



A • T • E • A

**Australian
Teacher Education
Association**

FROM THE PRESIDENT

In 1972, the National Association of Teacher Education (NATE) changed its name to South Pacific Association for Teacher Education (SPATE). SPATE subsequently became the Australian Teacher Education Association (ATEA) in 1988. A history of the first 35 years of the ATEA (and its predecessors), *Claiming a voice: The first thirty-five years of the Australian Teacher Education Association*, was launched at the 2009 annual conference and copies are available in some university libraries. [[Read More](#)]

2017 University-School Partnership Award *Dr Lisa Papatraianou, Dr Al Strangeways and Kath McGuigan*

We were delighted to win a university-school partnership award in 2017 for our project, “Different places, different faces: understanding diverse students’ resilience when moving between home and school cultures” and look forward to presenting our findings at the upcoming ATEA conference. This study employed a strengths-based approach that draws on a ‘human resilience’ framework, to focus towards resources and factors that enable diverse young people to develop and maintain resilience. The study used mixed-methods that incorporated visual and arts-based approaches to elicit culturally relevant accounts diverse students’ home and school lives. [[Read More](#)]

CONFERENCE UPDATE

The Conference Program Committee has had a busy time reviewing the large number of high quality abstracts that were submitted. We would like to thank all the authors. Authors will be informed of the result of their submission on or before 9 April. We anticipate that the Conference Program will be released in May.

Early Bird Registration is now open [[Click Here](#)]

Read more about the Keynote Speakers [[Click Here](#)]

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Research on
“Preparing Teachers
to Teach 'Diverse
Learners' and
'Fostering Creative
Thinking Skills in
Teacher Education'”**

Contact Us

To contribute to this
newsletter, please email:

Lisa.Papatraianou@cdu.edu.au

www.atea.edu.au



Joce Nuttall



FROM THE PRESIDENT

How much do you know about the history of ATEA?

In 1972, the National Association of Teacher Education (NATE) changed its name to South Pacific Association for Teacher Education (SPATE). SPATE subsequently became the Australian Teacher Education Association (ATEA) in 1988. A history of the first 35 years of the ATEA (and its predecessors), *Claiming a voice: The first thirty-five years of the Australian Teacher Education Association*, was launched at the 2009 annual conference and copies are available in some university libraries.

The 1970s and 1980s – prior to the university mergers of the Dawkins era – were vigorous times for teacher education in Australia. Up to 300 people attended SPATE's annual conference and, as well as publishing its scholarly journal (now *Asia-Pacific Journal of Teacher Education*), SPATE published an inaugural yearbook in 1987 with the following list of contents:

- 1. Teacher education in the 70s and 80s / Glen Evans
- 2. Selection for teacher education / Ian Burnard and Ralph W. Rawlinson
- 3. Models of teacher education / Geoffrey W. Beeson
- 4. Curriculum of teacher education / Colin J. Marsh
- 5. The practicum and its supervision / David A. Price
- 6. Making the continuum of teacher education / Colin Power
- 7. Research in teacher education in Australia / Richard P. Tisher
- 8. Teacher education in Australia - the prospects / Kenneth J. Eltis.

Although its chapter titles remain familiar, the gender balance of the chapter authors would perhaps be somewhat different today!

ATEA does not publish a Yearbook, but we have recently reinstated publication of an annual volume to address each year's conference theme. These provide an ongoing record of issues occupying teacher education researchers in Australia to add to the high-quality research papers published in *Asia-Pacific Journal of Teacher Education*.

Our 2018 conference marks 30 years of ATEA and over 60 years since the formation of NATE – a proud history of representing the scholarly interests of teacher educators in Australia and the South Pacific!

Professor Joce Nuttall



Lisa
Papatraianou



Al
Strangeways

2017 University-School Partnership Award Dr Lisa Papatraianou, Dr Al Strangeways and Kath McGuigan



Press Release Link [\[Click Here\]](#)



We will be presenting our University-School Partnership Award research at the upcoming ATEA conference. Our presentation emerges from a study that aimed to understand the experiences of culturally diverse school students and to explore how they consolidate their educational aspirations at the 'cultural interface'. Most studies of diverse young people are underpinned by deficit models that focus on the difficulties they face. In contrast, this study employs a strengths-based approach that draws on a 'human resilience' framework, and so redirects the focus towards resources and factors that enable this diverse group of young people to develop and maintain resilience. The study used mixed-methods that incorporated visual approaches to elicit culturally relevant accounts diverse students' home and school lives in order to foster the capacities of the individual, family and school to enhance the resilience of these young people. The use of visual methodologies allowed the students to share their experience in and on their own terms (Sunderland, Kendall, Marshall & Barlow, 2016, p. 71), rather than through written and spoken data creation methods that dominate Western research methods. They allowed the young people to exercise agency in choosing how much to mask or limit when describing personal experiences which might otherwise open individuals to positions of vulnerability.

This presentation draws on data from one of three schools who participated in this study and whose participants were comprised of students from refugee backgrounds. The findings from this setting showed that this group of young people displayed resilience in ways that challenged the often normative and value laden perspectives of resilience that arise from Western constructions of "coping". The young people viewed themselves as having agency and responsibility in accessing and navigating supportive resources, and the significant resources offered to them by their home environments and extended family networks. However, these same students also recognised the significant cultural dissonance they faced when seeking resources within what was an otherwise supportive school context. They specifically identified: (1) the communication and participation barriers between family and school and the significance of this given the important role of family in their lives, (2) the clash of values between family and school in relation to their educational aspirations and

participation in extracurricular activities, and (3) the conflict they felt when managing their many family and cultural responsibilities alongside their academic requirements. A particularly interesting finding that emerged was the students' perception of challenges as temporary. This perception positively and negatively influenced their capacity to access resilience resources at home and at school.

These findings have important implications for the practices schools can develop to better support young people in navigating and consolidating their educational aspirations at the 'cultural interface'. These implications also need to be considered in the context of initial teacher education. They highlight the need for preservice teachers to understand the importance of their students' ecological contexts and the responsibility to use such knowledge when making pedagogical-pastoral decisions.



Sue Smith



MEMBERSHIP UPDATE

Diversity of ATEA Community Continues to Grow

The diversity of the ATEA community continues to grow. Memberships have been received from as far as Nigeria, India, Fiji and Singapore, and we continue to attract members from educators in schools across the country, education providers in the post-compulsory sector and the military.

Ongoing memberships are also received from teacher educators in various state, territory and national accreditation bodies. These all reflect ATEA members' proactive commitment to work in partnership with the array of stakeholders in teacher education and share knowledge and expertise that furthers quality teacher education.

The ATEA Executive welcomes any thoughts, ideas or requests that could enhance your membership experience.

Also, be sure to email any changes to your mailing address so that you continue to receive your copies of the Asia-Pacific Journal of Teacher Education.

Contact me at membership@atea.edu.au

Hope to see you in Melbourne at the 2018 ATEA and TEFANZ Conference 4-6 July!

Dr Sue Smith
Memberships



Jenene Burke



GRANTS AND AWARDS

Applications Now Closed!

Applications for the ATEA Awards and Grants for 2018 are now closed.

I am excited to inform members that the selection panel to decide this year's recipients will convene in early April and all applicants will be notified of the outcome shortly afterwards.

Details about the awards and grants can be found at <https://atea.edu.au/grants-awards/> Previous recipients are featured on the ATEA website at: <https://atea.edu.au/grants-awards/>

Please feel free to distribute this information widely within your teacher education networks.

Dr Jenene Burke,
Convenor, ATEA Awards and Grants



Jenny
Buckworth



ECR PROFILE

Jenny Buckworth

Dr Jenny Buckworth is the Academic Director for Professional Experience in Initial Teacher Education (ITE) and senior education lecturer at Charles Darwin University (CDU). Passionate about education, Dr Buckworth brings over 30 years in the schools and higher education sector and has invested commitment and energy into improving the learning experiences for classroom students and pre-service teachers. Since joining CDU Dr Buckworth has had vital input into course design for undergraduate and postgraduate learners, during which time she has continued to foster and maintain partnerships with government and industry stakeholders. Her doctoral study explored Professional Experience in ITE with findings providing further insights into the changing demands of the profession and highlighting ongoing needs for student support and strengthening of relationships.

Whilst continuing to support preservice teachers through ITE programs, she has actively engaged in research opportunities that focus upon the myriad of challenges faced by pre-service teachers. In particular, she has explored some of the predicaments of (ITE) students who undertake school-based Professional Experience as part of their mandated coursework. Dr Buckworth's research has predominantly used participant stories and experiences to provide a mechanism

for student voice. The voices of students have been pivotal in highlighting the ranges of experiences, variously successful, unpleasant and unforeseen, to provide glimpses into the uncertain world of teaching and the multiplicities of actions during this time. Some of the less visible demands associated with this tentative, difficult-to-measure and often uncertain time can be related to overt bullying, intimidation and racism.

Related research has focused upon the retention of teacher education students, examining stressors such as finance, outside work and family commitments and organisational management that can be detrimental to ITE student progress. Jenny's interests also have explored the variability of welcome and support for international students as they strive to complete professional experience in schools. Her research has revealed that equitable professional learning opportunities cannot be assumed and, while underpinned by reviewed and renewed regulatory measures, continue to challenge the character and integrity of those who wish to enter this profession.



INVITATION TO PARTICIPATE

Preparing Teachers to Teach 'Diverse Learners'

Dear ATEA colleagues

We are currently working on an ARC funded project titled: Educating preservice teachers to teach diverse learners: A focus on teacher educators' epistemic reflexivities. We are interested in the ways teacher educators' understand the challenges associated with ensuring future teachers are able to work effectively with 'diverse learners'.

As part of this project we are seeking the input of up to 40 teacher educators across Australia. Participants will be involved in a data collection method referred to as a 'social lab'. This lab involves participants in discussions that explore:

- what is (variously) meant by the concept of 'student diversity' and what effective pedagogy for teaching to/about diversity in teacher education requires;
- the pedagogies (and underpinning knowledges) identified in your workplace in regards to teaching about/for diversity;

- situations or contexts in which it would be appropriate to incorporate the concept of 'reflexivity' in approaches to teaching in preservice units;
- the potential benefits of using the concept of epistemic reflexivity (as introduced across the social lab) as a means of reflecting upon teaching to/about diversity
- The social lab will take place on Tuesday 3rd July prior to the ATEA annual conference. The workshop will be scheduled in Melbourne and will run for three hours. It is open to anyone who works in teacher education.

We will recruit based on the first 40 responses received. All participants will be invited to submit an application for financial reimbursement to support travel costs (air or land travel) up to the value of \$300. We hope this reimbursement will encourage a diverse group of participants with an interest in teacher education. We would welcome ATEA members, including those who may not be attending the ATEA conference. Further details will be provided in a follow up email.

If you are interested in taking part please email project coordinator Lyra L'estrage and she will send you full project information and project consent forms. Lyra's email is: lyra.lestrange@qut.edu.au

We hope to see many of you at our lab which will provide as great opportunity for networking amongst our ATEA community as well as ensure diverse perspectives are represented in the research findings.

Project team: Professor Jo Lunn, Associate Professor Leonie Rowan, Professor Mary Ryan, Professor Sue Walker, Dr Terri Bourke and Professor Eva Johansson.

Dr Leonie Rowan

INVITATION TO PARTICIPATE

Fostering and assessing students' creative and critical thinking skills in teacher education

Fostering and assessing students' creative and critical thinking skills in teacher education

Objectives

Creativity and critical thinking are key skills for the complex and globalized economies and societies of the 21st century. A new project at the OECD Centre for Educational Research and Innovation (CERI) aims to support teacher education institutions and programmes to enhance the quality of their instruction to foster future teachers' creative and critical thinking skills.

The project is building an [international community of practice](#) around teaching, learning and assessing creativity and critical thinking in education. Teacher education is a key part of this agenda. How do teacher education programmes equip teacher students with these skills as part of their teaching? How could they improve their practices? How can the education sector benefit from these practices to enhance the quality of teaching internationally?

Methodology

All participating institutions will design and document pedagogical activities, assessments and faculty development plans trying to intentionally foster creativity and critical thinking, as defined by a [common international rubric](#). While pursuing this common goal, institutions and their faculty will preserve their [pedagogical freedom](#). Institutions may also design collaboratively a teacher education curriculum including the development of creativity and critical thinking as one of its objectives.

The [effects of the pedagogical interventions](#) on teacher students and teacher instructors will be monitored through a [quasi-experimental research design](#) involving pre- and post-testing on intervention and control groups. Qualitative reporting will complement quantitative data collection to provide evidence of the effects of the different pedagogies tested.

The selection of participants will take place early 2018, followed by two rounds of pedagogical intervention and data collection.

Outputs and outcomes

The findings of the project will be published in an [international report](#) in 2021. The [monitoring instruments](#) developed to evaluate the effects of the interventions will also be made public. The [pedagogical resources](#) (rubrics, curriculum, activities, assessments, professional development plans) will be shared under a Creative Commons licence so that they can inspire educators and institutions internationally.

Beyond contributing to the common good of education excellence in teacher education, participating institutions will offer their instructors a unique opportunity for professional development and enhance their innovation and improvement capacity in teaching and learning thanks to their involvement in an international network of like-minded institutions. Ultimately, the project aims to trigger a sustainable improvement process in teaching and learning in teacher education and beyond.

Terms and conditions for participation

The project is open to all types of institutions delivering [teacher education](#). Ideally, a minimum of 500 students per country should be involved in the intervention group, and twice as many in the control group, but they can be spread across several institutions. Adjustments will be made depending on the possibility of participants. Ideally, two to three teacher education programmes by country should participate.

Participating institutions (or countries) will cover all domestic costs of the study (coordination, professional development, data collection, participation in biannual meetings in Paris, etc.). They will also be requested to contribute to the international costs of the project (ranging from EUR 10 000 to 15 000 per year per institution, that is, EUR 40-60k for the entire duration of the project). The exact amount of this contribution will depend on institutions' size and number.

Do you want to take part?

The project welcomes interested countries and institutions to participate. Expressions of interest should be sent to Stéphan Vincent-Lancrin (stephan.vincent-lancrin@oecd.org) by **11 March 2018**. Interested institutions will be invited to information webinars and a face-to-face meeting in Paris will then be organized. A final commitment is expected by April 2018.

To find out more about our projects, please visit: www.oecd.org/edu/innovation

