the subsequent changes that have been mandated in teacher education programmes, will undermine the provision of a high-quality education for all. A third paper (Brooks) examines the impact and "unintended" consequences of recent teacher education policy reforms in England. A spatial analysis reveals the winners and losers: increasing opportunities and influence in major urban centres, whilst rural and isolated communities lack locally-owned teacher education provision. A critical account of the reform's evidence base underscores this lack of local accountability and how universities are sidelined in all aspects of teacher education provision. Chair Prof Anna Sullivan; Discussant: Prof Maria Assunção Flores

Session 7.15: Symposium

Time: Thursday, 03/July/2025: 8:50am - 10:10am · *Location:* JMS 438

Enhancing the quality of STEM education to make it ecologically sound, economically viable and socially just

Samuel Ouma Oyoo¹, Martin Strouhal², Jiří Kropáč², Cheryl Craig³, Paige Evans⁴, Donna Stokes⁴, Gayle Curtis³, Tara Ratnam⁵, Monica Šimáková², Karen McIntush⁴, Karla Garza⁴

¹South Africa and Maseno University, Kenya; ²Charles University, Czech Republic; ³Texas A & M University, USA; ⁴University of Houston, USA; ⁵Independent Teacher Educator, India

STEM education gained importance in the early 2000s to equip students for a knowledge-based economy driven by constant innovation. An educated workforce that is well-grounded in STEM skills is seen as critical to maintaining a competitive edge in the global economy and prosperity. Despite STEM education and industries' diversity outreach efforts, STEM is beset by socioeconomic, gender and racial inequity. Addressing these issues points to the need to go beyond the narrow instrumental and competitive economic goals of STEM to embed it in the more encompassing social and environmental goals of education. The real challenge to STEM education is not merely preparing students for STEM jobs, but promoting in them their higher-order abilities as critical consumers, creative and ethically astute citizens to address the global crises impacting social and environmental wellbeing.

This symposium brings together researchers from four diverse contexts to present their research findings about the nature of support in STEM teaching and teacher education that can help educators adopt and teach to the broader goals of sustainable development, which renders STEM education that is inclusive and socially just.

Presentation 1 uses a word test to explore the challenges posed by STEM instructional language of English in South Africa to students speaking other languages and its implications for making STEM education more democratically accessible.

Presentation 2 identifies the problems of accessibility to quality STEM teacher preparation in the Czech curriculum context using discursive and content analysis.

Presentation 3, set in the US, employs narrative inquiry to demonstrate how science as inquiry, culturally responsive pedagogy and multi-faceted mentoring merge to create more socially just STEM education.

Presentation 4 from India illustrates how STEAM can broaden the base of STEM education to achieve sustainable development for all using the Vygotskian Cultural-Historical Activity Theory (CHAT) framework.

Poster Sessions

Time: Thursday, 03/July/2025: 8:50am - 10:50am · *Location:* JMS Foyer Area

Diversity in early childhood education: A comparative study of Brazil, Chile, and Colombia

Isabel Porto Filgueiras, Mirvane Dias de Souza
University São Judas Tadeu, Brazil

The study analyses how diversity is addressed in early childhood education curricula in Brazil, Chile, and Colombia, investigating how the official documents of these countries deal with issues of social justice and inclusion in educational practices. The research is based on theoretical frameworks from the sociology of childhood and curricular justice, focusing on the intersection of social markers. The research employed document analysis. The documents were read, and software was used to identify the presence and frequency of terms related to diversity. The corresponding excerpts were interpreted and compared among the three countries. In Brazil, the concept of cultural plurality is highlighted. In Chile, diversity is more associated with inclusive education. In Colombia, diversity is approached within the context of human rights and integral development. In all the documents, diversity is associated with positive values such as pluralism and inclusion, but it is treated superficially, omitting conflicts and power relations that structure differences. The term is used to promote a pacifying discourse without critically addressing the implications of these differences in childhood development and educational practices. The research contributes to the strand of equitable teaching by exposing the need for a more critical and inclusive approach to diversity in curricula. It demonstrates how curricular texts are influenced by the neoliberal perspective of diversity, limiting the development of curricula that empower different identities. Although they address diversity, the documents overlook the complexity and underlying social dynamics of

childhood, limiting the recognition of differences and the development of critical pedagogical practices. It concludes that the concept of diversity can be used both to legitimise curricular reforms and to disregard deeper and more structural inequalities.

Preschool teachers and their strategies for communicating with hard-to-reach parents

Julie Poissant¹, Josée Charette², Ania Maguemoun³

¹Université du Québec à Montréal, Canada; ²Université du Québec à Montréal, Canada; ³Université du Québec à Montréal, Canada

Context: Effective communication between schools and families is crucial for supporting children's educational experiences and fostering strong relationships with parents. As children enter preschool, parents quickly realise that they will be expected to engage in communication with the school. However, some families are more challenging to reach due to their unique life context. Research underscores the need for schools to tailor their communication strategies to fit the diverse contexts of families. Such tailored communication should consider the specific needs and expectations of each family, enhancing the understanding of roles and responsibilities to support students' educational success and accommodating the economic, social, cultural, and linguistic diversity of families.

Research Aim: This exploratory qualitative study aims to document the strategies used by preschool teachers to adapt their communication to the diverse life contexts of families.

Theoretical Framework: We will analyse our data using Graham-Clay's (2005) theoretical framework on effective communication, which outlines six key strategies.

Methods: Seven preschool teachers were interviewed in a group setting to discuss the challenges they face with families considered hard to reach and the strategies they use to adapt their communication. The material was coded using NVivo software following Braun and Clarke's six-step method (2019).

Findings: Our findings reveal several strategies employed by teachers to improve communication with hard-to-reach parents, as well as ongoing barriers. Our analysis highlights the need for structural solutions at the school level to address the needs of these parents.

Relevance to the Conference Theme: This presentation aligns with the conference theme by exploring practices aimed at engaging sub-groups of parents who may be less connected to the school, with a focus on equity.

“For the Future of Students”: Promoting mutual inclusion between mainstream schools and supplementary schools as communities of practice - A case study of Chinese supplementary school in Scotland

Shipeng Cui, Yu He

University of Strathclyde, UK

Despite the mutual benefits of collaboration and inclusion between mainstream schools and supplementary schools (Bhatt et al., 2004), their relationship remains a contentious area (Maylor et al., 2013), and promoting their cooperation and inclusion continues to face many practical difficulties (Ainscow, 2020; Nwulu, 2015). This study uses the Communities of Practice (CoP) theory (Wenger, 1998), viewing mainstream schools and supplementary schools as integral parts of a larger community, with the shared goal of student development, and takes a Chinese supplementary school in Scotland as a case study. Data was obtained through semi-structured interviews with the leaders and teachers at this Chinese supplementary school, as well as through participant observation. The results of the thematic analysis echoed existing research, revealing that the cooperation between mainstream schools and supplementary schools is limited and not deep enough. Additionally, it was found that the supplementary school in the case study was not keen on cooperating with the mainstream school. This may be related to the fact that the supplementary school in the study has a long history. The community school leaders prefer independent development, and the teachers have their own primary jobs, making it difficult for them to have the additional time and energy to establish connections with mainstream school teachers. Even though the possibility for mutual inclusion and collaboration exists, there are still many practical challenges, and the CoP theory offers a potential solution for addressing this issue.

Raising attainment in Scottish senior phase qualifications: Learning from a practitioner enquiry into effective strategies for religious, moral and philosophical studies (RMPS)

Gillian Dunsmuir

Stewarton Academy, East Ayrshire Council, UK

Scottish education policy has a clear focus on improving the academic attainment of learners undertaking externally assessed qualifications in the final three years of secondary school (S4-S6). These qualifications are delivered in specific subject areas in state-funded schools at National 5, Higher and Advanced Higher levels (SCQF Levels 5-7, respectively). The challenge for teachers is to develop classroom practice that raises attainment within this specific context and promotes social justice by providing all learners with opportunities to achieve. However, there is a distinct lack of research that attends to how teachers can raise attainment, specifically, in Scottish senior phase qualifications. In attempting to address this gap, this poster will share the findings of a practitioner enquiry into effective approaches to raising attainment in these qualifications, with a focus on Religious, Moral and Philosophical Studies (RMPS).

This poster will highlight the motivations for the practitioner enquiry, including for learners and colleagues, and for creating equitable experiences in the senior phase. It will share the pedagogical and assessment strategies used to provide quality, inclusive learning and teaching. Via analysis of qualitative and quantitative data such as learner reflections, observations and Scottish Qualification Authority attainment statistics, it will offer an evaluation of raising attainment strategies and will share what was learned about improving pedagogy and assessment practice.

This poster aligns with the conference's theme as it shares how these strategies can reduce the disparity in outcomes between learners with and without additional support for learning needs. In addition, it attends to the conference's focus on the characteristics of quality teaching by sharing strategies that have been consistently demonstrated to secure learners' high levels of attainment across a three-year period.

Initial training of antiracist physical education teachers: An experience in the southernmost region of South America

Mauren Lúcia Braga de Araújo¹, Jessica Serafim Frasson², Renata de Oliveira Carvalho³, Marta Íris Messias Camargo¹

¹Universidade Federal do Pampa - Unipampa, Brazil; ²Universidade de Brasília - UnB; ³Université Paris Nanterre - Instituto de ciências políticas (ISP)

Research Objective: To contribute to racial literacy through Education for Ethnic and Racial Relations in the training of Physical Education teachers.

Theoretical Framework: The study emphasises the importance of antiracist education and curricular policies in addressing inequalities, drawing on decolonial perspectives from authors such as Ailton Krenak, Antônio Bispo dos Santos, Conceição Evaristo, Djamila Ribeiro, Nilma Lino Gomes, Lélia Gonzales, and Paulo Freire.

Methods: This research employs a theoretical and documentary approach with a qualitative methodology.

Findings: At the Federal University of Pampa (Unipampa) in Brazil, the training of Physical Education teachers serves as a platform to combat discrimination, prejudice, and social injustices. The study identified antiracist practices embedded in the teaching plans across all curricular components of the Physical Education degree program. It also highlighted projects within teacher qualification initiatives, such as the Pedagogical Residency Program and the Institutional Program for Teaching Initiation Scholarships (PIBID), as key spaces for fostering a humanising and emancipatory education. Furthermore, the Centre for Afro-Brazilian and Indigenous Studies Mãe Fausta (NEABI) plays a vital role in promoting racial literacy and implementing the National Curricular Guidelines aligned with Laws No. 10,639/2003 and No. 11,645/2008, which seek to dismantle societal structures rooted in racism and inequality.

Relevance: This proposal aligns with the conference's focus on equity and inclusion in teacher education, illustrating how antiracist training experiences, supported by public policies that promote citizenship and emancipation, can help address and overcome ethnic-racial and social inequalities in Brazil.

Why talk about gender in Schools? (Por que falar sobre gênero nas escolas?)

Jessica Serafim Frasson¹, Hanna Lins Frade De Aragão¹, Mauren Lúcia Braga de Araújo²

¹Universidade de Brasília; ²Universidade Federal do Pampa

Research Objective: To understand the importance of gender discussions in schools, within documents and curricular policies, for a more just, inclusive, and equitable education.

Theoretical Framework: To reflect on the role of education and curricular policies in combating conservative and traditional teaching practices that reinforce stereotypes, domination, and discrimination, the research draws on authors from sociology and critical philosophy, such as Heleieth Saffioti, Angela Davis, bell hooks, and Silvia Federici.

Methods: Theoretical and documentary research with a qualitative approach.

Findings: The school is not an institution isolated from society; on the contrary, it is part of it and, therefore, permeated by conservatism, violence, and prejudices, such as racial, class, and gender inequalities. Remaining silent on these issues does not solve social problems; on the contrary, the lack of debate contributes to the reproduction of inequalities and discrimination. In Brazil, the Supreme Federal Court ruled that prohibiting discussions on gender and sexuality in schools is unconstitutional, making it the State's duty to address these topics in an effort to prevent violence against girls, women, and the LGBTI population, to inform and protect children and adolescents from sexual harassment and abusive relationships, and to combat discrimination and misinformation. Therefore, the school must ensure debate and reflection on the prejudices that plague society, aiming to transform reality.

Relevance to the Conference theme and specific track: Reflecting on and proposing teaching practices that address gender issues in schools, documents, and curricular policies is essential for ensuring an emancipatory, equal, and socially referenced education that envisions a fairer and less unequal world. Thus, this research proposal aligns with the conference theme, particularly the sub-theme research on equitable teaching practices, making it both relevant and necessary.

Guiding schools to improved performance using a data envelopment analysis approach

Claire Andersen

University of Dundee, UK

The aim of this project is to improve standards in Scottish primary and secondary education by producing a toolkit that uses data from the National Improvement Framework Interactive Evidence Report to evaluate school performance. While the NIF Interactive Evidence Report generates data on each key driver of improvement, it lacks an aggregated analysis necessary to drive substantive changes in the ways in which the educational system operates.

The model of efficiency can aggregate all the key drivers and priorities together to create individualised results for each school and the local education authority. The model will automatically find areas of best practice and areas for improvement. We will interview school managers to understand how the Framework is integrated into school practices and use a questionnaire to understand teachers' perceptions of the Framework. Both sources of information gathered will be used to inform an educational improvement index. To prevent cross-comparisons or league table type rankings, our results will be accessible through a Power BI toolkit, which will include a user-friendly individualised and anonymised dashboard for identifying areas of best practice and potential areas for improvement. The ASG clusters might wish to explore a school-helping-school arrangement to share best practices and improve target areas. This could be achieved through a series of Continuous Professional Development workshops tailored for the users, and reports disseminated to educational stakeholders.

A combination of this data and stakeholder engagement will provide policymakers with new evidence to guide schools in improving performance, impacting all local schools and improving attainment and performance outcomes within Scottish education. For policymakers, the DEA provides a robust tool for evaluating the impact of educational policies and funding decisions. By understanding which schools use resources most efficiently, policymakers can replicate these models on a broader scale, driving system-wide improvements.

Promoting equity and inclusion through effective partnerships with schools

Saleh Alolayani

University of Glasgow, Saudi Arabia

Research aim: This study explores the role of school leadership in developing school-family partnership, focusing on the perspectives of parents and school leaders in Saudi Arabia. It investigates the role of head teachers in elementary boys' schools in Dammam City in fostering these partnerships and addresses challenges faced in both national and international contexts.

Theoretical framework: The study is grounded in theories of collaborative engagement and educational leadership, highlighting the role of school leadership in coordinating efforts and setting a unified vision for effective school-family partnerships. It also considers the socio-cultural dynamics influencing these partnerships in the Saudi Arabian context.

Methods: A qualitative methodology was employed, involving semi-structured individual interviews with nine head teachers and four focus group discussions with 14 fathers in Dammam City, Eastern Region, Saudi Arabia. Inductive thematic analysis was used to examine the data, identifying key themes related to the challenges and successes of school-family partnerships.

Findings: The findings reveal that both families and school leaders recognise the value of school-family partnerships for enhancing children's educational experiences. However, head teachers face challenges such as limited authority, high centralisation of the education system, and insufficient training in fostering these partnerships. Meanwhile, fathers encounter obstacles including time constraints, a lack of home-teaching experience, and work commitments.

Relevance to the conference theme and specific strand: This study is relevant to the conference themes of "Promoting equity and inclusion through effective partnerships with schools" and "Characteristics of quality teaching." It offers insights into the challenges and opportunities of school-family partnerships, emphasising the importance of tailored strategies to enhance these partnerships and the crucial role of school leadership. The findings contribute to ongoing discussions on equitable and inclusive education practices, aligning with global efforts to strengthen school-community relations.

"It takes a village to raise a child": Overcoming the hidden inequity of rurality

Scott Duncan

University of Glasgow

Research Aim: This research sought to investigate the hidden inequity of rurality in the context of a small rural secondary school in Scotland, using situational analysis as a tool to examine key factors contributing to inequality.

Theoretical Framework: Given my position as Headteacher of the school to be examined, it was crucial to acknowledge my position and experience and their influence in the research. By adopting an auto-ethnographical approach, the study was conducted whilst acknowledging my own positionality in the process. As Wall (2006) states, this positionality allows for a high degree of personalisation, drawing on an individual's experience to understand an issue.

This self-directed lens of study enabled a factual in-context analysis to understand the wider issues of how measures to combat inequity can perpetuate inequity.

Methods: Situational analysis can be used to problematise and understand the complexity within unique contexts. Given the multifaceted and complex issues facing the school, an approach to situational analysis was needed that allowed for problematisation of all factors impacting inequity. The Political, Economic, Sociological, Technological, Legal and Environmental (PESTLE) model (CIPD, 2024) of situational analysis provided such a framework.

The resultant situational analysis presented a number of significant areas for further focus and discussion.

Findings: The study highlighted the many interlinked and often cyclical issues facing a small rural secondary school, including systemic and structural factors and how measures used to remove inequality are often not applicable to the rural context, resulting in challenges for school leadership.

Relevance to the Conference theme and specific Strand: This study highlights that curriculum design is a challenge in the rural sector where economies of scale cannot be achieved and constraints often result in equitable offer for learners, thus necessitating schools needing to develop partnerships to bridge the gap in provision.

The knowledge of African-based religions as a paradigm to holomotricity: An innovation process to Be-Movement

Maurício Teodoro de Souza, Luiz Sanches Neto, Henrique Cunha Júnior
Federal University of Ceará, Brazil, Brazil

The development of the conceptual and theoretical proposition of *holomotricity* (Souza & Sanches Neto, 2024) recognised human bodily practices as energy flows and conceived the *Be-Movement* as a manifestation of universal totality based on African ontology (*Olodumare*). The innovative concept undertaken aligned with the concepts of *holomovement* — participatory thought (Bohm, 2008), and spirituality (Krishnamurti & Bohm, 1995). Despite the recognition of the conceptual relevance for the constitution of this proposition, the predominance of Asian postulates used in the approximation of these concepts with holistic approaches to address universal unity must be highlighted. This fact reinforces an occidental model of knowledge construction, also present in the academic-scientific field, which perpetuates traces of social injustice. In African philosophies and traditional Afro-descendant cultures, the human being is an integral being, and the mind, spirit, soul, and physical body are an integral part of vital energy connected with the environment. African societies understand that a person is only a person provided he or she is a member of the community, family, and clan with ancestors, plants, and animals (Mbiti, 1969), unifying external and internal times. Thus, this research seeks to re-elevate *Be-Movement* by performing a rupture to occidental values or views, retreat to the ancestry of African-based religions, and rectifying the hegemonic use of Asian perspectives. The collaborative task here is to understand the knowledge of African religions regarding the cyclical view of time and life as the paradigm basis for the interconnection between *Be-Movement*, ancestral spirits, and the cosmos, recognising the presence of ancestral spirits in all aspects of life. The re-elevation of this wisdom is essential to reconnect human consciousness with ancestral knowledge to contribute to human harmony and balance. The reconnection with the universal flow can then occur through *Be-Movement*, conscious of the ancestry of African-based religions regarding life, spirituality, and the cosmos.

Self-study of technology integration and teacher presence in a complex graduate course context

Jamie Laura Harrison
Auburn University, USA

Teacher educators are challenged to provide quality learning experiences for future teachers within a rapidly shifting technological landscape. Newly embraced online teaching platforms, emerging technologies, and artificial intelligence forge new frontiers yet spawn dilemmas and opportunities for innovation. What are the characteristics of quality teaching with technology? Decades of self-study research of teacher education practice and pedagogy exist and stem from fields of reflective practice, action research, and practitioner research (Pithouse-Morgan, 2022). The purpose of this self-study is to explore my own use of technology to support teaching and learning in a graduate ESOL teacher education program. My primary research question is: In what ways have I integrated technology over the span of 12 years in a course that includes Non-Native Speakers of English? My secondary question is: In what ways is my teaching presence influenced by technology? I used the Substitution, Augmentation, Modification, Redefinition (SAMR) Model (Puentedura, 2013) of technology integration and the Technological, Pedagogical, and Content Knowledge (TPACK) Model (Mishra & Koehler, 2006) to evaluate my use of technology and pedagogical choices in one specific graduate course taught over a 12-year time span. Presence Theory (Lowenthal & Parscal, 2008) comprised of instructor connections to self, students, and subject matter (Pawan, 2016) further informs this study to explore the ways presence was established in a complex teaching dynamic characterized by: integration of both distance and on-campus sections, enrollment of native English speakers and non-native English speakers, and teaching certification requirements for some and not for others. Data analysis of course syllabi, course Canvas platforms, and assignments will shed light on the level and kind of technology use and integration and make connections between these levels, beliefs about technology, learning, and teaching, and growth in presence over time.

Introducing theoretical constructs to Biology teacher students to develop quality reflection for and on teaching

Jessica Inger-Maria Sundman
Åbo Akademi University, Finland

The aim of the research is to study how content representation (CoRe) and big ideas can be used as reflective tools for and on teaching in a didactical course for biology teacher students in Finland. CoRe was developed as a tool

for capturing and documenting pedagogical content knowledge and has been used in different teacher education contexts to develop teaching skills. In this study, it was introduced in the final course of a teacher education program and used by the students with the intent to increase the quality of reflection for and on teaching. CoRe was used in the lesson planning stage as well as a basis for written reflections on their teaching in classrooms. The study was conducted using a self-study approach, in which the researcher investigated her own teacher education practice. Empirical material was collected during spring 2024 and consisted of reflection assignments and interviews with three teacher students as primary data sources, and lesson plans as a secondary data source. Another round of data collection will be repeated in spring 2025 with a new group of students. The preliminary findings and insights are that teacher students find both CoRe and big ideas helpful when reflecting for and on teaching by helping the students structure lessons and content. It challenged the students to think deeper about how they structured the lesson and how it should be conducted. Careful reflection during the planning phase also led to deeper discussions with supervisors. The study is about developing quality teacher education and quality teaching by teacher students by combining theory with teaching activities. As the study is conducted in the researcher's own practice, the theme fits into the S-STEP strand.

Experiential and inquiry-based learning approaches; correlated exploration on usage in selected secondary schools in Bugiri District, Eastern Uganda

Charles Muweesi

Busitema University, Uganda

This study intended to investigate the effectiveness of experiential and inquiry-based learning approaches in secondary schools around Bugiri District in Eastern Uganda, with a focus on whether inquiry-based teaching techniques were being used to support student learning based on evidence-based experiential education, as well as challenges encountered when utilising these methods. This narrative cross-sectional survey study employed a qualitative approach using interview responses attained from key informants. Findings indicate that through an inquiry-based approach, students are urged to study the subject, ask questions, and exchange ideas rather than have the teacher dictate what they should know. In inquiry-based learning, small-group discussions, guided learning, projects, and hands-on investigation take precedence over lessons. In addition, teachers are typically better at spotting errors in students' work than they are in their own. It is crucial to ensure students' learning by giving them high-quality information. Some children learn best by looking at visuals, others by listening and some by reading and writing. Teachers should promote "learning by doing" and also take the lead and create a forum where students can express their opinions and experiences.

Innovation-driven quality enhancement: A study on normal students' cognition and involvement in innovation and entrepreneurship education

Xu Liu, Jiaoyang Du

Centre for Teacher Education Research, Beijing Normal University, Beijing, 100875, China

Research aim: As crucial reservoirs for fostering innovative teachers and catalysts for promoting regional educational equity in China, establishing a pre-service teacher education system with indigenous characteristics and world-class standards has emerged as a pivotal support for ensuring educational quality. This study aims to facilitate a comprehensive "scan" of normal students' cognition and behaviours towards innovation and entrepreneurship education (IEE), thereby fostering high-quality and equitable teacher resources.

Theoretical framework: Drawing upon pragmatism methodology and pivotal theories such as creativity and self-concept, the research instruments were scientifically developed through theoretical exploration and expert consultation.

Methods: Employing a mixed-methods paradigm, this study surveyed 1003 normal students from six universities across eastern, central, and western China using questionnaires and conducted semi-structured interviews with 20 normal students.

Findings: 1. Normal students exhibited an imbalanced cognition towards IEE, characterised by a "high external, low internal" disparity. 2. Motivated by "interest-utilitarian" incentives and "cooperative-competitive" approaches, four distinct participation patterns in IEE emerged among normal students. 3. School support and perceived barriers to participation significantly influenced normal students' cognition and involvement in IEE.

Relevance to the Conference theme and specific strand: This study aligns closely with the sub-theme of "Equity and Inclusion in Teacher Education." By examining the cognition and participation in IEE among mainland Chinese normal students, it underscores the significance of nurturing pre-service teachers' innovativeness, which

in turn enriches student learning experiences, fosters creativity, and reinforces the role of quality teacher resources in promoting social justice and regional educational equity.

Creating equitable classroom communities: Teaching practices for authentic inclusion

Erin Mae Reid¹, Charlotte Brenner², Dawn Burleigh²

¹St. Mary's University, Calgary, Alberta, Canada; ²University of Lethbridge, Canada

This presentation introduces strategies and conceptualisations to help teachers create physical, social, and academic space within their classrooms for students to connect to curricular content and their peers. Through the lens of Self-Determination Theory, Charlotte will provide an overview of how self-regulated learning aligns with the promotion of inclusive teaching practices across the curriculum. Erin will introduce her work with preservice teachers to outline how teaching strategies grounded in care and empathy can help educators create classrooms for genuine inclusion.

Charlotte's views the practices associated with SRL through the lens of Self-Determination Theory. It is from this position that she advocates for the use of SRL within classroom settings as a means of supporting all students to actively and meaningfully engage in academic and social tasks. Charlotte's research is based on her dissertation examining teacher candidates' implementation of self-regulated learning practices and her ongoing interest in teacher candidates' sense of authenticity. To this end, she draws upon multiple case studies analysed through thematic analysis to present ways teachers can implement self-regulated learning to create an inclusive, motivating environment within their classrooms.

Erin's research engages notions of care ethics, radical empathy, and socially just care to argue for the centrality of compassion as a tool for equity. Her work employs participatory action methodology combined with a normative case study approach to investigate how preservice teachers develop inclusive pedagogical strategies that lead to greater classroom equity.

Together, our research demonstrates how small changes in our pedagogical approach can have a large impact on students' engagement with curricular content, thus ensuring a classroom that is authentically inclusive and equitable.

This presentation aligns with the overarching theme of "*Quality Teaching for a more Equitable world*," and with the sub-themes of *equity and inclusion in teacher education*, as well as *research on equitable teaching practices*.

Bringing together social justice and sustainability: A constructivist approach in Biology Teacher Education course

Vânia Galindo Massabni

São Paulo University, Brazil

Teacher preparation in teacher education courses requires theory, principles, and strategies during the process of professional development; therefore, it seems necessary to understand ways to improve the construction process during training courses and classes targeted at practicum. Biology teacher training courses are expected to include sustainability and social justice as a preservice knowledge construct in university classes and internship guidelines. It is necessary to investigate how to support planning classes in practicum to propose. The research is based on elements of Piaget's constructivist theory to teach, focused on the learning process for becoming a teacher. The aim is to analyse how some elements of the constructivist approach support an elaboration and are expressed in classes of my subjects in the Biology Teacher Education course and student teachers, as a strategy for critical thinking about social justice and sustainability. As a professor, two subjects are my responsibility: Teaching Methods contextualising sustainability in terms of social justice, or one of these themes, depending on the class. Methodology: Elements of constructivism were the background of the university classes in the Biology Teacher Education course. Topics such global warming, waste generation, causes, impacts in poor population, and others were included, in addition to constructivist approach (as evolution of children thinking).

Narratives and documents of planning classes were collected. Results: In classes, student teachers need to think and change ideas for strategies to organise the class, considering constructivist theory and principles, acknowledging that the theory is not directly applied to classes or teaching methods. During the planning, the student repaired the plane twice by themselves after the supervisor's suggestion and read all the instructions individually. Student teachers gave the lessons at school and then wrote narratives, which show gradations of approach to the constructivist way of thinking in classes. Traditionally, they were present for half of them.

A sociolinguistic investigation of code-switching practices of esl students outside efl classrooms

Shehroz Mukhtar

University of Sialkot, Punjab, Pakistan

Code-switching is a common phenomenon that is generally observed in multilingual communities across the globe. A critical look at code-switching literature reveals that code-switching has mostly been studied in classrooms in learning and teaching contexts. In contrast, the least explored is code-switching outside the classroom in settings such as cafés, hostels, and so on. The current research investigated the reasons for code-switching in the interactive practices of students and their perceptions regarding the same outside the classroom settings. This paper is a study of the common practice in the Universities of Sialkot, where bilinguals mix two languages when they speak in different classroom situations. In Pakistani classrooms where multilingualism is abundant, i.e., they can speak two or more languages simultaneously, and code-switching or language combination is very common. The teachers of Sialkot switch from one language to another consciously or unconsciously while teaching English in the classrooms. This phenomenon has not been explored in Sialkot's teaching context. In Sialkot, private educational institutes do not encourage code-switching, whereas the public or government institutes use it frequently. The crux of this research is to investigate and identify the importance of code-switching by considering its users. The survey research method and questionnaire will be used to get exact data from teachers and students. We will highlight the functions and importance of code-switching in foreign language classrooms in Sialkot and explore why this trend is emerging.

Keynote Speech

Time: Thursday, 03/July/2025: 10:30am - 11:50am · *Location:* JMS 438

Equitable quality professional learning for equitable quality teaching: Uncovering tensions and surfacing possibilities

Aileen Kennedy

University of Glasgow, UK

The focus of the 2025 ISATT conference – the pursuit of equitable quality teaching – is undeniably important. Nations and states across the globe are consumed by attempts to ensure that their young people are given equitable access to high-quality education. Yet, such equitable quality education can only happen if there are sufficient high-quality teachers, capable of providing equitable quality learning for young people. So, while we (rightly) focus on the need for quality, equitable teaching for young people, we must also foreground the importance of equitable, quality professional learning for teachers. This talk will focus on the challenges to that aspiration and the need to problematise the ways in which we understand and support teacher professional learning. Specifically, it will call for a shift in the narrative, challenging the idea that professional learning for teachers is first and foremost a lever for improving student outcomes, instead arguing that repositioning teachers at the centre of their own professional learning might allow for more transformative possibilities.

Session 8.1: International Contexts and Sustainability

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 430-

Session Chair: Patricia Murray, University College Cork, Ireland

Session Chair: Samira Hasanzade, University of Glasgow, UK

Teaching peace and reconciliation through art among refugee and internally displaced children and those affected by conflicts in the context of Azerbaijan

Samira Hasanzade

University of Glasgow, UK

The study explores the integration of art tools into peacebuilding education, emphasising its potential to transform teaching methods within the context of conflict resolution and social justice. Grounded in foundational theories, such as Johan Galtung's "positive peace," this study will evaluate the role of visual, performing arts, and other

creative tools as pedagogical tools that transcend linguistic and cultural barriers, fostering emotional healing and promoting constructive dialogue (Galtung, 1969).

The research looks to identify effective creative artistic tools for teaching concepts of peace and reconciliation to refugee and internally displaced children, as well as those affected by conflict in the context of Azerbaijan. The project will utilise an art-based intervention approach alongside participatory action research (PAR) methods, which incorporate some creative methods like zine books, theatrical techniques, and sculpting, to uncover students' understanding of peace and reconciliation. The aim is to overcome language barriers and cultural misunderstandings, which can often lead to conflicts. By observing how children convey empathy and emotions non-verbally, the study seeks to explore alternative pathways to understanding and reconciliation. By employing creative co-creation methods, participants will take on the role of active creators rather than mere interviewees, allowing them to choose the topics they wish to explore and share while controlling the depth of their involvement.

This research will help to leverage innovative approaches to address social justice and promote equity and inclusion through effective partnerships. By offering insights into the potential of art-based peacebuilding education, it will contribute to the ongoing dialogue on reconciling tensions in education and fostering global citizenship. The study can help educators and policymakers advance peace through innovative and inclusive educational practices.

Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167-191. <https://doi.org/10.1177/002234336900600301>

The marvels and mayhem of multi-grade! An exploration of stakeholders' experiences of key benefits and challenges of multi-grade teaching and learning in one Irish primary school

Patricia Murray

University College Cork, Ireland

The aim of this study is to explore stakeholders' experiences of key benefits and challenges of multi-grade teaching and learning in one Irish primary school. The stakeholders included in this study are teachers, students, and parents/guardians. This qualitative study focused on gathering teachers' (n=4) perspectives through semi-structured interviews, garnering students' (n=16) experiences in interactive workshops and collecting parental (n=13) perceptions via an online anonymous questionnaire. Data was analysed using thematic analysis (Braun and Clarke, 2006). Findings displayed both benefits and challenges to multi-grade teaching and learning. Benefits included educational benefits, social benefits and pedagogical benefits. Challenges were, namely, organisational challenges, behavioural challenges, time challenges, and emotional challenges. The subsequent discussion of these themes allowed for recommendations for future research and reflection on the wider implications of the results in terms of policy and practice. This study aligns with the 21st ISATT Biennial Conference theme of 'Quality Teaching for a More Equitable World,' with particular significance to the subtheme of research on equitable teaching practices. This study explores the world of multi-grade classrooms, an everyday reality for many children, beyond the single-stream classroom (Mulryan-Kyne, 2004). Multi-grade education is a ubiquitous delivery of education, and there remains a lack of awareness of it, and it is underexamined in modern-day educational research (Kalendar and Erdem, 2021).

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The “Green Wave Project” and its innovative pedagogical-didactic model for sustainability skills development in VET higher education

Loredana Perla¹, Alessia Scarinci², Anna Daniela Savino³

¹Università degli studi di Bari, Italy; ²Università degli studi di Bari, Italy; ³Unimercuratorum, Italy

The Erasmus+ “Constructing a Green Wave in VET – A New SDG Perspective” project aligns with the priorities of the new Erasmus+ program for environmental sustainability and UN objective 4.7, which aims to guarantee that all students acquire the knowledge and skills which are necessary to promote sustainable development as well as global citizenship. This contribution focuses on some results of the project; focusing on how the 17 Sustainable Development Goals (SDGs) can be implemented in construction and education sector, University of Bari, in particular, had the commitment to elaborate a Pedagogical-didactic Model (PDM) to encompass Sustainability in Vet schools’ curriculum: as final output of the project, the creation of a common PDM across the European countries involved in the project, had the aims to explore and improve the integration of sustainable education in Professional and Technical Training (VET) contexts linking this need to the development of inner competencies of students: so the PDM bases its innovative character on one hand, stimulating the development of inner and critical skills, but also creative skills which are necessary to face the new challenges of sustainability, always placing students at the centre of learning process; on the other hand, it offers an innovative teaching-model for teachers, aimed not only at the creation of new contents relating to sustainability but also at the development, in a metacognitive sense, of the pre-conditions that allow us to think and build sustainability, for both poles of the educational relationship, students and teachers. In this model, the Inner Development Goals (IDGs) on one hand, the head-hands-heart framework on the other hand, are therefore addressed and developed, intended precisely as structural pre-conditions that further allow the development of the skills of the Sustainable Development Goals.

Session 8.2: S-STEP Studies

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 507

Session Chair: Miyuki Okamura, Hiroshima University, Japan

Navigating faculty identities in instructional decision-making: When service takes a front seat

Nance S Wilson¹, Tierney Hinman²

¹SUNY Cortland, USA; ²Auburn University, USA

Prevailing notions of scholarship in the academy position the work of faculty within the three general categories of teaching, research, and service. In terms of promotion and tenure across the ranks of assistant to full professorship, a cohesive agenda that links faculty research and teaching is expected, particularly in teacher education, where research and teaching are co-constitutive. However, service is often an additional requirement that carries little weight in faculty evaluations. What faculty members do for service is often marginalised within the traditional power structures of the institution and, thus, faculty receive few resources (e.g., funding, mentoring) that support development in service positions. This exclusion is particularly problematic for faculty engaged in service that centres their social identities. This self-study, conducted jointly with a critical friend, draws on social identity theory and the Archaeology of the Self to examine one faculty member’s experiences navigating the tensions between her social identities and expected academic identities in relation to service work. Findings unpack how the specific context of the academy shaped how the focal faculty member worked to reconcile tensions between social and academic identities, and in relation to the degree to which those identities were visible and/or invisible in service work. As a faculty member who centred the social identities of students in teaching, this reconciliation led to a (re)imagining of instructional practices supporting preservice teachers’ thinking about the relationship between their identities and instructional decision-making. Understanding how social identities visible in faculty work beyond teaching and research shape faculty agendas can more fully acknowledge and value who faculty are in relation to their whole selves, thus contributing to the construction of a new social contract in education that (re)envision how faculty identities shape teaching practices within academic institutions.

Partnership in collaborative action research for inclusive development in an Icelandic school: Interplay of internal dynamics and external impulses

Ruth Jörgensdóttir Rauterberg
University of Iceland, Iceland

This study explores a school-based participatory action research (PAR) project in Iceland aimed at fostering transformative change towards equity and inclusion. The project was conducted in a collaborative partnership between the school community and university researchers, who assumed the role of facilitators. The research was built on the active collaboration of children and adults, emphasising children's active participation and involvement in the process. The external facilitators critically examined their role and influence as well as the relationships they formed with the school community through various activities with children, school personnel, and administrators during the project. The data for this study were drawn from the facilitators' research journals and reflective dialogue between facilitators and participants.

Findings indicate that the external facilitators provided valuable impulses for internal development, helping to ignite and guide the school's transformation processes. Simultaneously, facilitators gained deep insights into the school's internal workings, enhancing their understanding of inclusion and democratic practices. The research revealed supportive factors for inclusion and equity embedded in the school's culture, policies, and practices, such as a strong sense of community, supportive leadership, flexible practices, and inclusive policies, which were further strengthened as children and adults actively identified and enhanced them.

The study highlights the essential role of collaborative partnerships between external researchers and school communities in driving inclusive school development. By integrating external expertise with internal knowledge and experiences, the research demonstrates how such dynamic collaborations can effectively support schools in achieving their inclusion goals. This project underscores the importance of fostering equity and inclusion through collaborative, participatory, action-oriented research, emphasising the mutual benefits of partnerships for transformative educational change.

**Exploring teacher educators' knowledge to support students' professional teacher identity formation –
Doing self-study of my supervision by supporting students' self-study**

Miyuki Okamura
Hiroshima University, Japan

To offer quality teaching, teachers need specialised knowledge about sensing the effectiveness of their teaching in specific contexts, as well as the ability to improve it independently. This implies that prospective teachers should learn to establish personal criteria for effective teaching in various settings—differing from class to class, and from student to student—while being motivated to engage in lifelong learning throughout their professional careers, beginning during their pre-service training.

This type of knowledge is not something that can be simply taught; rather, it is constructed by students through reflection on their studies and practicum at university, and integrating these learnings and experiences within themselves. Two major challenges arise in this process. The first is theoretical: it involves clarifying the nature of knowledge that can adapt appropriately to individual contexts. While this may resemble wisdom, existing research suggests that professional wisdom is not attainable by everyone. Therefore, a "middle-range" wisdom, which provides adaptable knowledge suited to specific contexts, should be explored. The second practical challenge concerns understanding how prospective teachers develop such knowledge and how teacher educators can facilitate this development.

To address these challenges, this study employs a self-study approach, in which the researcher supports a student teacher conducting action research on his own process of professional identity formation through his practicum as a mathematics teacher at a junior high school. Although the researcher is his supervisor at the professional development school of Hiroshima University in Japan, she also acts as a critical friend in guiding his action research, while receiving advice from colleagues who serve as her critical friends in mathematics. The research takes place from April 2024 to February 2026, corresponding with the student teacher's action research, and intermediate findings will be presented at the conference in July 2025.

Negotiating boundaries: A critical appreciative inquiry self-study examining equity-driven collaborations in TESOL teacher education

Dawn Bagwell, Carlos E. Lavín
College of Charleston, USA

In this self-study, we employed a critical appreciative inquiry process in teacher education to examine the creation of a research-practice partnership (RPP) with the purpose of increasing mainstream classroom teachers' sense of preparedness to support a growing number of multilingual learners and their families. We focused on constructive and deconstructive forms of inquiry to reflect on our learning as teacher educators at the boundaries of research and practice within an RPP that centred the strengths and assets of educators, students, and families from diverse cultural and linguistic backgrounds (Ridley-Duff & Duncan, 2015). RPPs have the potential to further university-school collaborations by creating hybrid spaces to support teacher development when incorporated in teacher education (Sato & Loewen, 2022). In this self-study, we explored how teacher educators negotiated tensions between their beliefs, values, pedagogical practices, and the demands *on* and *of* their school-based partners. By reflecting on our data through a critical appreciative lens (e.g., teacher educator reflections, ongoing dialogues with the school-based team, planning for and debriefing of teacher professional learning), we cultivated a deeper understanding of culturally and linguistically responsive practices as they apply to both teacher education and PK-12 instruction in the United States. Focusing on learning at the intersection of research and practice for teacher educators (Farrell et al., 2022), we demonstrate how RPPs can disrupt dominant narratives that a) often portray teachers as passive recipients of external expert knowledge and b) vilify the values and cultures of students and families from diverse cultural and linguistic backgrounds given the deficient-based perspectives they tend to promote. This study underscores the importance for teacher education institutions, as communities of practice, to acknowledge the critical acts and tensions that must be negotiated in order to truly centre the collective experiences and varying expertise of their members when establishing research-practice partnerships.

Session 8.3: Case Studies & Action Research

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 607

Session Chair: Michael James Horne, The Hamilton and Alexandra College, Australia

Session Chair: Anne Marie Chudleigh, University of Toronto, Canada

Lessons from action research in Australian independent secondary schools

Michael Horne
The Hamilton and Alexandra College, Australia

Action research (AR) is commonly used in Australian independent schools as a structure for professional learning, with benefits stated as enhanced collaboration, greater understanding of students' needs, and evaluation of interventions. This paper outlines the findings of a doctoral study through the University of Melbourne, which sought to understand teacher-researchers' experiences of undertaking AR projects in independent secondary schools. The study took a pragmatist standpoint as it sought to answer questions about practical, school-based usefulness. The study's pragmatist standpoint informed "research design choices which cut across qualitative-quantitative divides" (Foster, 2024, p. 4). Using a sequential exploratory mixed methods approach, the study used semi-structured interviews and a survey, with "collection and analysis of qualitative data followed by the collection and analysis of quantitative data" (Terrell, 2012, p. 264). The study delivered 10 key findings, including that:

- teacher-researchers expressed concern about gathering and interpreting reliable student data
- AR projects must be seen to have support from school leadership
- AR was seen as a mechanism for social support from colleagues and for collaborative construction of knowledge
- AR projects were considered more successful when they were small and focused
- AR was seen as a mechanism for identifying and working towards teacher practice goals
- improved student learning was not considered a direct outcome of AR.

The findings speak to conference themes of 'Characteristics of quality teaching' in considering AR as a mechanism for professional learning, and 'Equity and inclusion in teacher education' in the resounding finding that teachers see AR as a mechanism for social support and collaborative construction of knowledge. This paper considers these

findings and their contribution to the literature about action research in schools. Although the study considered the experience of Australian teacher-researchers, the findings are broadly relevant in other international contexts with similar independent school structures and professional learning approaches.

Embodiment in higher education: A cross-cultural case study of theatre of the oppressed in academia

Francesca Aloï

University of Bologna, Universidad Complutense de Madrid

This study explores the impact of the long-standing divide between mind and body in higher education. Given a traditional dearth of body-centred curricula in universities, the thesis analyses how Theatre of the Oppressed (TO)—a collection of techniques first developed by Brazilian artist Augusto Boal—can be a useful methodology for implementing embodied education in universities and colleges. Such embodiment is crucial if we want to adequately address diverse ways of learning while favouring a holistic pedagogical experience for university students, thereby stimulating genuinely transformative education.

The research, which arises from a PhD co-tutorship at the University of Bologna and Universidad Complutense de Madrid, involved analysing the implementation of TO in seven different contexts, as part of workshops from various disciplines and across three universities in Italy and Spain. Through analysis of the fieldwork, this cross-cultural case study finds that TO can be used as an embodied critical-pedagogical strategy to support anti-oppressive, socially just, and emotionally attentive higher education practices.

Informed by Freire's critical pedagogy, this research concludes that it is necessary to re-evaluate the role of the body in university education and that universities should operate as spaces for students to practice active engagement in a democratic society. The findings suggest how—when incorporated into broader university curricula—TO could be a valuable approach for re-establishing a perception of the body and mind as mutually constitutive entities, fostering teaching practices that cultivate what writer Eduardo Galeano refers to with the term “sentipensante,” the ability to act without separating mind and body or reason and emotion.

Exploring the development and experience of an embodied case study learning design to promote ethical, reflexive practice in teacher education

Michelle Lui, Leslie Stewart Rose, Anne Marie Chudleigh, Tina Ta, Kathryn Broad

University of Toronto, Canada

We describe an embodied multimedia normative case study on ethical reasoning used in an educational ethics and law graduate teacher education course, as well as the processes and experiences of an interdisciplinary design team of educators. In the case study, teacher-candidates (TC) explore the case, examine the situation from multiple stakeholders' perspectives, reflect on their values, consider and make decisions, connect their choices to their personal and professional identity, and ponder the dynamics and interacting levels of the decisions that stakeholders make. TCs engage with critical discourse and re-reflect upon their values.

This study examines the multi-media collaborative nature of the case study. The content of the written adapted script was translated into spatially oriented representation maps in order to establish a common visual language and represent the embodiment of multimedia content in the active learning space. Maps, copy decks, and other collaborative design strategies are discussed. The initial pilot study will be formatively and summatively evaluated in Fall 2024 to assess TCs' learning experience, growth in ethical reasoning, and professional identity development. Insights from our first cycle and reflections on feasibility and fidelity for future iterations will be shared.

Additionally, we are studying the processes of innovation in curricular design. Conceptualised as a multi-year iterative study, our co-design process is examined through meeting transcripts, reflective entries, and design artefacts to capture the complexities of developing curricular innovations. Our initial findings emphasise the impact of the interdisciplinary nature of the team, each of whom brings different disciplinary expertise within education and working from different positions: faculty, administrator, and graduate student. We note the emotional tone in which the team worked and find the importance of curiosity, wonder, trust, struggle, and creative explorations brought to our inquiry stance that supported the critical and ethical work of this innovation.

Session 8.5: S-STEP Studies

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 639*
Session Chair: Angela F Pack, HCCC, USA

Art-based methods as the missing component of quality teaching: Self-study of four teacher educators

Edda Óskarsdóttir¹, Karen Rut Gísladóttir¹, Ívar Rafn Jónsson², Ásta Möller Sivertsen¹

¹University of Iceland, Iceland; ²University of Akureyri, Iceland

Teacher education plays an important role in preparing teachers for active participation in knowledge generation for their profession. In developing quality education within teacher education, we draw on art-based methods to create humanising and dialogic spaces that encourage students to pursue their own lines of inquiry in our course on action research.

We are a team of four teacher educators at the University of Iceland infusing art-based methods in an action research course to enrich the learning experience of students, emphasising empowerment and creativity to reveal dynamic patterns, and encourage the co-construction of students' living educational theories.

The purpose of the study is to examine how we, as educators, empower students to theorise their practice. The aim of the study is to explore how art-based methods in different modules of our course encourage students to co-construct their living educational theories.

Data were collected through the spring semester 2023 (from January through May) and include students' art-based artefacts, research report and self-reflection on their research process, ticket out of the classroom, our research journals and recordings of preparation and analytical meetings.

The findings indicate that applying art-based methods disrupts students' presumptions about research. It increases students' awareness of their potential as researchers and facilitates new and often deeper and unexpected perspectives on the value of researching their own practice. We argue that using self-study to explore living moments within our practice, we identify how art-based methods allow students to develop the professional courage to articulate and reposition themselves towards knowledge generation.

This research project is relevant to the conference theme and specific strand - characteristics of quality teaching. It informs how using art-based methods as a pedagogy creates a structure for providing students with opportunities for developing their living educational theories. Thus, adds a piece to the puzzle of what qualifies as quality teaching.

The Non-Place of NEABI at the Federal Institute of Ceará: (Auto)Biographical writings of a physical education teacher-researcher

Paulo Tiago Oliveira Alves¹, Luciana Venancio², Luiz Sanches Neto³, Simone Silva Rodrigues⁴

¹Universidade Regional do Cariri, Brazil; ²Universidade Federal do Ceará, Brazil; ³Universidade Federal do Ceará, Brazil; ⁴Universidade Cidade de São Paulo, Brazil

The Centres for Afro-Brazilian and Indigenous Studies have proven to be central in federal education institutes. They hold the responsibility of systematising knowledge that contributes to the promotion of racial equity and education for ethnic-racial relations, with the perspective of overcoming racism, and consolidating citizenship. The objective of this work was to share educational experiences, highlighting the context of coordinating the centre at IFCE. Methodologically, we based our approach on two fields of biographical research: the (auto)biographical narrative, which allows the subject, through multiple languages, to establish meaning with their own existence; and "escrivência" (writing life) in which each trajectory carries the community and ancestral history (Evaristo, 2008). An educational experience of a black teacher-researcher who coordinated the centre from 2019 to 2021 was narrated.

Regarding the theoretical framework, in his experiences, the teacher explains the view on how whiteness produces epistemicide (Carneiro, 2005) through daily demeaning discourses about the knowledge originating from black populations. The teacher narrates the silencing posture of non-black teachers against other black colleagues, aligning with hooks (2017) in highlighting the complicity among oppressors, reinforcing the narcissistic pact of whiteness (Bento, 2002). In the presentation and discussion of the results, we align with Ferreira and Coelho (2019) on strengthening affirmative action policies to increase the number of research projects focused on the theme. Through these projects, it becomes possible to disseminate experiences while contributing to the production of scientific knowledge. However, even after the teacher cited one of the reports developed by the IFCE extension pro-rectory, which points out the need for more than one pro-rectory to collaborate for the work

to be truly significant, silence remains the policy that prevails among those who hold key positions in the institution. As final considerations, the teacher's narrative dialogues with Carneiro (2023) about the device of raciality.

Towards quality of doctoral supervision: Responsive professional learning Community

Hafðís Guðjónsdóttir, Svanborg Rannveig Jónsdóttir
University of Iceland, Iceland

Doctoral studies play a major role in preparing for academic work, and in the process, certain factors can be crucial for the study to be successful, such as participation in a learning community. The purpose of this study was to respond to the challenges and loneliness of PhD students and investigate how a professional learning community (PLC) can counteract scaffolding in their learning. The aim was to map aspects of a PLC of PhD students. The research question was: What characterises the process of creating a collaborative supervision community for a group of PhD students?

Doctoral students face various challenges in their studies and have reported that their experience is not good if the structure or professionalism in supervision is weak. A learning community approach affords interactions of different knowledge and skills, collaboration and influences the development of academic identities.

We, two PhD supervisors in education, applied the methodology of self-study of educational practices. Data collection included recordings from PLC meetings, TOCs (Tickets Out of Class) and our critical reflection. Data analysis was ongoing as we responded to our interpretation planning for each meeting. Responding to the lack of structure of doctoral supervision, we organised a learning community in 2021. The PLC meetings occurred once a month online. The process of developing the PLC has been an adaptable and creative journey, as we have adjusted and responded to what participants share in TOCS. Benefits of working in the PhD learning community have emerged, with doctoral students of different nationalities and cultures, focusing on different topics, applying versatile research approaches, adding complexity and depth to the understanding of issues in education.

The study presents potential ways of increasing quality in doctoral supervision and how the collaboration of supervisors and doctoral students can help to create a constructive framework of trust and support.

Trauma-informed teaching: A self-study

Angela F Pack
HCCC, USA

Research Aim: Trauma-informed teaching is an essential component of preparing preservice teachers' education. Trauma-informed teaching requires teacher-educator vulnerability. This study sought to investigate the following question: How can a teacher educator work to create a safe space for students to unpack trauma?

Theoretical Framework: A trauma-informed curriculum supports preservice teachers' educational development (Perfect et al., 2016). Teacher educators need to work to create spaces where preservice teachers are supported and facilitated.

Methods: This self-study was conducted in a Guiding the Young Child's Behaviour class with four undergraduate preservice teachers and me, a teacher educator. I role-modelled and supported students in class as they unpacked emotional memories and centred guidance strategies. Data included the teacher educator's field notes and journal, as well as correspondence with a critical friend. Data was coded using the constant comparative method of analysis (Merriam, 2009).

Findings: This study found that the process of supporting preservice teachers as they unpacked childhood trauma was filled with barriers. I found that I struggled with role-modelling trauma and balancing my identities. In my journal, I wrote, "It is hard to share the painful memories of my childhood. It brings back painful feelings I am not ready for" (Journal, Fall 2023).

I processed my feelings by receiving support from a critical friend. She wrote, "You only need to share enough to get them started. You can then focus on listening and asking questions. You cannot centre yourself or your identities. (Correspondence, fall 2023)." As we continued through the semester, sharing and opening up the conversation and listening created a space for students to begin unpacking their trauma.

Relevance to the Conference: The study is relevant because it documents my struggles and barriers as I worked to create a space for trauma-informed teaching and productive strategies for quality teaching.

Session 8.6: SSTEP Studies

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 641*

Session Chair: Robert James Campbell, St. Mary's University, UK

University faculty learning of self-study research methods: A case study

Brandon Butler¹, Robert Campbell²

¹Old Dominion University, USA; ²St. Mary's University, UK

Teacher educators learn to conduct research via exposure to research methods courses or through collaboration with more experienced researchers. Although novice researchers desire formal structures to learn what is an ambiguous process of scholarly inquiry (Roulston, 2019), learning research methods has been found to be best learned through the act of doing (Cooper et al., 2012). Self-study of teacher education practices, an increasingly used methodology among teacher educators, is one such method learned best by doing (Diacopoulos et al., 2022). However, much of the extant literature on how teacher educators learn self-study methodologies is conducted using self-study research methods (e.g., Butler et al., 2014; Diacopoulos et al., 2022; Foot et al., 2014; Gregory et al., 2017; Samaras et al., 2007).

Whereas previous scholarship into learning self-study was conducted using self-study methods, the authors of this study use case study methods to document the experiences of a group of university faculty learning and enacting self-study methods.

The participants of this study consist of four university faculty members in the UK. They participated in an initial two-day workshop on self-study methods provided by the first author. In the workshop, participants learned about the history of self-study, its theoretical and epistemological foundations, and common methods and forms of data collection, analysis, and trustworthiness found in self-study. They also designed a collaborative self-study project they would enact over the following academic year. Participants were provided with on-going support across the year, completed period journal entries, and participated in interviews about their learning experience across the year.

Findings from this study will highlight the reasons why teacher educators engage in self-study research, the tensions experienced in the learning process, and the process of learning and enacting self-study research as novice self-study researchers.

Conducting “soul surgery” while navigating a complex institutional and political context: A self-study on discussion facilitation moves aimed at the development of critical consciousness in emerging educators

Lisa Kristin Gilbert

Washington University in Saint Louis, USA

Emerging educators need rich environments to process their lived experiences and find their voices as they develop critical consciousness of the world around them and articulate their reasoned stances on pedagogical issues. In this self-study, I examine my facilitation of an upper-level *Philosophies of Education* seminar, a course that uses texts in critical pedagogy to help education students develop their critical voices as emerging educators while doing significant personal work around the expectations they have internalised as high-achieving students at an elite university. This course comes during a poignant moment for both campus and country: the semester studied is during the 2024 American presidential election and only a few months after our university's administration called on police to quell a student protest over institutional ties to the Gaza conflict, leading to the arrests of over 100 people and the hospitalization of a professor. How will I navigate student interactions in this discussion-based seminar, especially when contentious issues arise and events outside our classroom intersect with course content? How might the identities present in the room – a class community with a majority population of students of colour, low-income and first-generation students, and queer students – influence the course of our conversations? Further, how does my status as contingent faculty influence the choices I make in navigating a complex semester? To examine these questions, I will draw upon hundreds of pages of journal entries and transcripts from at least ten interviews covering the 6-month period of August 2024-January 2025. While findings are ongoing at the time of writing this abstract, this self-study project has a strong relationship to the conference themes of equitable teaching practices, particularly as regards the formation of emerging educators, as well as the reconciliation of tensions for a new social contract in education.

Equitable teaching practices in interdisciplinary writing workshops: A self-study

Sydney Morgan Smith, Elsie Lindy Olan

University of Central Florida, USA

In this paper, we aimed to inquire how a professor's writing practices facilitate graduate students' needs and understanding of academic writing. We examined pedagogical practices used to dismantle graduate students' narrative of deficit regarding their own academic writing while co-constructing knowledge about our lived experiences with teaching academic writing and our writing journeys. Self-study guided our inquiry and understanding of teaching, shifting identities, and dilemmas in the classroom (Pinnegar et al., 2020b). We positioned our inquiry in Vygotsky's (1986) social constructivism to inquire how knowledge construction was generated through social processes and interactions among students and between the students and the co-author. Aiming to create equitable practices in academic writing communities, the co-author employed several strategies. These strategies include (1) developing inclusive environments to foster spaces where students feel valued and respected regardless of their background, (2) developing collaborative spaces for students to share ideas and resources, (3) establishing systems of mentorship to provide guidance, support, and encouragement to students, (4) implementing systems for providing constructive feedback for students present their research to peers and faculty, (5) providing access to writing mentor texts so students can examine and relate to similar writing, and (6) encouraging students to submit their writing to academic journals and institutional repositories to highlight their research. This research revealed how students' needs for support with the academic writing process were addressed through shared experiences of inquiry and co-construction of knowledge. We studied ourselves in the context of a writing workshop to improve our practice, advance our understanding of academic writing and the teaching of academic writing, contribute to conversations about socially constructed learning, and examine how academic institutions can create a more equitable and supportive environment for all students.

Moments that shifted a lifetime of research: A self-study reframing of our group's stories and research agenda

Gayle A. Curtis¹, Michaelann Kelley², Cheryl J. Craig¹, Annette Easley³, Donna Reid⁴, P. Tim Martindell⁵, Michael M. Perez⁶

¹Texas A&M University, USA; ²Mount St. Joseph University, USA; ³Independent Researcher, USA; ⁴The Kinkaid School, USA; ⁵The Village School, University of Houston-Downtown, USA; ⁶Houston Independent School District, USA

In this self-study, we borrowed Bateson's (1994) metaphorical idea of "letting stories speak to one another" (p. 14). Examining our own research projects, we encountered moments that "talk[ed] across" (Stone, 1988, p. 2) narratives. We sought to identify particular insights these moments have afforded us as self-study researchers who conduct our investigations in the narrative inquiry vein in order to improve our work together and to enhance our work with others.

Our research framework includes overviews of self-study research, experience, narrative/story, metaphors, and how ideas travel from one person and study to another. The mobilisation of knowledge achieved through narrative experiences/exchanges will be discussed. That is the knowledge that self-study aims to contribute to the teaching profession.

This self-study is conducted via the narrative inquiry method (Clandinin & Connelly, 2000). Research tools included: broadening (characterising the larger context), burrowing (digging deeply into individual stories), and storytelling and restorying (showing how change occurs). Using serial interpretation (Schwab, 1954/1978), we laid multiple studies alongside each other, seeking "encompassing idea[s]" (Schwab, 1954/1978) that "talk[ed] across" (Stone, 1988, p. 2) two or more studies.

Cross-study themes emerged as what we call "moments" that shifted/shaped our collaborative research and research agenda over the lifetime of our group. These included: contextualised knowledge/narrative authority; divergent thinking and metaphor; fruitful professional dialogue; and the intimacy of collaboration/critical friendship. Implications of engaging in collaborative research and challenges turned opportunities will be discussed.

The effectiveness of collaboration, and in particular collaborative research, is often dependent on how research teams build trust and relationships, land upon a research topic/agenda, and deal with divergence, conflicts, and potential power structures (Becker et al., 2021). It follows that identifying individual moments as pillars to our collaborative research can support the efforts of teachers/novice researchers to collaborate effectively in their knowledge community (Craig, 2007).

The role of practical work in teaching preservice teachers: A self-study of a group of science teacher educators

Robert James Campbell¹, Adrian Warhurst², Rachel Davies³, Alex Sinclair¹

¹St. Marys University, UK; ²University of Leicester, UK; ³Kings College London, UK

Practical work is an integral part of the science practicum. Numerous resources, such as the Gatsby Good Practical Science guidebook and the Improving Primary Science Report, prioritise practical work in teaching science, and research into practical work in schools is commonplace. However, research into how science teacher educators use or justify practical work is strikingly sparse.

This qualitative study explores how four science teacher educators (1 primary and 3 secondary phases) from across England reflexively examine and justify their pedagogic use of practical work. Through a collaborative community of practice self-study methodology that utilises autobiographies, journal writing, critical incidents, direct observations and formal meeting recordings as research methods, we provide a detailed examination of the role of practical work within our praxis. We uncover and critique our historical assumptions about and use of practical work, evaluating how our teaching of experimental skills supports or impedes the pedagogic practice of our preservice teachers. In doing so, we examine shifts in our epistemic beliefs, refine our understanding of how science teacher educators use practical work as part of their pedagogic repertoire, and develop a pedagogy of practical work for science teacher education.

In response to the recently published Initial Teacher Education Early Career framework, our research provides a timely examination of how science teacher educators position practical work within curriculum design. By critically turning the lens inwards on ourselves, we reflexively problematise and refine our use of practical work in our teaching, providing an equitable teacher education programme that models the power and limits of practical work.

Session 8.7: Mathematics Teaching & Learning

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 707

Session Chair: Fiona Ruth Ell, University of Auckland, New Zealand

Session Chair: Karie Christine Brown, Georgia State University, USA

Self-study on the impacts of mathematics education courses on early-career teacher beliefs.

Karie Christine Brown

Georgia State University, USA

Elementary teachers often have hindering beliefs about mathematics and how to teach. The impact on student learning is exacerbated in high-needs or historically disenfranchised schools. This project answers the following questions: What are the ways a program's math methods courses impacted beliefs that restrict quality mathematics instruction? Using the mathematical wounds framework, we analyse teachers' beliefs about mathematics, teaching and learning, and beliefs about themselves as a doer and teacher of mathematics. The mathematical wounds framework includes three approaches for addressing mathematical wounds: unpacking experiences in the mathematics classroom, engaging in the process of doing mathematics, and enacting high-quality teaching practices. This research is guided by the re(humanising) perspective (Gutiérrez, 2018); using self-study I explore mathematics teacher educator practice to better understand how professional learning tools support early career elementary teachers engage in rich mathematical activities. While the re(humanizing) perspective attends specifically to the teaching of mathematics, for this research, it was used to guide research methodology and course design. This research employs self-study with collaborations between the professor and students, situated in a minority serving institution in the US. The program serves uncertified graduate students currently working in high-needs schools.

Preliminary findings show that teachers experienced a major shift regarding beliefs about mathematics and best practice for teaching and learning mathematics. Beliefs about themselves as doers and teachers of mathematics show more complicated findings. While many report greater confidence in their mathematics proficiency and their ability to teach, many still report anxiety over facilitating student-led discussions where the teacher's lack of understanding might be exposed. This project seeks to identify quality mathematics teacher practices that support early career teachers working in diverse backgrounds and circumstances. I seek to present in the S-STEP strand within the sub-theme of characteristics of quality teaching.

What works in teaching mathematics? The voice of senior Pacific students in Aotearoa New Zealand

Fiona Ruth Ell, Sina Greenwood, Igor' Kontorovich

University of Auckland, New Zealand

Students from Pacific backgrounds in Aotearoa New Zealand are under-represented amongst those taking mathematics beyond compulsory levels. International testing suggests Pacific students are underserved by the current mathematics teaching and assessment system. While researchers, teachers, and policymakers debate why this may be the case, the voices of students themselves are not often heard. This study worked with 48 Pacific students of post-compulsory mathematics from five schools to understand their experience of mathematics teaching and learning. The research questions were:

What do Pacific students experience and value in senior secondary school mathematics classrooms?

How do they view their relationships with mathematics?

How would they change school mathematics teaching so that it works better for them?

The study uses Pacific framing for its theoretical basis, data collection and analysis. In this holistic view, Pacific students are seen as embedded in family and community, rather than as individuals. Co-construction and relationality are foregrounded. Talanoa, a way of sharing and relating, was used to understand the students' experience. The talanoa sessions were led by trained Pacific researchers, using cultural protocols.

Thematic analysis yielded eight teaching practices that the Pacific students felt would improve the mathematics experience for them and others. The eight practices were: plan opportunities for one to one, expect achievement, monitor pace, make it clear and relevant, make connections explicit, try another way if we don't understand, recognise that we are good at mathematics, and understand that mathematics, and our achievement in mathematics, matters a lot to our families.

These actionable practices can be seen as describing equitable teaching from the perspective of the students. They can also be thought of as quality teaching practices for Pacific mathematics learners. The idea of considering quality and equity from the perspective of learners has applications for other groups and settings.

Modelling the interrelations of mathematics teachers' knowledge, language and content-specific noticing

Ismail Özgür Zembat¹, Erhan Bingolbali², Utkun Aydin³

¹University of Glasgow, UK; ²Afyon Kocatepe University, Türkiye; ³University of Glasgow, UK

Classrooms are dominated by teacher talk, which averages 70%-80% of classroom time. Therefore, teachers' language preferences, use of language, and communication with pupils in teaching are significant factors that affect pupils' classroom experiences. This is more apparent in teaching mathematics due to its technical nature. Investigating teachers' use of language can give us clues about the quality of their understanding of the subject and their noticing levels. In this study, we investigated the interrelations among teachers' language use, knowledge, and noticing levels in mathematics and modelled such interrelations. Our main research question is: How does teachers' use of language when responding to a mathematical task requiring an analysis of a division situation inform us about their knowledge and noticing level?

The participants were 142 volunteered teachers (81 males, 61 females) teaching mathematics at different school levels in the public schools of the United Arab Emirates, representing 11% of the mathematics teacher population. We used proportional stratified sampling to identify schools and recruited volunteer teachers from those schools to participate in the study. The data came from an up-to-two-hour problem-solving session with these teachers. One of the problems asked participants to think about a division problem that can have the answers of $4\frac{1}{3}$ and $4R1$, explain its rationale, and clarify the underlying mathematical ideas a student needs to know to make sense of it. We analysed the teacher responses to this question both qualitatively and quantitatively, considering the *language* they used (everyday, meaning-making, technical), the *knowledge* they drew on (common content versus specialised content knowledge), and their *noticing* (four levels). Our statistical analysis resulted in a model explaining the interrelations of these components, suggesting that teachers' use of language is a significant indicator of the quality of their knowledge, and richer language use leads to higher noticing levels.

Tackling the poverty-related outcomes gap in maths, one attitude at a time

Douglas Hutchison
Glasgow City Council, UK

The research aims to explore the impact on more deprived children of teachers' attitudes to teaching maths. The presentation will outline the validation process of a Perceptions of Mathematics (POM) survey to help identify teachers' attitudes when teaching maths, distinguishing between teaching which is more procedural versus more conceptual.

The overall approach is informed by critical realism and rooted in expectancy value theory. If we expect to do well and value a subject we are studying, we are more likely to succeed in that subject, even accounting for prior attainment. Negative messages that poorer children pick up about maths are often from their community and family. Compounding these negative attitudes may be a differential approach by teachers when teaching maths to more deprived children. Poorer children are more likely to be exposed to procedural maths than the conceptual maths they need to achieve at a higher level.

The Perceptions of Maths survey was completed by 136 primary teachers, and the results were analysed using Principal Components Analysis to determine whether or not it is possible to identify a two-component structure within the survey, distinguishing procedural and conceptual approaches.

The 20 items of the POM were then subjected to PCA, which found a two-component structure in the survey, supporting the distinction between conceptual maths values and procedural maths values.

The research links to equitable teaching practices. Teachers' beliefs and attitudes have a direct impact on children's outcomes. The research aims to help teachers understand how their beliefs about maths and relatively more deprived children can have an impact on children's outcomes.

Session 8.8: Teacher Roles, Competencies, Identities

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 745

Session Chair: Sarah Katherin Anderson, University of Glasgow, UK

Session Chair: Chelsea Cole, International Study Association on Teachers and Teaching/Texas A&M University, USA

Heroes or monsters: Exploring teacher identities through social media

Chelsea Cole¹, Ambyr Rios², Maria Flores³, Angela Kraemer-Holland⁴, Sharon Matthews⁵, Sydney Zentell⁶

¹Texas A&M University, USA; ²Kansas State University, USA; ³University of Minho, Portugal; ⁴Kansas State University, USA; ⁵Texas A&M University, USA; ⁶Texas A&M University, USA

As political and social structures continually frame teachers as either monsters or heroes, teaching professionals have used social media to share and strengthen their identities as human beings and competent professionals. By examining the counterspaces teachers have created on Instagram and TikTok, a team of international researchers investigated how teachers use social media to present multiple plotlines of identity in a shared space. By incorporating global perspectives and the expansive social media environment, an important element of teacher identity is more fully investigated through a grounded theory approach. This paper demonstrates how social media community enactment allows teachers to rebel against narrow, dualistic images of self to expansive, holistic, and robust identities that both support and create practices, methods, and beliefs for a variety of teachers and disciplines.

Teacher competence frameworks and expert judgment

James Charles Conroy, Sarah Anderson
University of Glasgow, UK

This paper explores the findings of a Delphi professional symposium, which was embedded in a research project funded by the Society for Educational Studies. The purpose was to examine the extent to which university faculty, associate faculty and school-based mentors evaluating/assessing teacher candidates applied consistent patterns and criteria of judgment; drew on similar observational strategies and voiced similar patterns of justification for such judgment. This element in the research brought together internationally respected authorities to explore in detail the preliminary findings from earlier phases, which drew upon Social Judgment Theory (SJT). This

approach supported and informed the enquiry (Cooksey, 1998; 1996) and emphasised careful identification and analysis of the context of judgment and the cues and policies used by judges, hence making it fit for an investigation into the judgments teacher educators make in coming to a judgment as to early career teacher efficacy. The preliminary findings emerged from an extensive literature review and a tri-nation (England, Wales, Scotland) study of the particular characteristics of different categories of judges (university faculty/associate tutors/school-based mentors).

Methods: The Delphi method (Green, 2014) brought together nine (9) national and international experts in education to take up these findings in a full day of discussion and consensus building. Drawing upon a four-phase, iterative process of questions interspersed with controlled feedback, the goal was to generate a reliable consensus on the priorities afforded to different considerations in the judgement of new teachers' practices. Each phase was afforded ever greater refinement of the categories of judgment.

Findings: Some complex themes emerged, including;

- the conflation of competence and judgment
- the complexity afforded by stakeholder/democratic imperatives
- accountability and power
- translation problems between different constituencies
- the challenge of context and consistency
- collaboration and consistency
- challenges in maintaining an intergenerational conversation
- emerging models and 'clinical' practice

The changing roles of teachers

Joana Paulin Romanowski¹, Rachel Romanowski-Müller², Simone Regina Manosso Cartaxo³

¹Centro Universitário Internacional UNINTER, Brazil; ²Humboldt-Universität zu Berlin; ³Universidade Estadual de Ponta Grossa- UEPG-Brazil

In the 21st century, new social forces, expressed through the globalisation of the economy, technological advancements, human mobility, and environmental concerns, are driving changes in educational systems, teaching practices, and teacher identity. The main research question is: how does the reconfiguration of teacher identity and teacher professionalization of teachers occur in response to these new social demands to achieve more equitable education? The general objective is to examine teacher identity and teacher professionalisation, considering changes in basic education pedagogical practice in interactions with quality teaching for a more equitable world. The study methodology is based on narratives. Thirty testimonies from basic education teachers in Brazil were obtained. The study employs the Positioning Theory, the Cultural-Historical Activity Theory (CHAT) (Engeström, 2008); Analysis of Narratives and Narrative Analysis (Creswell, 2016), teacher identity theories (Marcelo, 2009), and the Multidimensional Adapted Process Model (MADP) (Metsäpelto et al, 2022). Preliminary results indicate that teachers, most of whom are female, decide to pursue their profession due to family influence and continue to be enthusiastic about teaching.

Regarding changes in their profession, the following were indicated: skills for the insertion of digital technologies, welcoming of inclusion students, pedagogical practices for collaborative learning and large-scale assessment. It is worth noting that this is a collaborative research project carried out with the participation of researchers from several countries: Brazil, India, Poland, Finland, Germany, Kenya, Zimbabwe and Hong Kong. The interactions enable the sharing of knowledge and an expanded understanding of teacher training and professional performance.

Session 8.9: Studies on Teachers' Selves

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* WMS - Yudowitz
Session Chair: Yvonne Chan, Niagara University, Ontario, Canada

Unlearning, relearning, and the significance of curiosity in the classroom: An autoethnography

Yvonne Chan

Niagara University, Ontario, Canada

Research Aim: Students today are born into a world of technology, and grow up expecting information at their fingertips. Unfortunately, the internet is also full of fake news, and social media is used by some to propagate false claims and rumours. In this paper, I argue that nurturing curiosity will help students develop the skills needed to be discerning consumers of the internet. Peterson (2020) calls curiosity ‘...the desire to resolve a knowledge gap...’ (p. 7). Lamnina and Chase (2021) pointed out that curiosity is an important construct to consider in classroom settings because theory and research suggest that curiosity aids learning (p. 665). I use my own experiences growing up in a passive learning environment to interrogate how that affected me as a learner and educator.

Theoretical Framework: In this paper, I use autoethnography as my framework. As a student, curiosity was never a part of my learning environment. Rather, I was expected to listen, accept, memorise, and reproduce the information in countless tests. Autoethnography provides a way to interrogate and recognise my personal experiences as part of my research process.

Method: I use storytelling to trace my journey as a learner who accepts into one who leans into curiosity to investigate and even disagree. Storytelling within an autoethnographic framework lets me accommodate subjectivity and acknowledge that emotions are part of my evolution as a learner and educator (Ellis, Adams & Bochner, 2011).

Findings and Relevance to Conference Theme: My findings will show the importance of nurturing curiosity. It aligns with the conference theme of quality teaching because a curious learner will seek to understand diverse viewpoints and recognise inequity. Racialised and marginalised students will learn to be confident in challenging these behaviours. My experiences underline the necessity for classroom practices that nurture perceptive and critical learners.

Teachers subjectivity, work and education in the neoliberalism and EDTECHS Era

Rosimê da Conceição Meguins¹, Vera Lúcia Jacob Chaves¹, Janete Luzia Leite^{1,2}

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This essay debates the changes produced by neoliberalism in education, with the use of technologies, such as Big Techs (Giants in Technology) and AI (Artificial Intelligence) and the ways in which such innovations resize education, work and subjectivity teacher. The main aim is to carry out a theoretical critique of these issues in order to identify strategies and procedures adopted in the production of this new rationality to be incorporated by the subjects, so that such identification is capable of pointing out possibilities for reaction. From a bibliographic review, an articulation was developed between classic and contemporary authors of neoliberalism, such as Karl Marx and Theodor Adorno, with those who address the technological invasion in the educational field, such as Safatle, Silva Junior and Neves, and those who analyse the impacts observed on the subject, such as Sagrado, Matta and Gill. The relevance of the discussion on neoliberalism, as a rationality that subjects the State and imposes its ways of being and acting on the individual, lies in the intention of rescuing the subject's autonomy, self-determination and non-acceptance. Since technological mechanisms applied to the educational field, via EDTECHs and AI, have transformed people into human capital through the use of technology and innovative approaches, it must be the subject of reflection with the aim of providing social justice in a world still marked by inequalities. This challenge affects teachers, as they have a central role to play and can be considered essential to achieving this promotion. To conclude, knowledge of the students' reality and the contexts in which they find themselves allows teachers to adopt measures capable of better promoting social justice and sustainable development in the multiple and diverse scenarios they find themselves in.

Session 8.10: Teacher Education/Training

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* WMS - Gannochy

Session Chair: Dalya Markovich, Beit Berl College, Israel

Session Chair: Susan Ledger, University of Newcastle, Australia

The value of the question compass as a conceptual tool to improve teachers' guidance of student question quality

Harry Stokhof, Helma Oolbekkink-Marchand, Jeroen Van der Linden

Hogeschool Arnhem Nijmegen, The Netherlands

Student-generated questioning has great potential to offer inclusive and equitable teaching practices, such as offering opportunities to align student learning to individual prior knowledge, developing students' self-regulating and metacognitive skills and fostering critical thinking (e.g. Eschach et al., 2014). However, student-generated questioning is rarely used by teachers because initial student questions are often unfocused, poorly investigable, and therefore difficult to answer (Baranova, 2017). Therefore, the aim of this study was to determine if and how a conceptual tool could support teachers' professional learning to guide the quality of student-generated questions.

We developed a conceptual tool, named the Question Compass, inspired by the Hypothetical Learning Trajectories of Simon and Tzur (2004) to help teachers think about, anticipate, and find effective ways to foster the quality of student questioning for hands-on research. To explore if and how Question Compass contributed to the guidance of student question quality, we followed the professional learning of 32 primary school teachers who participated in four design teams, which worked independently in four iterative cycles of design, implementation, evaluation and reflection and redesign over a period of two school years. A *multiple case study* methodology was applied because this is particularly instrumental for evaluating phenomena in real-life contexts (Yazan, 2015).

Data from the teachers' design and evaluation sessions was analysed using the Interconnected Model of Teachers' Professional Growth (IMTPG) of Clarke and Hollingsworth (2002). Findings show that working with Question Compass contributed to teachers' professional learning by reducing complexity, fostering creativity, supporting the development of practical tools and their alignment to classroom needs, and offering a framework for the development of shared meaning.

Enabling teachers to support student-generated questioning is expected to contribute to more inclusive and equitable teaching practices, as it will provide both opportunities for students' voices and practice of lifelong learning skills.

Education for peace and coexistence in teacher training programs

Dalya Markovich

Beit Berl College, Israel

Western democracies invest great resources in disseminating programs that are concerned with resolving the national conflict in the Middle East. These programs, which are widely used in teacher training education in Israel, have been conceptualised in light of Western neo-liberal secular models that imagine a human being who is willing to differ from 'their group's' essentialist beliefs and identity for reaching shared goals and narratives with the "other". This approach was put to the test in a program for peace education that took place in a teacher trainee college in Israel in 2024. An ethnographic study conducted in a mixed Palestinian and Jewish class was supposed to follow the ways the participants' positions are shaped in light of their national views. But the national was replaced, to a large extent, with references to faith and religion. Why did God enter the classroom? Can religion serve as a bridge for inclusion and provide a basis for coexistence?

The findings suggest that the strengthened religious foundations (Judaization and Islamization) of the ethnonational conflict enabled participants to find a shared universal basis - faith. At the same time, differences in faith enabled the building of stable-essentialist ethno-national borders that could not be crossed. Under these conditions, both sides were not fearful that they would be required to give up parts of their identity in the process of coexistence. Thus, religion enables to hold conversation between the opposing groups. Even though this may not be an ambitious prospect, promising to create a dramatic change, using religion allowed a discussion about the question of coexistence without being faced with impossible demands regarding one's own identity. Understanding these changes in peace education, and in particular the foundations on which the "religious

discourse” organises itself in relationship with the “liberal discourse”, provides insights into the ongoing fight for inclusion and coexistence.

Addressing difficult scenarios in schools: Simulation in teacher education

Susan Ledger

University of Newcastle, Australia

Micro-teaching in the early 60s revolutionised teacher education, future teachers were able to practice the art and science of teaching with a small group of ‘real’ students; however, over time, due to overcrowding of the ITE curriculum and regulatory mandates, it dropped from practice. Fast forward 60 years, technologies provide ITE Micro-teaching 2.0 using Simulation and Mixed Reality Learning Environments (MRLE) where contemporary issues within and out of classrooms can be practised, including teaching, coping with irate parents, social justice issues and inclusive practices. This case study highlights three simulation platforms used in ITE to address a range of ‘difficult scenarios’ facing preservice teachers. Grossman’s (2009) Pedagogies of Practice and Scenario-Based Learning (SBL) are used to frame the discussion and offer insight into the opportunities and challenges of simulation and MRLE for ITE. It captures the transformative pedagogical qualities of simulation platforms and calls for increased uptake of emerging technologies to target the ever-changing needs of our future teachers.

Implementing possible education Futures Labs

Nicole Thompson, Tanya Pinkerton, Carole Basile

Arizona State University, USA

The aim of this project is to investigate how we can increase awareness, exploration, and identification of actionable possibilities for transformative educational futures globally. A thriving future for education is predicated on a healthy educator workforce. The work of teaching is challenging and frequently isolating and inflexible. This is exacerbated by the default model of school – the one-teacher, one-classroom model – which asks teachers to possess universal competence from day one. Teachers are leaving for a variety of reasons, including stress, limited resources, and unfavourable conditions. Yet, even given these difficulties, there are bright spots. There are community members, educators, and researchers committed to students and willing to explore innovative possibilities. As Pendola et al. (2023) note, working through the complexities of challenges in the workforce is not only about addressing limitations but also about leveraging the dedication of educators.

In this presentation, we will highlight a new structure designed to elevate bright spots while growing a robust network of motivated educational actors, Possible Education Futures Labs (PEFL). PEFLs focus on transforming education for a better world through leveraging technology to connect people. PEFLs support participants in moving past tinkering with existing problems and toward becoming aware of, exploring, and actively engaging with new possibilities. PEFLs are semi-structured, applied possibility thinking spaces that are collaborative, iterative, and sustainable. Cycle one launched in May 2024. Members of the network collectively choose to focus on empowering alternatively certified teachers, AI and special populations, and English as a medium of instruction. This inaugural cycle showed the high level of interest amongst educational actors to work as a collaborative network, as well as the depth of innovative ideas and strategies available to the field. Our research addresses the conference theme “Transforming Education” by highlighting the potential of collaborative networks and possibility thinking spaces to drive educational innovation.

Session 8.11: Symposium

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* WMS - Hugh Fraser

Problematizing professional tensions in teacher education

Melanie Shoffner, Kristina J. Doubet, Angela W. Webb

James Madison University, USA

We are three teacher educators operating in contexts that push against the things we value: educational equity, professional autonomy, and personal well-being. We turn to self-study to examine the tensions we face individually, coming together in this presentation to consider how our personal attitudes toward teaching are problematized by the tensions we face in our professional capacities.

This work is grounded in our professional commitment to implementing and advocating for learner-centred pedagogies (e.g., Gay, 2018; Noddings, 2012) and educational equity (e.g., Hammond, 2014; Love, 2019). Our

perspectives are frequently at odds with the positioning of education as a commodity, which pushes against these beliefs.

These three separate explorations use self-study methodology to collectively examine our experiences. Through reflective journaling, artefact analysis, and critical friends meetings, we consider our problems of practice, how those problems inform our teaching, and how our expectations are realised or disappointed. We will meet monthly in Fall 2024 to discuss interpretations of the ongoing data analysis, with studies concluded in Spring 2025.

Author 1 explores the situated tension of working in a higher education context that privileges measurable outcomes over personal connections and caring interactions that she values as necessary for meaningful learning.

Author 2 explores the tensions of advocating for progressive teaching practices that her students perceive as unimportant despite her successful professional-development partnerships with diverse schools.

Author 3 explores the tension of navigating her preservice teachers' study of equity-focused, ambitious science teaching in opposition to the teacher-centred, didactic science teaching of their clinical teaching experience.

We directly explore these tensions with the goal of reconciling how we persist within the confines of the new social contract in education, advocating for equity in a context that spurs its importance and compromises our longevity in the field.

Session 8.12: Science Education/Teachers

Time: Friday, 04/July/2025: 8:50am - 10:30am · *Location:* JMS 438

Session Chair: Aparecida de Fátima Andrade da Silva, FEDERAL UNIVERSITY OF VIÇOSA, Brazil

Session Chair: Clare MM Smith, University of Glasgow, UK

Rural vs Urban: Are there differences in the delivery of practical chemistry in secondary education in Scotland?

Ainsley MacDonald, Clare Smith, Lindsay Gibson, Linnea Soler, Smita Odedra
University of Glasgow

Research aim: This project explores the experiences of Scottish secondary school students from a spectrum of rural to urban settings from the perspective of teachers. The aim is to understand geographical inequalities across secondary schools Scotland-wide, with a focus on practical chemistry education received by students.

Methods: To gain data and understand any issues with practical chemistry education, online surveys were created and delivered to both science faculty heads and chemistry teachers. The surveys contained a high number of open-ended questions to allow participants to provide details and help to understand their perceptions as fully as possible.

Findings: The largest difference found between rural and urban schools is the lack of access to outreach opportunities for rural schools. The travel costs and transport links cause major issues, alongside their geographical struggles to attend or receive support from outside agencies. Urban teachers believed that rural teachers had the advantage of building better relationships due to perceived smaller class sizes.

Interestingly, the size of the school seems to have the largest impact on resources available for practical chemistry education. A larger school receives more funding and so often has more well-resourced laboratories. Although there are more rural schools that are smaller in size, it is not their geographical location that is necessarily impacting their access to adequate resources.

Relevance to the Conference theme and specific strand: This is a preliminary study to help understand inequalities in the practical chemistry opportunities offered in national qualification classes across the rural/urban landscape of Scotland. A greater understanding of any geographical-linked challenges faced by teachers and the barriers faced by students entering higher education could inform policy and practice to support learning and transitions. This is the first time that the urban and rural setting has been considered, with these findings relevant to subjects beyond chemistry.

Development of innovative Chemistry teachers

Aparecida de Fátima Andrade da Silva

Federal University of Viçosa, Brazil

Since the beginning of the 21st century, a cultural revolution has been taking place and influencing the culture of learning: new information technologies, together with other sociocultural changes, are opening space for a new culture of learning. Science Education in the 21st century enables the education of citizens, with equity, who can learn how to learn, acquire knowledge, as well as develop cognitive and socio-emotional skills and abilities to make a critical reading of the world (Pozo; Crespo, 2009; Senna, 2019; Tenreiro-Vieira & Vieira, 2021). In this context, during the discipline “Updated Technological Approaches for Teaching Chemistry” of the Master's Degree in Chemistry at UFV, the Guided Reflection Process (Abell & Bryan, 1997) was developed with a view to promoting several studies on the teaching of Chemistry for 21 students. The qualitative research was initiated by the students' conceptions about Science and Technology. Among the concepts expressed, the most evident was the concept of empirical-inductive and atheoretical (Cachapuz et al, 2005). Conceptions about the characteristics of innovative teachers were investigated, with strong agreement on characteristics such as: carrying out group work; knowing how to propose and solve problems; seeking to learn continuously; sharing knowledge and good practices. A task was requested to answer the research question: How to develop Scientific Literacy from an STSA approach for teaching Chemistry? Everyone answered the question very well, developing Didactic Sequences (Sanchez Blanco et al., 1997), with different themes – Water, Energy, Batteries, Oils and Fats, Gases, Soap and Oil; Garbage, Cell Phones - using several TDIC studied during the discipline, such as: Mentimeter; Padlet; CK-12; PhET Colorado; Wordwall; C-Map Tools; Google Classroom, Forms. From the Guided Reflection Process, important skills were developed aiming at the professional development of the teacher, with autonomy, dedication, self-confidence, new visions, creativity and the ability to take risks.

Gamification in the continuing education of science teachers on the Amazon rainforest and its conservation

Marcelo Soares Ribeiro Filho, Vânia Galindo Massabni

University of São Paulo, Brazil

This study aims to explore teachers' perceptions of gamification in the context of an educational game focused on the Amazon Rainforest and its conservation. Specifically, it examines how continuous teacher training, essential for professional growth, can enhance teaching practices and foster appreciation for environmental education, particularly regarding the Amazon. The theoretical framework is based on how continuous education allows teachers to adapt to evolving educational demands, helping them incorporate innovative methodologies into their classrooms, and also on gamification, which uses game elements such as competition, challenges, and interaction to engage participants and increase student motivation and engagement in educational settings.

The research utilised a course on gamification involving school science teachers from the North, Northeastern and Southeast regions of Brazil. Data were collected through semi-structured interviews with seven participating teachers after the course to gain insights into their experiences and perceptions on gamification's effectiveness, implementation challenges, relevance to Amazon education, and professional development impacts. The analyses were conducted using discourse analysis of the collected interviews, allowing for a deeper understanding of the teachers' views and experiences.

The findings indicate that while teachers are enthusiastic about incorporating gamification into their teaching, they face several challenges. Some struggle with the technological aspects, particularly in regions lacking adequate technological resources. Additionally, teachers outside the Amazon region often have a limited understanding of the rainforest's realities, which hinders their ability to convey accurate information. Conversely, teachers within Amazon bring practical, real-world perspectives to their classrooms but frequently require ongoing support. This highlights the need for continuous education tailored to each teacher's context, along with further investment in infrastructure. These efforts are crucial as teaching about the Amazon has a global impact, raising awareness about its conservation and the critical role it plays in regulating the Earth's climate and preserving biodiversity.

The importance of affection in the initial training of natural science teachers: A study in the pedagogical residency program

Consuelo de Castro Teixeira, Aparecida de Fátima Andrade da Silva
Federal University of Viçosa, Brazil

In the contemporary educational scenario, the interconnection between emotions and cognition in the teaching and learning process is widely recognised. Cognitive neuroscience studies highlight the crucial role of emotions in the formation of memories and decision-making, directly influencing attention, motivation and learning (Pessoa, 2008; Immordino-Yang & Damásio, 2007). At the same time, there is a growing understanding of the relevance of socio-emotional skills for the integral development of students. Their inclusion in Basic Education curricula is driven by the perception of their importance for the academic, professional and personal success of students (Casuso-Holgado et al., 2020). In this context, the research question developed was: "How do future teachers in the Natural Sciences Area understand and learn affectivity as an integral part of pedagogical practice, especially considering the development of socio-emotional skills?" Nóvoa (2009) highlights the importance of training teachers who promote the socio-emotional development of students, advocating inclusive and welcoming learning environments. The research included the participation of 19 students from the Pedagogical Residency Program in the areas of Chemistry and Physics, as well as from the Supervised Internship in Chemistry at the Federal University of Viçosa, Brazil. The analysis of the responses to the discursive questions in the questionnaires made it possible to identify categories that reflect the participants' conceptions on the topic, presented below: Value and importance of affection in the teaching of Science; Affection as a facilitator of the teacher-student relationship; Affection as a stimulus to student interest and participation; Challenges and limits of affection in the school environment. The integration of socio-emotional skills in science teaching provides significant benefits, including the creation of an inclusive and welcoming learning environment, promoting student engagement and a positive atmosphere. In addition, the development of these skills prepares students to face real-world challenges, interact effectively, and cultivate a scientific mindset.

Session 9.1: Global Deans of Education Round Table

Time: Friday, 04/July/2025: 10:40am - 12:00pm · *Location:* JMS 639*

Session Chair: Margery McMahon, University of Glasgow, UK

Global Deans of Education Round Table

Margery McMahon¹, Zoe Robertson², Lynn Gangone¹, Larissa McLean Davies³, Susan Ledger⁴, Anne Looney⁵

¹University of Glasgow, Scotland; ²University of Edinburgh, Scotland; ³University of Melbourne, Australia;

⁴University of Newcastle, Australia; ⁵Dublin City University, Ireland

The Global Network of Deans of Education (GNDE) is an association of Deans of Education bringing together leaders of teacher education to facilitate cooperation and exchanges of information and knowledge among national and regional associations of Deans of Education, as well as to convey the views of teacher educators to various global initiatives and UN agencies. In this roundtable, GNDE members will discuss aspects of the recently published UNESCO (2024) *Global Report on Teachers: Addressing teacher shortages and transforming the profession*. Selected case studies will be introduced by participating Deans outlining how issues of teacher recruitment and retention, curricula for teacher education, accreditation, scrutiny and inspection of teacher education are being addressed in their contexts. These will be used to facilitate dialogue and interaction amongst attendees, which is a key purpose of this roundtable.

Relevant links

<https://www.education-deans.org>

<https://teachertaskforce.org/what-we-do/Knowledge-production-and-dissemination/global-report-teachers>

Session 9.2: Symposium

Time: Friday, 04/July/2025: 10:40am - 12:00pm · *Location:* JMS 607

Developing skill in analysis in narrative studies

Stefinee Pinnegar¹, Svanborg Johnsdottir², Deborah Tidwell³, Linda Fitzgerald³, Eliza Pinnegar⁴, Celina Lay¹, Cathy Coulter⁵, Cheryl Craig⁶, Gayle Curtis⁶, Michaelann Kelley⁷, Vicki Ross⁸, Elaine Chan⁹

¹Brigham Young University; ²University of Iceland; ³University of Northern Iowa; ⁴Anchorage School District; ⁵University of Alaska; ⁶Texas A&M; ⁷Mount St. Joseph University; ⁸Northern Arizona University; ⁹University of Nebraska-Lincoln

This symposium is interactive and has been organised because of a concern by leaders in the narrative research community, such as editors of educational journals and book series (e.g. Journal of Teacher Education, Frontiers Teacher Education, Studying Teacher Education, Emerald Insight) and reviewers for journals, conferences, and books. It focuses on the need for researchers to use narratives or stories in their research to have stronger analysis skills. By developing versatility and strength in their analytic skills, researchers will be able to produce more nuanced and trustworthy accounts and will increase the trustworthiness and insights that research based on narrative data can provide. The purpose of this symposium is to enable researchers who are using or desire to use narratives in research to gain new understandings of the variety of narrative analysis tools available or stronger skills in the analytic tools they already utilise in their research. The objectives of the session are as follows: (1) Participants will engage in hands-on activities that enable them to either hone or strengthen their skills as narrative researchers. (2) Participants will be able to develop or increase strength in analytic skills they may not be familiar with. (3) Participants will have materials that they can use as they design and implement research projects using narrative as data. The session begins with an overview of theoretical underpinnings for analysing narratives and descriptions, and tools that can be used. Participants will then engage in two 30-minute (out of six) hands-on workshops (Handouts and other materials will be provided, as well as an opportunity for practice). Included are workshops on using visual tools, condensing huge data sets into vignettes, basing studies in narrative beginnings, analysis using literary elements, memory work, multicultural analysis, and using serial interpretation. The session ends with an open question forum to examine lingering questions.

Session 9.3: Technology and Reflections

Time: Friday, 04/July/2025: 10:40am - 12:00pm · *Location:* JMS 707

Session Chair: Charlot Cassar, Radboud University, Malta

Session Chair: Aubrey M. Madler, Angelo State University, USA

Investigating reasons why teachers address unplanned, controversial and thorny issues in the classroom

Charlot Cassar, Ida Oosterheert, Paulien Meijer
Radboud University, The Netherlands

Controversial and thorny issues arise unexpectedly in the classroom, requiring teachers to make in-the-moment decisions to address or dismiss them. The decision to address such issues is a morally motivated response influenced by various elements. Teachers make split-second decisions in response to these situations, so that the underlying reasons for their decisions are not always immediately evident and can sometimes be difficult to describe due to their complexity. In this study, we asked a random sample of teachers (n=60) from the European Union to recall an unplanned issue they had addressed and apply a model developed in previous research to articulate their reasons for choosing to address the issue. The model captured the multifaceted nature of teachers' decision-making in these scenarios, including their past experiences, future orientation, personal and professional beliefs, emotions, task perception and the wider context in which the teachers' work is located. We employed a grounded theory approach to identify recurring themes to better understand the complexity inherent in such moments. Preliminary results indicate that teachers' reasons often aligned with a commitment to fostering social justice and enhancing students' democratic competencies. Rooted in strong personal values and their past experiences, teachers realised the broader implications of their decisions. We found that they chose to engage with these issues because of their belief in the potential for a better, more equitable future. However, teachers sometimes found it difficult to clearly articulate their reasons, although they indicated that the model helped them to better understand and articulate the reasons behind their decisions to address unplanned issues, strengthening

their capacity for reflective practice and intentional interventions. For that reason, we argue that the model can be used to enhance initial teacher education and professional development.

The role of the audiovisual in the development of learning communities: Insights from an international collaborative experience

Mário Luiz Costa Assunção Júnior¹, Martha Maria Prata-Linhares¹, Maria Assunção Flores²

¹Federal University of Triângulo Mineiro, Brazil; ²University of Minho

In a rapidly changing educational landscape, collaborative learning communities have gained prominence as spaces for shared knowledge construction. Audiovisual production, often underutilised in pedagogical practices, has the potential to enhance these communities by fostering engagement, creativity, and co-construction of knowledge. This study aims to explore how audiovisual production can act as a catalyst for the development of learning communities, particularly in educational settings involving pre-service teachers and international collaborations. The methodology integrates qualitative narrative research with hands-on audiovisual workshops, engaging participants in the production of a short film as a collective, interdisciplinary effort. This process enables the observation of how collaborative dynamics unfolded and how these dynamics contributed to forming a learning community. An audiovisual production project was conducted with educators from various countries, culminating in the creation of an original short film.

The intention of the experiment was to reflect on the idea that collaborative cultures among educators, when engaged in audiovisual projects, tend to evolve into learning communities where teaching knowledge is collectively enhanced and redefined. The theoretical framework draws on audiovisual knowledge (Tirard, 2006), collaborative culture and learning communities (Flores & Ferreira, 2012; Ávila, 2012; Craig et al., 2020), narrative research and Story Constellations (Craig, 2007), and educational experience (Garcia, 1998; Day, 2004; Dewey, 2011; Tardif, 2014). Preliminary observations from the Portuguese experience suggest that the collective audiovisual project fostered a collaborative culture, laying the groundwork for the development of democratic learning communities. These findings highlight the potential of audiovisual media as a powerful process in educational settings, especially in fostering engagement and co-construction of knowledge among educators. This research is supported by CAPES, FAPEMIG and CNPq.

Engaging undergraduate students in classroom discussion: Exploring impacts on reflective judgment skills

Aubrey M. Madler

Angelo State University, USA

Higher education institutions are to teach advanced thinking skills that help students process information, make judgments, and justify associated beliefs. Such skills are necessary for reflective judgment according to the reflective judgment model (RJM). The purpose of this study was to explore whether engaging undergraduate students in classroom discussion surrounding ill-structured problems impacted these advanced thinking skills. It implemented a quasi-experimental, posttest-only control-group design using the validated semi-structured Reflective Judgment Interview (RJI) protocol to score reflective judgment skills of sixteen undergraduate students. The RJM and its RJI protocol, developed by King and Kitchener (1994), categorise thinking into three main areas: prereflective (Stages 1-3), quasireflective (Stages 4 & 5), and reflective thinking (Stages 6 & 7). On average, undergraduate students score within Stages 3 or 4. The Openness to Diversity and Challenge Scale (ODCS) was also used to identify existing openness to diversity and challenge. A least squares regression analysis of the RJI stage and the ODCS score found that there is a significant correlation between the two. Overall, results indicated that fostering discussion of ill-structured problems in a college classroom might help students advance into higher levels of reflective thinking, thus helping to fulfil a key purpose of higher education. Further research should explore these connections using a larger sample for a longer time period.

This research brings forward a theoretical framework that applies to modern issues of divisive politics, civil unrest, and social injustices affecting democratic societies. Engaging our students in healthy debate and discussion surrounding complex problems may be a pedagogical practice to help develop new generations of thinkers who can evaluate information, develop judgments, and better accept ideas that are different from their own. This paper aims to support this conference sub-topic: Addressing social justice by leveraging technology and innovative approaches.