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HELSINGFORS UNIVERSITET
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PEDAGOGISKA FAKULTETEN
FACULTY OF EDUCATIONAL SCIENCES

Abstract Booklet

REIMAGINING TEACHERS AND TEACHER EDUCATION FOR OUR FUTURES CONFERENCE

18-20 June 2024, Helsinki, Finland



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1A Symposium

Bridging Traditions and Transformations: Teacher Training for Transversal Competencies and Sustainable Development

Senior University Lecturer Jonna Kangas¹, Laura Niemi¹, Margita Sundsted¹, Minna Maunula², Lassi Lavanti², Heidi Harju-Luukkainen², Mirja Köngäs¹, Mirjam Kalland¹, Lotta Fagerström¹

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In the symposium, the different blended teacher education programs in Finland have been presented as models of transformative education. The approaches of blended pedagogies and the interconnectedness of transversal competencies in the teachers' skills and knowledge are explored through innovative pedagogies, questions of sustainable education, and bridging the traditions of Finnish teacher education for modern educational realities, ensuring that future teachers are prepared for the challenges and opportunities of the future. The symposium also addresses networking opportunities to foster collaborations that contribute to the ongoing discourse on blended teacher training and sustainable education.

The individual presentations in the symposium cover areas of 1)Developing the digital skills of classroom teacher students in adult education, exploring the construction of teachers' digital competencies in adult education in classroom teachers' training. The study discusses the questions of social and economic justice, contending that such empowerment contributes to a more equitable and sustainable societal framework through enhanced societal access, inclusivity, and the cultivation of technologically literate teachers for the future. Presenters: Lassi Lavanti, Minna Maunula & Heidi Harju-Luukkainen

2)Equipping Teacher Students to Foster Transversal Competencies in the Future of Education, investigating the development of transversal competencies in the ECEC teacher training program 1000+ specifically designed for mature students with prior working experience. The findings highlight the motivation and transformative experiences of students aspiring to become teachers, emphasizing the socially sustainable design of the program, particularly in offering women from lower socio-economic backgrounds opportunities for the teaching profession. Presenters: Laura Niemi, Jonna Kangas & Mirja Köngäs

3)The development of professional identity in Finnish-Swedish students in a blended learning program, focusing on unqualified teachers working in the field of early childhood education and care experiences of changes in their professional identity during their studies through examination of experienced pedagogical approach, as well as changes in practice theory aspects and sustainability through fostering linguistic diversity and cross-cultural understanding within educational settings. Presenters: Margita Sundsted, Lotta Fagerström & Mirjam Kalland

1B Panel Discussion

Fun Learning Centers in Transforming Teacher Education for Future-Ready Educators

Dr. Faith Mkwesha¹, Sanna Lukander², Tavonga Jacqueline Manyonga³, Rueben P. Gwatidzo³, Saara Viteli⁴, Thao Dao Thi Thu⁵

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The proposed panel discussion aims to address the challenges outlined by the United Nations Transforming Education Summit in 2022 by focusing on innovative solutions within the context of Fun Learning Centers (FLCs). We will explore how FLCs can contribute to reimagining teachers' work, addressing shortages, improving qualifications, elevating the status of the teaching profession, and fostering autonomy, leadership, and innovation.

The discussion will bring in Fun Learning Educators from the different centres from Zimbabwe in Africa, Vietnam, Brazil, and Norway. The aim is to share the success and challenges of International Collaboration, focusing on cross-border collaborations, and creating a global network of educators committed to the Fun Learning principles.

Discussion will also draw on Bridging the Teacher Shortage Gap by exploring FLCs as reskilling for the 21st century by training and continuous professional development online, to mitigate teacher shortages through comprehensive programs.

The panel will share how the Fun Learning approach has been integrated into pre-service and in-service teacher education programs to enhance educators' qualifications.

Panellists will share how Community-Centric Solutions have facilitated community involvement in education and content development, with FLCs serving as community hubs for teacher development.

1C Workshop

SustainEat

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Join us in a reflection game to discuss the role of education for more sustainable food systems . Food systems are part of our everyday life and cuts across age, income, and culture. It integrates all dimensions of sustainable development, but also all subjects in teacher education.

Much research has focused on the type of competences needed to achieve the Sustainable Development Goals, however little on how to facilitate the development of these competencies and strengthen them in learners. The research project Sustainable Eaters, looks at how different learning approaches affect our sustainability consciousness , and what teachers need to develop and strengthen this in their learners. Through the project, learning packages have been developed for use in secondary schools with the aim that education can support the development of more sustainable food systems. The reflection game is one of the activities in these learning packages and an example of collaborative learning in Education for Sustainable Development. It consists of three parts and has its own statements developed for this workshop that address, among other things: interdisciplinarity in teacher education, school in society, quality, and relevance in education.

The game is played in groups of 4-5 participants, and the target groups are teacher trainers, in-service teachers, teacher training students, curriculum- organizers and decision makers

1D Workshop

eLearning environment for teacher training in early childhood education, literacy and mathematics

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Introduction

Literacy and mathematics skills are the building blocks for civil societies, democracies and sustainable development. High quality early childhood education provides the foundation for the development of basic academic skills at school. These skills are in particular important for vulnerable groups such as disabled, special needs learners and girls. In Kenya, Namibia, Tanzania and Zambia, particular attention is given to teacher training and professional development. Enhancing the quality of teacher education is seen the most effective way to improve students' learning outcomes.

In the eTALE Africa project (2019-2022) we have co-developed an open online eLearning platform to support the needs of teacher education in literacy teaching and learning in local languages. Materials include e.g., research-based texts, hypertexts, highlighting good practices, and practical tips for teaching. In eTALE2 (2023-2026) we focus on improving the relevance and quality of teacher education, especially in early childhood education and junior primary programs by boosting teachers' knowledge of effective teaching-learning methods.

The developed teaching and learning materials are freely available online. The increased access and use of research-based materials is envisaged to enhance quality of education which benefits especially children, who struggle to master basic skills, disabled and children lacking home support. Acquiring solid basic skills at the early stage is especially important for girls. If their learning outcomes are low, girls are more likely to drop out of education and remain at home.

Workshop

In the workshop, we will demonstrate the eLearning environment (www.taleafrica.org) platform together with our partners. The workshop participants are able to follow, and navigate the environment from their laptops or mobile devices. We will discuss our experiences of co-developing eTALE materials and the support it provides to teacher education in partner countries.

The eTALE projects are co-funded by the Ministry for Foreign Affairs and Niilo Mäki Institute.

1E Best Practices: Access

Inter-university collaboration enhancing capacity of Mozambican teachers to establish better theory-practice balance

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How can we support the ability of teachers to respond to current and future challenges? In the TEPATE project, implemented in Mozambique 2020-2024, a good practice for enhancing the capacity of teachers was identified through establishing inter-university cooperation around the goal of improving the balance between theory and practice, often suffering from too much emphasis on theory and too little on practice. The inter-university cooperation meant building a teacher education community between two teacher training organisations in Mozambique and two in Finland, co-creating study modules and teaching practice guidance, all through a collective effort.

In order for teacher education to be able to renew its operations (e.g., goals, contents, structures and learning environments) and to be involved in the renewal and development of education, teacher education must have teachers capable of multifaceted development work. In the TEPATE project, multifaceted development capacity was built through the joint development of teaching-learning modules and teaching practice and by establishing a teacher education community between two different teacher education organizations in Mozambique and two in Finland. The 30 key experts were divided into four development teams, crosscutting the organizational boundaries of two Mozambican institutions of higher learning.

The teams developed three new study modules and a new guidance for teaching practice. The modules were piloted with 276 student teachers and developed further based on the students' feedback. Furthermore, applying the co-created module contents, in-service training was implemented for secondary school teachers and managers involved in teaching practice. Also personnel of the faculties at the 2 Mozambican institutions were part of the training. In total, more than 900 people were involved in the training and its debates around teaching practice and other parts of the newly produced teaching modules.

The presentation of the good practice discusses the gains and pains of the process.

1E Best Practices: Access

Reimagining Higher Education Teacher 's Role as a Coach

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Training higher education teachers for a new role as learning coaches is the Best Practice that was created and tested in the EU-funded HEIComp project. It aims to bridge the gap between student competencies and working-life demands, necessitating a new mindset of teaching and learning. In fall 2023, teachers from five higher education institutions in Brazil and Paraguay completed a Working-life connected (WLC) Coaching Training, involving 45 teachers, 42 courses, and 459 students.

The Training was designed and led by five senior lecturers from Laurea University of Applied Sciences, with its pedagogical model Learning by Developing (LbD) as the base. Socio-constructive, problem-based, research-oriented, and experimental learning are all related to LbD. In this model, thus also in WLC, teachers, students and working-life partners collaboratively develop solutions to real-life challenges assigned by the partners.

The Training gives knowledge, inspiration, tools, and support on how to instruct students with a coaching approach. Unlike traditional teaching, it emphasizes listening, questioning, presence, encouragement, and providing feedback. Teacher's main goal in coaching is to strengthen students' capabilities, self-confidence, and enthusiasm. The Training enables university teachers to adopt their new role as coaches. They learn to master techniques that enhance students' learning in WLC studies and to conduct WLC courses.

The Training consists of three units. Online Course (10 ECTS) introduces the WLC learning journey and pedagogical model. This is supported by a 2-day-onsite training with workshops and learning sessions. Pilot WLC course (15 ECTS) is implemented by a teacher with students and a working-life partner. Professional Learning Portfolio (5 ECTS) is created to document the new competencies that are gained during the Training. Throughout the Training, teachers are supported by regular virtual sessions in small groups. As proof of professional development, teachers receive an official certificate from Laurea for the training.

1E Best Practices: Access

Empowering Change Agents: A Case Study on Challenge-Based Learning in ITE

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Abstract: This case study focuses on the pedagogical redesign of a final year Sociology of Education module on an ITE programme from a traditional lecture format to a Challenge-Based Learning (CBL) approach. CBL is described as “collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deeper subject area knowledge, accept and solve challenges, take action, and share their experience” (Nichols and Cator, 2008, p.1). The module has a strong focus on inclusion. It examines issues such as the relationship between school and society, educational disadvantage, gender in education, working with parents, and interculturalism. Given their significance to pupils’ learning experiences, teachers’ professional practice and wider society, we were conscious that the topics deserve deep interrogation by student-teachers. Our aspiration for this module was to embrace more significant change in our pedagogy in order to underscore the learners' pivotal role as 'change agents' (Chen, 2005). Drawing on social-constructivist principles (Vygotsky, 1987), we aimed to create a nurturing social ecosystem where topics could be explored in a supportive yet rigorous manner. In line with CBL approaches, the module includes input from expert stakeholders collaborating with us to design a series of authentic real-life school-based ‘Challenges’. Working in teams, the solution to the challenge is presented in poster and recorded presentation format and culminates in a CBL showcase event. Data on the effectiveness of the module was gathered informally and formally through in-class discussions, online surveys and reflections. The authors believe the CBL framework strengthens the opportunity to reflect on the connection between academic theory, research, practice and society. It gives ITE students agency in their learning and the ability to influence the course of learning within the group (Kłeczek et al., 2020).

Key Words: Challenge Based Learning, Initial Teacher Education, Change Agents

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1E Best Practices: Access

Teachers' role in helping all children to acquire full literacy

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Today internet access, the most effective digital learning games, and artificial intelligence solutions are open to be given to the use of most children e.g. in Africa. We have empirically validated training games using which everyone can learn to acquire full literacy which is one of the most important skills anyone can have for learning knowledge efficiently in school. Even children who have no books or well-trained teachers in Community schools in Africa have been shown to learn full literacy using our training tools. These will be introduced to the audience. But this all requires that the parents or teachers have to be trained first to create content to be implemented in the games to make these learning games usable in any language (e.g. in Africa). The training of teachers is a necessary precondition to make this to lead optimal results. The presentation demonstrates the games and summarizes what adults have to learn to help children acquire full literacy.

1F Research Papers: Access

Impact of professional development on kindergarten teachers' confidence in music and movement

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There is much evidence that kindergarten teachers have low confidence in music and movement (M&M) (Bautista et al., 2022). A high-quality online professional development (PD) course was developed for kindergarten teachers to further develop their confidence. The course focused on the 'Rhythm And Movement for Self-Regulation' (RAMSR) intervention (Williams & Berthelsen, 2019). This study aimed to examine the impact of the RAMSR online PD course on kindergarten teachers' confidence in M&M.

An experimental study was conducted with an online survey. Participants were 171 in-service kindergarten teachers in Hong Kong with similar M&M backgrounds. Teachers in the experimental group participated in the RAMSR online PD course. An online survey with sixteen items was used to assess teachers' confidence in M&M. Teachers responded with a 7-point Likert scale. Descriptive and 2×2 repeated-measures ANOVA test were conducted.

Findings showed a significant group by time interaction on confidence in M&M with $F(1,169) = 35.122, p < .001, \eta_p^2 = .172$. The post-confidence score of the experimental group ($M=5.27, SD=.88$) was significantly higher than the pre-confidence score ($M=4.63, SD=.97$). For the control group, the post-confidence score ($M=4.84, SD=.81$) was nearly the same as the pre-confidence score ($M=4.88, SD=.83$). The results suggested that the RAMSR online PD course effectively enhanced teachers' confidence in M&M.

We conclude that the design features of the RAMSR online PD course contributed to the promising findings (Bautista et al., 2017), including features such as the provision of content-focused demonstration videos, the opportunities to engage in peer discussions and practice, and the support provided by RAMSR specialists. Given that the course increased teachers' confidence in M&M, we recommend PD providers and universities develop similar courses to boost kindergarten teachers' confidence in M&M. This will make a difference in their practice.

1F Research Papers: Access

Re-imagining future Competencies in Humanities Education: Perspectives of Faculty at Strathmore University

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Background

In the last decade, higher education is shifting from traditional curricula to Competency-Based Education (CBE) to respond to requirements of 21st century and quality education (SDG4). In Kenya, CBE has been implemented at the basic education level with universities expected to admit the first cohort in 2029. Unlike traditional curricula, CBE emphasizes the achievement of competencies by learners, rather than the time spent at a given level of learning. Identifying competencies to be acquired by learners has been a practice employed by educators in the natural sciences and vocational training. Philosophy, history, literature, and the arts connect us with purpose, an appreciation of critical inquiry, empathy, ethics, and imagination. However, those subjects are largely abstract, hence the identification of competencies remains a gap in literature and practice. This research seeks to answer the following questions: (1) How do faculty teaching humanity subjects in Kenyan universities perceive the review of curriculum to CBE? (2) What is the perceived readiness by faculty in Kenyan universities for CBE? (3) What are competencies in humanities according to faculty in Kenyan universities?

Methodology

The study employs a sequential explanatory design. Questionnaires will be administered to all Faculty teaching humanities(p-60) at Strathmore University to assess their readiness for CBE. From responses to the questionnaires, a sample of ten lecturers will be interviewed.

Findings

Expected findings might indicate that faculties teaching humanities are not prepared for the future CBE curriculum.

Conclusion and relevance

Based on findings of the study, conclusion and recommendations will be made on the need to build the capacity of lecturers of humanities in Kenya to implement CBE. The study has practical implications on the teaching of humanities especially at a time when policy makers, scholars and universities in Kenya are planning to prepare to roll out CBE in institutions of Higher Education.

1F Research Papers: Access

Teachers' Professional Development in the Context of Curriculum Reforms in Chinese Mainland

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Background: China is now implementing the new Compulsory Education Curriculum Program and Standards from 2022. There is consensus that teacher's professional development (PD) is crucial for a successful curriculum implementation. This report aims to analyze the context and discourse of the curriculum reform, and to explore the policies and discourse of teachers' PD in Chinese Mainland.

Methodology: The paper uses qualitative research methods by analyzing related policy documents. A case study is also conducted in Beijing, China.

Main findings: With the aid of the framework of dynamics of teacher knowledge (Révai, 2017), results indicate reciprocal influences between the curriculum reform and teachers' professional development. The role of teachers changed from curriculum delivery to diverse professional roles, and the policy of their PD from strong regulation to collaborative development. The main discourses of the Curriculum Program 2022 include: learner-centered, competency-driven, coherent and integrated, school-based et al.. Referring to the dynamic system of teachers' professional knowledge, the programs of curriculum practice and teachers' PD should promote the connection of dynamic systems through the design and intermediary of "regulatory systems." Besides, to implement the competency-driven curriculum practice, spontaneous and collaborative learning networks should be developed.

Conclusions: In the process of curriculum reform, the role of teachers is changing and the policy regarding their PD would undergo reconstruction. Curriculum practice is also the PD of teachers. Through establishing collaborative supporting systems for scaffolding curriculum practice, the capacity of teachers will have sustainable promotion. The theme of the paper belongs to the sub-theme of Access.

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1F Research Papers: Access

Maker and STEAM Education Professional Development Opportunities

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As we navigate the dynamic landscape of education in the 21st century, it becomes imperative to prepare students for a rapidly evolving world that demands creativity, critical thinking, and problem-solving skills. STEAM education has been the pedagogical choice flagged to build such capacities. So far the curriculum structure and insufficiency of teachers' skills might be considered as reasons behind repeated weakness to achieve the intended goals of STEAM education (Jia, Zhou, and Zheng, 2021). However, the integration of STEAM with Maker Education (ME) is considered a good incubating environment for raising students' interest and engagement (Martin, 2015) and seems to enrich the learning experience and prepare students for interdisciplinary challenges (Jia, Zhou, and Zheng, 2021). Halverson and Sheridan (2014) have highlighted three vital elements in maker education: makers as identities, also referred to as maker mindset (Dougherty, 2013), making as a collection of activities, and makerspaces that function as communities of practice. This abstract explores the synergy between ME and STEAM education by presenting a case study within the frame of the Palestinian-Finnish collaborative project (OLIVE: Teacher Education Without Walls).

Introductory hands-on workshops in ME for the undergraduate teacher Programme at Birzeit University were implemented. The reflections on initial findings around concepts of learning, play, imagination, creativity, innovation, and collaboration in the hands-on workshops, were considered for creating an online module with questions on how both the real and online interventions can support the development of a maker mindset as a vital element in teacher preparation, while also considering the relevance of the social, cultural, and economic context in Palestine.

The online module focused on the maker mindset constructs of resilience, growth mindset, creativity, and collaboration orientation (Cohen et al., 2018). Reflections from the workshops and preliminary results from the online module will be presented and discussed at the conference.

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1G Research Papers: Equality and Equity

Visiting the forced visitors: Critical and decentered approach to Global Citizenship Education

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Migrant children and youth across various national contexts continue to face complex challenges when it comes to educational and social inclusion. Global Citizenship Education (GCE) has emerged as a viable way for thinking about the role and responsibility of education when engaging with shared world-challenges including those of global migration and resulting cultural diversity. Yet main stream education policy geared towards GCE tends to be based on normative and monocultural perspectives resulting in excluding structures and marginalizing practices.

In this research we discuss different typologies of global citizenship as they relate to education with a special focus on how different pedagogical approaches to GCE, when entangled in a mix of liberal, neo-liberal and critical discursive orientations and ideals, can impact differently upon the lives and opportunities of migrant youth within national educational settings in the Global North. We propose a pedagogically oriented model of GCE emphasizing critical and decentered approach.

In an attempt to deepen our analysis we also discuss how the metaphor of visiting, as proposed by the political philosopher Hannah Arendt, could be considered as a way for teachers to engage with diversity and difference from a relational and epistemological perspective. Such approach could be seen as one important way to facilitate an inclusive and safe space where new learnings can emerge from different directions and where immigrants and refugees can restore and establish a feeling of home within the space of schools.

1G Research Papers: Equality and Equity

Ontario Secondary School Graduates and their Intercultural Orientations

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How do secondary school experiences and student identities influence graduate intercultural orientations? What policies and practices can teachers support to boost pedagogies of solidarity and cooperation? Drawing on theories of intergroup contact, sociocultural learning and the need for recognition, this study proposes they may work jointly to influence student intercultural orientations. The study surveyed 390 recent graduates of secondary schools in Ontario, Canada, representing variation in higher education attendance, gender, faith, race and ethnicity, geographic region, as well as the type of high school graduates attended. Through the survey and fourteen individual interviews, study respondents provided information about their secondary schools, themselves and their views of others. A scale of interculturalism based on questions in a 2017 Ontario Human Rights survey gauging attitudes to human rights and human rights accommodations was used to determine associations of significance between student identities, school practices and open intercultural orientations. The findings corroborate and confirm some school policies and practices that are acknowledged as positive for student interculturalism—such as discussion, extra-curricular activity, positive relationships with peers and teachers, social justice learning, and democratic activity—even though many students may lack or have uneven access to these opportunities. However, the study challenges other school policies and practices that have been normalized and uncontested in Ontario schools but appear to work against open intercultural orientations. It invites educators at all levels to reflect on the ways in which individualistic narratives, specialized program streams, state-funded denominational schooling, privatization and monetization of school co- and extra-curricular programs, as well as non-participatory and non-contentious civic education may thwart intercultural aims. While suggesting ways schools can work to humanize others, confront colonialism and prevent democratic backsliding, it calls for more research on interculturalism as a way to recommit to the humanitarian goals of education, and reimagine our futures together.

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1G Research Papers: Equality and Equity

Gay, lesbian, and queer teachers in Norwegian classrooms

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In 2022, Norway celebrated the 50th anniversary of the decriminalization of homosexuality. This paper investigates how queer teachers experience openness in the classroom today. Even if Norway seems to be an open and tolerant society, earlier research shows that the schools often deal with forms of sexuality and diversity from a heterosexual (neutral?) position (Røthing, 2008). Newer research has also found a more liberal attitude toward queer teachers, but with some challenging aspects when meeting parents, students, and school leaders (Lineback et al., 2016; Lundgren, 2008; Røthing, 2008). Through semi-structured interviews with five open gay and lesbian teachers in Norwegian middle schools (Ungdomsskole), I have tried to understand how they experience being non-heterosexuals in the classrooms and whether there are aspects of sexuality that are threatened or valued in the school.

The results indicate that the teachers are open to colleagues and school administration, as well as in the classrooms, if they experience that the students are ready for it. The teachers are either implicitly out or explicitly out, based on the Griffin scale on openness among gay and lesbian educators (1992). Even though there are differences between the teachers, they state that being implicitly or explicitly out gives them the possibility to be a confident teacher for struggling teens and also guides them on contemporary sexuality topics for some colleagues. In relation to earlier research on inclusion and exclusion among gay, lesbian, and queer teachers, this research provides a positive view of their professional lives in schools.

1G Research Papers: Equality and Equity

Core beliefs that shape orientations to teaching for diversity and social justice

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Attitudes and beliefs are generally acknowledged as the foundation of teachers' intercultural professionalism but there is little consensus on what these beliefs are, or how they can be altered (Rissanen, Kuusisto & McMullen 2023). Social psychological research has identified core beliefs which influence meaning-making, attitudes and behavior in intergroup relations, and can offer novel approaches for theorizing and exploring teachers' intercultural professionalism. In this paper, we present findings from a mixed methods study, which focused on two sets of core beliefs – diversity beliefs (colorblindness, multiculturalism and polyculturalism) (Rosenthal & Levy 2010) and malleability beliefs (i.e. mindsets) (Rattan & Georgeac 2017), and explored how these beliefs shape teachers' orientations to teaching for diversity and social justice. The data includes a survey with Finnish in-service and pre-service teachers (n=503) as well as with German pre-service teachers (n=477), semi-structured interviews with 15 Finnish teachers in comprehensive education, and deeper case studies with 4 of these teachers including classroom observations and stimulated recall interviews.

We present triangulated findings based on statistical analysis of survey data as well as abductive qualitative content analysis of answers to open ended survey questions and of the interview data. The findings depict polyculturalist beliefs about the interconnected nature of cultures, as well as malleability beliefs, concerning the ability of individuals and groups to change, as core features of teachers' intercultural professionalism. These beliefs explain differences in teachers' orientations to social justice and equity and shape their pedagogical thinking and practice. We discuss implications of these findings for teacher education and further research.

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1H Research Papers: Emergencies and crises

Human Rights Education Competencies in Teacher Education Students

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Background:

One specific form of education pivotal in overcoming ongoing societal and political crises and fostering a peaceful co-existence of humanity: human rights education (UN General Assembly, 2011). Teachers are the key figures in this process (Sahle-Work et al., 2021). They have a fundamental influence on students and, consequently, on society as well as future generations. Nevertheless, human rights education in teacher education is mostly still a desideratum (Parker, 2018;). Thus, the present study investigates and attempts to foster prospective teachers' human rights education competencies.

Methodology:

The methodological framework is a qualitative multi-methods approach including questionnaires, freewriting assignments, reflective group discussions, and focus group interviews. The study involves 100 teacher education students. The data were analyzed using computer-supported (MAXQDA) qualitative content analysis (Kuckartz & Rädiker, 2019).

Main results or findings:

The results show that the participants' prior knowledge on human rights was astonishingly limited. More than 60% stated that they had never read the Universal Declaration of Human Rights and do not know about their content, reasoning, and origins. At the same time, one fourth indicated that they have already actively advocated for human rights. In the focus group discussions, the participants stated that they became aware about their limited knowledge on human rights only by participating in the study. They argued that the topic needs more attention.

Conclusion and relevance:

Especially in times ongoing crises, human rights competencies in teachers are essential. The study shows that human rights education requires more attention in teacher education. Furthermore, during the study process, the participants developed their human rights competencies (further). Consequently, they were encouraged to foster their future students' human rights competencies as well. The study will be expanded to other teacher education programs in other countries.

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1H Research Papers: Emergencies and crises

Teachers' competence in advancing school safety – a practical dilemma?

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Safety is not an optional aspect of schooling, not least because teaching and learning cannot take place in unsafe learning environments. Though school safety is and must be steered through acts and normative documents to reach a level acceptable by current legislative standards, numerous violations of school safety are reported daily by media everywhere. While these incidents may be purposeful attacks on school safety, like violence and bullying, they may also be remarkably damaging unintended events, e.g. earthquakes or fires. School safety is built and managed through safety culture. Here, teachers' role and competence are central.

To promote safety in comprehensive education, the Finnish Ministry of Education and Culture funded the Success in School Safety (2022–2024) project, which aims to make school safety management communal and to offer schools versatile tools to develop safety. The project evaluated the level of safety and safety competence of staff in 20 schools. Our presentation focuses on one sub-study, which employed a multiple case study, comparing teachers' self-assessments of safety competence to external evaluations of the level of school safety culture in four comprehensive schools with 2600 students in grades 1–9, or 7–16 years of age.

The triangulated data reveal that while teachers assess their safety competence as very good, the external expert evaluates the school safety culture as rather reactive. This creates a dilemma: a reactive safety culture is not evidence of strong safety competence. Rather, it signals that schools do not focus on prevention and preparedness which are central in a proactive school safety culture. To diminish safety incidents and prepare for unintended events, future teacher education must ensure teachers have the competence to advance school safety.

1H Research Papers: Emergencies and crises

How to support inclusion of Ukrainian displaced pupils in Italian schools

Associate Professor Davide Parmigiani¹, Diana Spulber¹, Asia Ambrosini¹, Anna Molinari¹, Emiliana Murgia¹, Elisabetta Nicchia¹, Myrna Pario¹, Andrea Pedevilla¹, Ilaria Sardi¹, Chiara Silvaggio¹

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Background

The war in Ukraine caused a huge number of displaced people in a very short time. Host schools and teachers had to arrange inclusive strategies to integrate the displaced pupils. The research analysed the factors that facilitated the inclusion of displaced pupils and the educational strategies carried out by Italian teachers to create comprehensive learning environments.

Methodology

The research question was: What were the factors that sustained the effectiveness of displaced pupils' inclusion? To answer the research questions, we chose a qualitative research design. The data were collected using a questionnaire composed of seven open-ended questions. We involved 208 teachers as participants. The coding process was split into the three main steps of grounded theory analysis. In addition, a quantitative analysis was carried out to investigate the significance of the main categories.

Findings

The qualitative analysis highlighted five main categories: Actors (pupils, teachers, families and mediators); Inclusion (the initial activities implemented by the teachers to welcome and integrate the displaced pupils in Italian schools); Strategies/Activities (tools, strategies and practices implemented by teachers); Administrative issues (the technical actions to enrol displaced pupils as easily as possible and to avoid the perception of administrative obstacles); and Contexts (the close connection between the activities carried out at school and the activities implemented by associations, municipalities, and private institutions outside the school).

Conclusions

This study suggests the creation of guidelines that principals and teachers can follow to welcome and include displaced pupils. In particular, it shows three main stages: welcoming, inclusive, and learning steps.

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1H Research Papers: Emergencies and crises

The Attributes for Empathetic Leadership in Private School Administrators

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Background : Empathy is indispensable in educational leadership as it fosters understanding, support, inclusivity, and emotional well-being within the school community. Limited researches have been done to truly define empathy in the aspects of leadership.

Methodology : Extensive literature review was undertaken to analyze and synthesize the attributes of the EL. The in-depth interview was conducted to examine and confirm the attributes of EL. The experts were purposively selected from different fields including educational leadership, educational psychology, and voice dialogue. We also invited the experienced leaders of private schools from different philosophy for the interview.

Main Results : It showed that all experts agreed on an important role of empathetic leadership in current challenges in education. The framework of the EL was formulated based on theory, evidence, and expert interview. We found the 9-attribute for EL includes self-awareness, self regulation, articulation of personal vision and values, empathetic communication, inspiration, empowerment, compassionate collaboration, social empathy, and lesson learned. These were further grouped into the three levels of empathy, i.e. self empathy, empathy to other, and social empathy. The definition of EL was established and applications of these attributes were proposed in this study.

Conclusions : This study demonstrated corresponding views of experts and administrators toward a holistic approach of the leadership connecting the inner self to the outer world which is required in an era of disruption.

1I Research Papers: Intersections in education

Cultural Orientation Moderate the Relationship Between Students' Growth Mindset and Learning Outcomes?

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This research investigated the moderating influence of cultural orientations on the association between students' growth mindset and their educational outcomes. The study involved 267 university students. Their growth mindset was evaluated using the Growth Mindset Inventory, and their cultural orientation was determined through the Cultural Values Scale. In addition, their educational outcomes were measured using various tools, including the Motivated Strategies for Learning Questionnaire, Learning Self-Efficacy Scale, Learned Helplessness Scale, and Utrecht Work Engagement Scale. The results indicated that: (1) there was a positive correlation between growth mindset and motivated learning strategies, learning self-efficacy, and engagement, whereas no significant correlation was found with learned helplessness. (2) The growth mindset exhibited a positive relationship with long-term orientation and a negative relationship with power distance and uncertainty avoidance, showing no significant connections with collectivism or masculinity. (3) Long-term orientation was found to positively moderate the relationship between growth mindset and both learning self-efficacy and learning engagement, whereas power distance and uncertainty avoidance negatively moderated the relationship between growth mindset and learning self-efficacy. Other cultural dimensions did not show significant moderating effects. This study contributes to the understanding of the complex interactions between growth mindset, cultural orientations, and educational outcomes, offering insights into the varied replication of growth mindset effects observed in previous research.

1I Research Papers: Intersections in education

Sustainability education and the implementation of a new national curriculum in Norway

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Background

In 2020, Norway implemented a new national core curriculum, Kunnskapsløftet 2020 (LK2020), where sustainable development is defined as one of three overarching interdisciplinary themes that should be addressed across the curriculum. My research has looked at how teachers perform ESD and/or include sustainable development in their teaching after the introduction of the new core curriculum focusing on the learning approach and the degree of interdisciplinarity, and in view of research done on the topic before the implementation of LK20.

Methodology

A national survey was sent to teachers at several randomly chosen schools. 162 teachers answered the survey. The respondents were distributed across all regions of Norway, and both urban and rural areas are represented. The grade levels are almost equally represented, with a slight predominance of teachers from lower secondary schools. I have used descriptive statistics to find trends in the data.

Main results and findings

Preliminary analyses indicate that the ESD is more multi-disciplinary than interdisciplinary. The answers considering the pedagogical approach imply that the teaching has a high degree of pluralistic and/or holistic learning. On the other side most of the teachers report that they (still) feel a lack of time for planning and collaboration of interdisciplinary work. It seems though that most teachers use the core curriculum more actively now than before.

Conclusions and relevance

The results indicate that teachers use a holistic and/or a pluralistic approach when teaching sustainable development. Considering the degree of interdisciplinarity it seems that a multi-disciplinary approach is more common than an interdisciplinary one. It remains though to see if this applies for every grade level or if this is different from lower levels to higher levels. These results may help to get some insight into what kind of knowledge and skills present and future teachers should be provided with, and what is necessary to achieve good quality ESD.

1| Research Papers: Intersections in education

Transformational Pattern Shifts in SDG4 - Educators' Voices and Expertise

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Background: Teachers are a pivotal hub in empowering students to develop the “knowledge, skills, values and behaviours to address global challenges and contribute to the building of a more just, peaceful, sustainable world” (UNESCO, 2021b, p. 4). This research paper explores the transformative understanding of SDG4 (UNESCO 2021a, p. 79ff) among teachers from six different countries to gain a more international understanding of their view.

Methodology: The study is based on inductive qualitative research and extensively explores the perspectives of 15 teachers from different parts of the world. The main focus was on the role of teacher education in promoting SDG4 and improving the quality of education. We identified approximately five hours of relevant material and analysed the transcriptions with MAXQDA (Kuckartz/Rädiker, 2019) using thematic analysis (Creswell, 2012).

Main results/Findings: The preliminary findings show that the participants strongly desire transformation but are disoriented about where to start. However, it is clear to them that there should be a focus on the following aspects: lifelong learning for adaptability in life, emphasis on education, education system reform and effectiveness, including reassessment of assessment methods, empowerment, and concept cognisance, transitioning from theory to practical implementation, improving international education, the influence people in power have, and lastly morals, values, ethics in this context. In the presentation, we will present the results in a systematic way embedded in a concept of quality education developed from the teachers' answers (Grobler, 2022).

Conclusions/Relevance: Teachers work directly with our future generation. This is where the seeds can be sown for solving major emergencies and crises our society faces. We believe that, at least at present, too little attention is still being paid to teachers' expertise in this context.

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1I Research Papers: Intersections in education

Using a "Curious About Others' Hobbies" Game for Developing Interpersonal Skills

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The United Nations Educational, Scientific and Cultural Organization (UNESCO)[1] has defined a set of Sustainability Development Goals (SDGs) to address global challenges. Education for sustainable development (SDG4) includes social development for sustainable personal growth through the development of relevant skills and competencies [2, 3]. Interpersonal competency is defined in the framework of key competencies in sustainability (4, Wiek et.al, 2011; 5, Lozano et al. 2017; 6, Brundiers et al. 2020). Learning interpersonal skills has been highlighted in many countries education systems and core curricula in higher education (Lozano et al. 2017; 6, Brundiers et al. 2020) and at schools (e.g. 7, Uitto & Saloranta). However, teachers are less prepared to teach interpersonal skills, especially in primary schools. This study aims to provide one pedagogical method for teachers using the "curious about others' hobbies" game for students to learn interpersonal skills, and also find out what are the students' perceptions towards this game about their learning. The qualitative data consists of documents/texts written by students and students' learning reflection discussion voice recording and interview data from the main responsible teacher. We used the content analysis qualitative research method. The qualitative data demonstrated that teachers could use the "Curious About Others' Hobbies" game to develop students' interpersonal skills and support building positive connections among students. We also collected quantitative data from students' perceptions of their classmates' appreciation levels before and after the game. The quantitative data indicated that students' self-perception of their classmates' ap-appreciation level has significantly increased.

2A Symposium

Teachers Building Communities' languages and cultures of democracy to dismantle systemic injustices

Dr Alison Taysum², Arto Kallioniemi¹, Daniel Eadens¹, Mayamin Altae¹, Soheil Salha¹, Abdelaziz Zohri¹, Hauwa Imam¹, Yahya Al-Abdullah¹, Dominic Uchi¹, Ferit Hysa¹, Muhammad Ilyas Khan¹

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Rapid new-deregulations of laws and standards, freeing people of human-rights (neoliberalism), creates systemic injustice, mistrust and leads to Violence, Uncertainty, Chaos and Ambiguity. Authoritarian hierarchical top-down delivery of PISA driven curriculums in classrooms de-professionalize educators and administrators by removing their autonomy (Sahlberg, 2012). Reduced to transmitters of government ideology, teachers are prevented from lesson-planning using students' baseline-assessments to inform differentiated learning-plans for success. This creates systemic injustice as students with the system's 'right capital' succeed. Capital of disadvantaged students with intersectionalities of discrimination, assessed using deficit models, is found wanting. Students' marginalised capital remains unrecognised and no differentiated lesson-planning creates pathways to curriculum Intended Learning Outcomes. Rather, they are segregated/streamed to Special Education Needs and Disability/lower ability classrooms with low expectations. This perpetuates patterns of illiteracy and prevents accessing knowledge of community-building to stop neoliberalism and systemic injustice implemented by power of a person, not power of the law.

Our Symposium aims to present progress of first three stages of Spencer Foundation Planning Grant to plan with diverse groups of agents-of-change, professional educators, administrators, students, parents, employers, union members, mayors, members of government, and policy makers to build community. Symposium authors learn the outcome of this bid for funding in February 2024.

Community building Professional Educators and Administrators Committees for Empowerment (PEACE) multi-level communication infrastructure offers opportunities to define, understand and synthesise instructional languages with community languages in equal partnerships. United in defining injustice, and customizing methods and instruments to democratise languages, literacies and cultures, communities create roadmaps to dismantle systemic injustice. Community building allows hopes to meet reality with plans, goals and timelines recorded on community PEACE Agendas, used to monitor/evaluate milestones on pathways to culturally relevant solutions to dismantle systemic injustice mapped to Agenda 2030. Feedback-loops from less-heard community voices to policy makers create Open Government Partnerships (2023) holding government accountable to Kant's power of the law.

Plenary

Disseminate community planning to synthesise language of instruction with languages of communities with PEACE for democratic cultures;

Seek feedback;

Optimise reach/impact for teacher education/teaching practice with planning proposal informing Stages 4, 5 and 6; community building standards and micro-credential modules with USD \$3.5 million Spencer Foundation Grant.

Organisation of Symposium and Presenters

Presenters report national perspectives on progress to date:

Stage 1 : Planning community building

Stage 2 : Hybrid Planning workshops for synthesising instructional language with community language creating sightlines to dismantling systemic injustice.

Stage 3: Community meetings building common language and literacies of democratic cultures to reverse unconscious bias and dismantle systemic injustice.

Presentation

Daniel Eadens-Chair

Paper 1 Mayamin Altae, Yahya Al-Abdullah and Daniel Eadens present-12 minutes on Perspectives from Middle East- Jordan, Lebanon, Syria and Iraq

Paper 2 Abdelaziz Zohri present-12 minutes on perspectives from Morocco

Paper 3 Ferit Hysa present-12 minutes on perspectives from Albania/Kosovo

Paper 4 Soheil Salha and Alison Taysum present- 12 minutes on perspectives from Palestine

Paper 5 Hauwa Imam, Dominic Uchi, Muhammad Ilyas Khan and Alison Taysum present-12 minutes on perspectives from Nigeria and Pakistan.

Arto Kallioniemi discussant-15 minutes

Q&A-10 Minutes, Plenary-5 minutes

2B Panel Discussion

Preparing Globally Competent Teachers: A Cross-regional Dialogue

Dr Ji Ying¹, Davide Parmigiani², Renáta Timková³, Mónica Sofia Marques Lourenço⁴

¹Education University of Hong Kong, , China, ²University of Genoa, , Italy, ³Pavol Jozef Safarik University in Kosice, , Slovakia, ⁴University of Coimbra , , Portugal

Schools and universities play a central role in cultivating globally competent graduates who can navigate our interconnected and interdependent world and help to make it more inclusive, peaceful and sustainable. This imperative is reflected in global agendas such as UNESCO's Sustainable Development Goals and the OECD's Global Competence Framework, along with its inclusion of a global competence assessment in its Programme for International Student Assessment (PISA) implemented in 2018.

In this context, the momentum to develop globally competent teachers has increased and the educational agenda of teacher education programmes (TEPs) in many countries has shifted from simply training local teachers towards 'education for globally competent teachers'. Policymakers, scholars and international organisations generally concur that TEPs should prepare globally competent teachers. An increasing number of research has been conducted to examine how teachers can develop global competence and professional capacities to foster global competence in their students in many societies. In broadest terms, teachers with global competence are expected to be capable of preparing their students to successfully navigate the interconnected and interdependent global society and help make it more inclusive and sustainable.

However, so far, the conceptualisation of global competence has been evolving and differs across societies and among educational stakeholders, which entails various practices and tools to cultivate and evaluate the global competence of different educational groups, including preservice teachers. This evolving and contested nature of the conception of global competence implies that a consensus has yet to be reached on the ideal profile of a globally competent teacher and that practices to cultivate globally competent teachers and measurement tools to evaluate their global competence differ across contexts.

In this panel discussion, we will explore how different teacher educational stakeholders, such as preservice teachers, teacher educators, and programme developers conceptualise global competence, what strategies and methods they use to develop global competence in future teachers through TEPs, and how global competence is being assessed in different contexts.

Each topic is to contribute to the discussion in the following way:

- Dr Ying, J. will discuss how preservice teachers in Hong Kong conceptualise global competence through a mixed-method study.
- Prof Parmigiani, D. will discuss how teacher education institutions can arrange educational activities to support preservice teachers' development of Global Competence
- Dr Timková, R. will discuss how the self-assessment instrument for the development of Global Competence of preservice English language teachers contributes to identifying the state-of-the-art both for student teachers and educators
- Dr Lourenço, M. will discuss how to educate teacher educators to integrate global competence into their study programs.

2C Panel Discussion

Sustainable and Resilient Teacher Preparation and Development in Low- and Middle-Income Countries

Senior Education Specialist Laura Gregory¹, Anna Boni²

¹World Bank, , United States, ²World Bank, , United States

BACKGROUND:

Every country needs a strong, sustainable pipeline of successful teachers. This requires developing prospective teachers, with initial teacher education (ITE) and induction, into prepared professional teachers ready to continue improving their skills and competencies. How can this be done in low-resource, low-capacity settings, and crisis situations?

The World Bank is the largest external financier of education, working in more than 90 countries to improve the quality of education. The World Bank has a central role to play in helping countries develop the teaching profession and is uniquely placed to convene governments and partner organizations around these reform efforts.

The World Bank's Coach program was developed to help countries design, implement, and evaluate teacher continuous professional development (CPD) to align with best practice and evidence through technical resources, operational support, and stakeholder engagement. A soon-to-be-released paper on case examples from the Coach program outlines the variety of ways in which the program supports CPD, with lessons for the way forward. In addition, the World Bank has commenced a global study of teacher preparation.

The objective of this panel session is to share lessons learned and ideas on how countries can strengthen their ITE and CPD for teachers in challenging contexts such as low resources, low capacity, and crisis situations.

RUN-OF-SHOW:

This panel session brings together high-level representatives from the World Bank and partners to discuss how teacher preparation and continuous development can be supported and harnessed in the context of low-resources, low-capacity, and crisis situations. An indicative run-of-show is as follows (speakers to be confirmed if concept approved):

1. Welcome and presentation on teacher preparation and development: Experiences from the World Bank's programs; Laura Gregory, Senior Education Specialist & Global Teachers Work Program Lead, World Bank

Provides a framework for the panel and highlights opportunities and constraints in low resource, low capacity, and/or crisis contexts, including lessons from the Coach program.

2. Facilitated panel discussion on teacher preparation and development; Anna Boni, Senior Education Specialist, World Bank

Questions designed to elicit findings and views related to the objective.

- o Luis Benveniste, Education Global Director, World Bank – World Bank perspectives on addressing countries' needs for a strong pipeline of well prepared and continuously developing teachers.
- o High-level Mozambique representative – to share experiences from a low-resource setting in raising teacher knowledge and skills.
- o High-level representative of the UNESCO Teacher Education Centre in Shanghai – to share experiences in cross-country collaboration to promote teacher development.
- o High-level representative of the Ministry for Foreign Affairs of Finland – to provide a view on international collaboration and funding of the Coach program.
- o High-level Palestine representative – to highlight the crucial need for support to teacher preparation and development in crisis situations.

3. Opening of the discussion to the audience

The facilitated discussion will continue by encouraging audience members to contribute related research findings.

4. Closing remarks

2D Workshop

Visual narratives as a pedagogical approach for teacher identity construction

Doctoral Researcher Anniina Kettunen¹, Minna Körkkö¹, Minna Uitto¹, Sonja Lutovac¹

¹University Of Oulu, , Finland

The arts-based workshop is a result of developmental work, which has been carried out as part of doctoral research (Holappa et al., 2021; Kettunen et al., 2022; Kettunen & Lutovac, 2024) and two research projects: 'The Unpacking and Redefining Changing Relationships in Teachers' Work' (the Research Council of Finland, RELA 2020–24) and 'Pre-service Teachers Navigate Relationality of Changing Teachers' Work' (the Eudaimonia Institute, 2022–25). The workshop is based on the idea that teachers' voices need to be heard; pre- and in-service teachers need places for reflection on their teacher identities amidst the hectic and multidimensional working conditions to be able to anticipate change, respond to it and act as agents of changes (Lutovac et al., 2023).

There has been an increasing interest in employing arts-based methods as part of narrative research (Riessman, 2008). Arts-based workshops offer a place and time for creating and sharing 'visual narratives': stories told through, by or with visuals (Bach, 2007; Bell, 2013; Kettunen et al. 2024). Visual narratives can help tell stories that otherwise might be overlooked, enhance empathy, encourage embodied knowledge and help reflecting emotions (Eisner, 2008).

The workshop is targeted for teachers, teacher educators and professionals working within the teacher education. The workshop presents an opportunity to reimagine what it is to be a teacher, to explore themes for the needs of the current aspects of the participants' own (teacher) identity construction. The workshop presents a pedagogical approach to be used with students as well. The workshop consists of an introduction to the research underpinning this workshop, hands-on demos of arts-based exercises, discussions in small groups and a summary discussion with all participants. Arts-based exercises vary from creating self-portraits to associative drawing and collage creating. One can come as they are, no preparation is needed. Maximum of 15 participants can join the workshop.

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2E Best Practices: Access

Making future teachers media savvy: why media literacy skills alone aren't enough.

Dr. phil. Eveline Hipeli¹

¹Zurich University Of Teacher Education, , Switzerland

It is now undisputed that media play a major role in the lives of children and young people. In order for them to learn to become responsible members and decision-makers in a media society, they must acquire skills from an early age that will benefit them in their dealings with all media. They acquire these skills primarily from different agents of socialisation¹ : parents, teachers and peers.

The prospective teachers who are training at teacher training colleges have heterogeneous media and user skills. The curriculum² in Switzerland clearly specifies what knowledge teachers should pass on to children. However a high level of personal media affinity or competence does not mean that this knowledge can be passed on to pupils in an age-appropriate setting. This requires media education expertise³ . And this is constantly evolving in its subtleties due to the development of new tools such as AI (artificial intelligence), which requires a more in-depth examination of these topics.

Using examples from Switzerland, specifically from the Zurich University of Teacher Education, this presentation will show how prospective teachers are currently being prepared for their task of teaching children and young people the necessary media skills (media education, IT and user skills⁴). It illustrates the future-relevant knowledge that nursery, primary and secondary school teachers acquire in modules and how they learn to prepare themselves and their pupils for the world of today and tomorrow.

¹ Süss, Daniel. 2004. Mediensozialisation von Heranwachsenden. Dimensionen – Konstanten – Wandel. VS Verlag

² Bildungsdirektion des Kantons Zürich. 2017. Lehrplan für die Volksschule des Kantons Zürich. www.zh.lehrplan.ch

³ Tulodziecki, Gerhard. 2010. Medienpädagogische Kompetenz und Standards in der Lehrerbildung. In: Jahrbuch der Medienpädagogik (Hrsg. Aufenanger, Stefan/ Schulz-Zander, Renate/ Spanhel, Dieter). Leske + Budrich.

⁴ MIA21. 2021. Grundlagen. Medien, Informatik, Anwenderkompetenzen. Zyklus 1, 2 und 3.

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2E Best Practices: Access

Gear Engagement Theory: A Destination of Debates on Pedagogy Selection

Ms Sha Weinan¹

¹University College London, , United Kingdom

Introduction

Debates around implementing teacher-led instruction or student-centered pedagogy have continued. Although researchers have identified the importance of integrating both, no explicit conceptions or conceptions can be found in the education discipline. This paper proposes a new notion: Gear Engagement Theory (GET), indicating a general principle teachers may obey in their teaching practices. Based on GET, the traditional either-or logic in the selection of pedagogies will be ended. GET will be the new crucial pedagogy that practitioners can be aligned with at any time and from any aspect.

Therefore, this paper will demonstrate the necessity and possibilities of implementing GET-based instructional interventions in a chosen mathematics problem. Benefits and challenges will be addressed in the last part.

Implementing pedagogies based on GET

The selected mathematical model was the weight comparison theme in elementary mathematics.: A balance is in equilibrium with two apples on the left and three oranges on the right. To compare the weight of an apple to an orange, which one is heavier? An extension problem is abstract geometric figures replace all the concrete objects, and numbers increase.

Traditional instructions are usually object-based interventions, which are experience-based. In my practice, it is conducive for the former question but ineffective for the latter.

Then, the cognition diversities of children are considered. I conducted three interventions (e.g., object-based, story-based, and reasoning-based) in the following teaching practices. The learning outcomes and classroom observations demonstrated that the multiple interventions positively impact students' learning, which is an implementation based on GET pedagogy.

To summarize, from the transversal perspective, practitioners may adopt diverse interventions, considering students' cognition diversities. From the longitudinal view, practitioners may include strategies to achieve lasting student engagement, such as frequency, pace and direct instruments.

2E Best Practices: Access

Credential Innovations for Inclusive Excellence

Executive Director and Research Professor Yi Huang¹

¹Coppin State University, , United States

Credential Innovations for Inclusive Excellence

The Center for Inclusive Excellence (CIE) at Coppin State University aims to simultaneously improve quality and value of education while increasing access and success through credential innovations. The presentation will spotlight CIE's new stackable credentials that are uniquely engineered as model "career ladders" to improve teacher effectiveness, increase teacher retention, and accelerate teacher leadership development. The innovative stackable options provide teachers with both the short-term advantage of earning one or more post-baccalaureate certificates and the longer-term option of earning an advanced master's degree with salary incentives and national prestige (Huang, 2022).

The stackable credentials include Master of Education in Teacher Leadership, Teacher Leadership in Culturally Sustaining Practices Post-Baccalaureate Certificate, Teacher Leadership in High-Tech and High-Impact Practices Post-Baccalaureate Certificate, Teacher Leadership in Action Post-Baccalaureate Certificate, and Contemporary Teacher Leadership Post-Baccalaureate Certificate. The stackable credentials were inaugurated in Fall 2023 among CIE's rural and urban partners, including Coppin State University, Salisbury University, Baltimore City Public Schools, Dorchester County Public Schools, Somerset County Public Schools, and Wicomico County Public Schools across the State of Maryland in the United States. The CIE Executive Director and Principal Investor will share strategies, progress, and challenges in areas of academic policy, curriculum design, partnership development, innovative instructional delivery, and competency-based assessment, as well as funding and sustainability. Promising practices and lessons learned will be discussed with implications explored within the rapidly evolving educational and employment ecosystems.

2E Best Practices: Access

The power of informal virtual learning - Let ´s rethink internationalization at home

Doctoral Researcher Andreas Rogler¹

¹University Of Oulu, , Finland

In my presentation i will introduce the YNU-Oulu virtual student circle that i have been organizing in collaboration with the Yokohama National University and the University of Oulu and discuss how teachers can combine virtual mobility and informal learning. We created the student circle in an effort to:

- Create an inclusive student led virtual space for intercultural learning for students from Japan and Finland
- Increase the number of students who make intercultural experiences by utilizing virtual mobility
- Using a playful approach to promote a sense of global citizenship via informal learning in a virtual space
- Create a more equal access to internationalization activities by using virtual exchanges (many student are unable to join physical mobility program due to reasons such as a lack of financial support or a conflicting schedules)

How the YNU-Oulu student circle functions:

- Around 40 interested students and maybe 15-10 active students
- Monthly online meeting on Zoom
- Introduction activities that help create a sense of community, build personal relationships and increase commitment to the circle
- Main discussion topic based on student suggestions (e.g. green washing, school culture, shadow education...); concrete examples to start a conversation
- Playful activity at the end that relies on English language communication and encourages students to share

Other topics/ take away message

- This December, i will travel to Yokohama to conduct interviews (personal an focus group) with members of the student circle. I will include their insights in my presentation
- A discussion of concrete examples of the use of play the student circle and how play helps to overcome language barriers
- Highlighting the importance of informal learning which is very much overlooked
- Student agency in creating the circle and community building within online learning
- The value of international collaborations

2F Research Papers: Access

Educating for globally competent teachers

Dr Harsha Chandir¹, Trevor McCandless¹, Brandi Fox¹, Julianne Moss¹, Matthew Thomas¹, Amanda Mooney¹

¹Deakin University, , Australia

Background. This conference asks - In what ways can teachers' pre- and in-service education prepare students for the future? But then, what is the future we need to prepare them for? One answer is to educate students for global citizenship and global competence. And the onus lies on schools and teachers to do so. Research shows that developing global competence in pre- and in-service teachers requires collaboration, intercultural dialogue and develop and enhance pedagogical practices.

Methodology. The OECD's PISA 2018 Global Competence survey assessed how well-prepared teachers were by their initial teacher education and ongoing professional development for teaching global competence. Our research drew on "survey encounters" with nine teachers across three schools in Australia. We asked teachers to respond in groups, linking their responses to their current practice.

Findings. The findings show that teachers' exposure to intercultural training and teaching within diverse settings with broad experiences enabled a nuanced understanding of diversity and inclusion in their classroom, making them more confident in teaching for global competence. Teachers were able to offer diverse perspectives to their classroom, opening their students to alternative ways of thinking. Teachers were able to offer diverse perspectives to their classroom, fostering different ways of thinking about culture and diversity with their students.

Conclusion and relevance: If all students are to be globally competent, we must make sure teachers are too. All participating teachers studied in large universities with diverse teacher and student populations and are currently teaching in urban schools providing them with many opportunities for targeted PD. This raises the question of access and equity for teachers who may not be exposed to diversity in their ITE or have limited PD opportunities, especially in areas with low cultural diversity, such as remote and regional communities.

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2F Research Papers: Access

Working Class Academics: Improving Experiences in Higher Education

Dr Alice Storey¹

¹Birmingham City University, , United Kingdom

Current literature regarding class in higher education identifies several issues (Crew 2021), including imposter syndrome, exclusion, and invisibility (Poole 2021). An initial literature search found that there is limited scholarly work in relation to (1) examining the experiences of working-class staff in higher education and (2) exploring certain intersectional experiences (Richardson et al 2020) of working-class staff and students, for example, working-class men and working-class LGBTQ+ people in academia.

This pilot study aims to address this limitation in the literature, by identifying the experiences of working-class staff and students at Birmingham City University, UK, with a particular focus on intersectional characteristics, including race, gender, sexuality, disability etc. The initial aim of the study is to make improvements in relation to (1) the student experience and graduate outcomes, and (2) the working environment for staff. To achieve this, an online survey opened to staff and students at BCU on 9th October 2023, closing on Friday 8th December 2023, with 158 responses recorded to date. The survey aims to capture numerical data alongside asking open questions that allow survey participants to provide their thoughts, opinions, and experiences (Ponto 2015). A thematic analysis of the survey data will be conducted in early 2024.

As the survey is still live at the time of writing, full results are not yet available. However, preliminary themes include: (1) ensuring 'Access' through fostering inclusive learning environments for both working-class students and teachers in higher education and (2) ensuring 'Equality and Equity', in terms of the opportunities and challenges with dealing with class-based diversity in higher education, particularly from an intersectional perspective.

The thematic analysis will be completed in early 2024, in time to deliver the findings and wider implications of the study, as well as discussing next steps for the project, at the Reimagining Teachers conference.

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2F Research Papers: Access

Strategies of Brazilian universities focused on teaching English in early childhood education

M.a. Ana Sara Galvão¹

¹Federal University of Espírito Santo, , Brasil, ²University of Helsinki, , Finland

Background: English language teaching is an expanding reality in schools throughout Brazil, which has increased the demand for specific teacher education to work in this context. Moreover, there are no formal language policies for this age group (0-5 years old). To investigate this current scenario, the research analyzed curricular proposals of majors in English and Literature in Brazilian Universities focusing on initial education of teachers to work with children. It aimed at answering which strategies are applied in university contexts.

Methodology: The documentary survey includes data from 108 institutions in Brazil. All curricula were analyzed concerning teacher education approaches to early childhood context. Furthermore, five institutions were invited to participate in semi-structured interviews involving general and specific aspects about documents of each institution. Data was combined to identify strategies employed by institutions.

Main results or findings: From 108 public universities considered, 15 explicitly presented actions related to teacher education and teaching English to young learners in their documents. Different strategies were identified including mandatory and optional subjects in the curricula, extension projects, research groups, and isolated initiatives by professors. The English Majors analyzed offered significant contributions to the area, presenting ways of dealing with this demand and strategies employed. The interviews highlighted the fragmentation of the area, since the expansion is random and marked by particular initiatives.

Conclusions and relevance: Through reflections based on curricular theories, transdisciplinarity and teacher education, the research offers a national overview around the topic. Teaching English to young learners is a reality in Brazil, both in public and private schools, and it needs to be directly approached in teacher education programs. Despite the lack of national guidelines, it is surprising that a significant number of universities are taking action and making curriculum changes to meet the future demands of teachers' professional development.

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2F Research Papers: Access

Structural Indicators and Caregiving Sensitivity among Chinese Childcare Center Teachers

Qiongyi Shan¹, Phd.candidate Sijie Zhao¹, Xiumin Hong¹

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Background

The critical role of the quality of early education in young children's development has been documented (Vandell et al., 2010). Structural indicators may affect teachers' well-being and classroom practices (Cumming, 2017; Corr et al., 2015). However, previous work rarely examined these effects among different type of childcare centers.

Methodology

This study invited 4,161 Chinese childcare center teachers. Basic information, Teacher Stress Inventory, Self-Efficacy Scale and Intent to Teach Scale were completed by teachers.

Main results or findings

Teacher training significantly predicts teachers' caregiving sensitivity. Job stress and self-efficacy act as chain mediators in the effect of class size/training on caregiving sensitivity. However, the relationships between class size, caregiver training, job stress, self-efficacy, and caregiving sensitivity vary by the type of childcare centers.

Conclusions and relevance

The effects of structural indicators on teacher education practices can be mediated by teacher well-being, and there were differences in the impact across different types of childcare centers. In the context of resources shortage for teachers, the results of this study are of great significance for improving the quality of teachers in different types of childcare centers.

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2G Research Papers: Equality and equity

How Inclusive is Our Teaching Force? Focus on Teacher Management in India

Mr. Pabitra Saha¹

¹NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (NIEPA), NEW DELHI, INDIA, , India

Abstract

The school teacher is one of the most significant inputs to the education system in order to achieve the Sustainable Development Goals for education and the broader Education for All goals. There are 95.07 lakhs of teachers in India, including 51.85 lakhs at the elementary level, 16.20 lakhs at the secondary level, and 27.01 lakhs at the higher secondary level, as per UDISE+ 2021-22. The purpose of this study is to examine how the teacher force is inclusive and diverse and the quality of teacher management in India. This study is based on primary and secondary sources of data, which include government documents and policy reports. The descriptive nature of the study covers the existing teaching workforce and highlights features of teacher availability and status from 2012 to 2022 using data from the Unified District Information System for Education (UDISE+). The major finding reveals that the role of educational institutions and authorities is pivotal in creating an environment that promotes diversity and inclusivity. There is a need for teacher management in education to develop educational facilities and quality educational institutions in order to improve the education of children. Finally, the study's findings led to a number of state specific, gender-specific, and social-group specific findings that have policy implications for state planning strategies related to teacher recruitment, availability, and professional qualifications. Finally, the paper concludes that recruiting teachers from disadvantaged backgrounds and the efforts by policymakers can enrich the teaching force with diverse perspectives, cultures, and experiences, which will in turn lead to inclusivity and diversity.

Keywords: India, teaching force, inclusivity, diversity, teacher management

2G Research Papers: Equality and equity

What predicts teachers' likeliness of intervening in situations of ethnicity-based exclusion?

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Background: The main objective of this study is to examine what predicts teachers' likeliness of intervening in situations when students get excluded from peer activities because of their ethnicity and/or culture. Globally, education systems are increasingly faced with the challenge of accommodating the growing diversity of cultures, religions, languages, and ethnic backgrounds. This study fills an important gap in our understanding of how teachers' beliefs and characteristics influence their classroom practices with respect to promoting inclusivity and preventing bias-based exclusion and aggression.

Methodology: A total of 454 teachers currently working in Russia participated in the study by completing an anonymous online survey. Teachers' likeliness of intervening was measured with two survey items (1. How necessary is a teacher's involvement in such situations? 2. Relative to your other teaching demands, how important is it for you to address this situation?). These questions were presented to the teachers after they viewed a visual vignette showing a scenario of student ethnicity/culture-based exclusion. The survey also included questions related to multiculturalism and multicultural education, empathic anger arising in stations of race/ethnicity-based mistreatment, and professional burnout. Additionally, demographic information was collected.

Main results or findings: Our preliminary analysis suggested that different types of teachers' multicultural beliefs were significantly predictive of their likeliness to intervene in situations of ethnicity/culture-based exclusion. Moreover, teachers with higher levels of professional burn-out were less likely to intervene, while teachers with higher levels of empathic anger were more likely to step in. At the same time, teachers' qualification level, professional experience, own minority status, and school's socio-economic status were not predictive.

Conclusions and relevance: Conclusions will be drawn once the results are finalised. The results are likely to have implications for teacher education providing insights into how teachers can cultivate safer educational environments for a culturally and ethnically diverse student body.

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2G Research Papers: Equality and equity

“Empower me to empower others”. Meaning of partnership in Global South–Global North dialogue

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Institutional partnerships are critical in de-constructing educational practices and re-thinking transformations to address the global learning crises. In this study, partnership is co-constructed through Global South-Global North dialogue by teacher educators from the University of Oulu and University of Namibia through Global Innovation Network for Teaching and Learning initiative. A team of 16 teacher educators collaborated between 2022-2023 through research, development of joint content and mobility. We applied a qualitative research approach utilizing a collective autoethnographic method to be critical, and to problematize our academic development and how we understand this partnership. We utilized the dialogue to discuss, reflect and identify the tensions, learnings, and progress of partnership. Our data consisted of meeting notes, audio recordings, visual boards, and recorded Zoom meetings in which we captured the collective dialogues on partnership. We used thematic analyses to answer our research questions: 1) What kind of meanings are attached to co-construction of partnership to understand educational challenges locally and globally. 2) How understanding of global connectedness and contextual realities of education develops in Global South-Global North dialogue and how these understanding(s) inform re-thinking educational transformation. The pre-liminary findings of the study reveal that the meanings of partnerships were co-constructed at personal, professional, institutional, and global levels. A conducive and safe space for dialogue emerged as a pre-requisite for developing a critical, reflective, and collective thinking. The lessons learnt from the dialogue contributed to the achievement of universities’ strategic objectives and with potential to inform and guide their further implementation. We conclude that understanding local and global educational realities transformed and widened the partners’ views on educational transformation, sustaining long-term relations and creating new possibilities for partnerships.

2G Research Papers: Equality and equity

A pedagogy of emotions for social sustainability education in teacher education

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Teacher education needs a fundamental reformation to include transformative, transdisciplinary sustainability education with a focus on the social dimension, and preparing student teachers for working toward a sustainable future. Social sustainability education fosters a just, equal global society with a focus on social justice, equity, democratic decision-making, and an ethical core addressing the value-laden and emotional aspects of social sustainability. Emotions in relation to sustainability education has lately received increasing attention by scholars. However, in this context emotions have primarily been explored within psychological frameworks related to ecological sustainability. This emphasizes the need to develop pedagogies for social sustainability considering the role of emotions.

This theoretical paper introduces a pedagogy of emotions for social sustainability education, reflected in the context of teacher education. Understanding the complex role of emotions in teaching requires examining them from a perspective that goes beyond being merely matters of the individual or the group. Thus, an approach in which emotions are located in the liminal space between the individual and the social is needed. The philosopher Sara Ahmed challenges the assumptions of emotions simply as individual, coming from within and moving outwards toward others. In her work, Ahmed asks what emotions do and how emotions work to align subjects with others and against others. These questions are crucial in a pedagogy promoting inclusion and social justice. Drawing on Sara Ahmed's work, we argue that addressing the role of emotions in teacher education for a socially sustainable future requires a broader perspective than individual and psychological, considering emotions also as a collective, public, and political phenomenon.

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2H Research Papers: Emergencies and crises

Resilience and Security Responsiveness of teachers in navigating Insecurity and enhancing learning

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The study examined the resilience and security responsive practices of teachers in navigating insecurity and enhancing learning process. The study was guided by four research questions. The population comprised 15,768 teachers with a sample of 4,730 drawn for the study. The Resilience in the Face of Insecurity Scale (RFI-S) was used for data collection while percentage was used to analyze the demographic data. Simple regression analysis was used for data analysis. The results are presented graphically. It was found that teachers with high level of resilience are better able to adapt to changing security conditions and maintaining students engagement and positive learning environment.

Keywords: Resilience, Security-responsive practices, Teachers, Learning process.

2H Research Papers: Emergencies and crises

Experiences of teachers at the frontlines of student mental health issues

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This qualitative study captures the voices of twenty (20) teachers in a Philippine university on the topic of facing students with mental health issues. These teachers, who do not have any formal academic or professional training in psychology and related health fields, not only have to teach and assess students, but also manage classes where some students are undergoing crises.

The study, which adopts a descriptive exploratory design, documents the experiences and challenges of these teachers, who have dealt with students suffering from depression, anxiety, suicidal ideation, and even psychosis. Thematic analysis is used to treat data.

Among the challenges reported are negative impacts on their own well-being, the need to make major accommodations for students in terms of gradable assessments, and the risk of having other students affected by the classmate's condition.

Existing practices in their university are also reported as a starting point for the requested improvements. The study captures the teachers' self-reported needs in terms of training, policy changes, and program interventions.

2H Research Papers: Emergencies and crises

Navigating Pedagogical Fatigue: Insights from Private Schools in Uganda amidst the COVID-19

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Navigating Pedagogical Fatigue: Insights from Private Schools in Uganda amidst the COVID-19.

Background: In the private school sector of Uganda, educators grappled with the intricate balance between exhaustion and resilience during the global COVID-19 pandemic. This research explores the multifaceted experiences of fatigued pedagogues, delving into the cumulative stress impacting their personal and professional lives. The study aims to address the gap in understanding the complexities of pedagogical fatigue within the specific context of Uganda, drawing on Smith's insights (2021).

Methodology: Qualitative research employing in-depth interviews and reflective narratives will be conducted in ten private primary schools in Uganda. The term "fatigued" is defined within the study as encapsulating educators' cumulative exhaustion and stress during the pandemic. Therefore this research seeks to unravel the complexities of pedagogical fatigue and explore adaptive strategies used by educators in reconstructing a vision for educator preparation in the post-crisis time.

Main Results or Findings: Findings from the study will illuminate diverse narratives of pedagogical fatigue, resilience, and adaptive strategies within Uganda's private school sector. Informed by Johnson (2022) and Brown et al. (2020), the study seeks to highlight the multifaceted nature of the pedagogical experience, emphasizing the intersections of personal and professional challenges in the Ugandan context. These insights will contribute a unique perspective to the discourse on post-crisis educational visions.

Conclusions and Relevance: The research will conclude by emphasizing the nuanced insights derived from Ugandan educators' narratives, informing practitioners, policymakers, and researchers. As the private education sector in Uganda redefines its path forward, these findings will offer relevance to shaping the future landscape of educator preparation in a dynamically changing educational environment.

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2H Research Papers: Emergencies and crises

Reimagining the human-nature relationship and non-human animals in Finnish worldview textbooks

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To support the creation of sustainable lifestyles and societies, it is critical to consider how worldview education attends to humans' relations with the non-human world. We will present key findings of two discourse studies on how the human–nature relationship is introduced into Finnish worldview education in grades 1-2. The first study examined discourses on the human-nature relationship in 16 textbooks in Lutheran and Orthodox religious education whereas the second study focused specifically on how non-human animals, and the relation between humans and non-human animals, are portrayed in 13 textbooks for Lutheran, Orthodox and Islam religion and educational material for the secular subject Culture, Worldview and Ethics.

The results of our first study showed three discourses on the human–nature relationship that dominated in the texts: Humans as separated from non-human nature, Humans as superior to non-human nature, and Humans as stewards and caretakers of non-human nature. A fourth discourse emerged which was relevant to how sustainability crises were considered in the texts: The Almighty as saviour and guarantor in times of existential crisis. Our second study showed how humans were portrayed as capable of thinking and feeling in the texts in contrast to non-sentient animals that were presented dominantly as utilities for humans. The analysis highlighted challenging intertwined discourses of care, protection and utility of non-human animals in the books.

Our studies show a problematic situation regarding worldview education textbooks that reflects larger issues within religions and worldviews. There is a substantial and pressing need for the development of Finnish worldview textbooks to provide more opportunities to examine various human–nature relationships, including a stronger focus on animal ethics. It is also essential that textbooks introduce views of the world that express the interconnectedness of all life and encourage students' agency with respect to the sustainability crisis.

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2I Research Papers: Envisioning future teachers

Pre-service teachers' futures consciousness

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The aim of this study was to explore Finnish first-year teacher students' desired future visions and futures consciousness. It is a pilot for the three-year EU-funded project: 'The Teacher Academy for a Future in Flux'. The project addresses a crucial need for teachers' agency amid societal and ecological crises, where education serves to create better futures. The study connects a disparity between futures thinking and teachers' agency research (Varpanen et al., 2022). As teachers hold a vital role within society, it is crucial to encourage them not only to adapt and react to change, but to act as agents of change. Deeper understandings of pre-service teachers' future visions and futures consciousness (Ahvenharju et al., 2018) offers insights to the necessary changes within teacher education for more sustainable futures. Previous research indicates that futures thinking activities promote imagination of alternatives, navigation of uncertainties, and futures perceptions (Laherto & Rasa, 2022). The results of this study will be used to develop various activities to foster teacher students' futures thinking skills. The research questions of the pilot were: (1) What kinds of future visions do first-year teacher students present? and (2) How do pre-service teachers express different dimensions of futures consciousness?

Altogether, 179 first-year teacher students answered short essay questions on their desired future workday and multiple-choice questions on their futures consciousness in an online lecture in Autumn 2023. The data is analysed both qualitatively, with an inductive content analysis of the essays, and quantitatively, with an exploratory factor analysis. Preliminary results show that teacher students' perceptions of the future vary considerably. Imagining wishful futures is challenging for most teacher students, which underlines the importance of developing teacher education programmes to better promote the futures consciousness of teacher students at an early stage. Amid global societal and ecological crises, the role of education in creating better futures is increasingly important, and teacher students play a key role as societal changemakers.

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2I Research Papers: Envisioning future teachers

Reimagining democratic education with care ethics to build a care-full future

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In an era of democratic crises, democratic education is considered crucial for socially sustainable future. However, recent studies show that children and young people perceive their possibilities to influence both at school and in society as limited, which decreases civic activity later in life. Thus, new pedagogy is needed.

Our theoretical study is based on philosophical method of dialectic argument, where the argument is constructed through contrasting ideas, comparing, and evaluating them. In our study, we compare current philosophical approaches to democratic education with feminist care ethics. This is a new contribution to theoretical debate on democratic education.

In our presentation, we outline a novel philosophical approach to caring democratic education (i.e., care-full democratic education), which poses a critical stance to current neoliberal democratic education that relies heavily on liberal democracy theories and a notion of rational, autonomous subject. Instead, care-full approach cultivates the idea of relational autonomy, interconnectedness and respecting the mundane practices in schools as a base of child-oriented democratic education. This in turn leads to more equal power structures in democratic education as well as in school communities and promotes children's inclusion and participation. In addition, our study dismantles some of the structural injustices (childism and privileged irresponsibility) we have identified in society and education which hinder the realization of democratic culture in education.

We conclude that care-full democratic education is a prominent approach to cultivate the planetary aspect of taking care of the common good and building more sustainable future for all. Caring, ethical citizens are at the core of building a more hopeful future and sustainable and inclusive democracies, where humans are understood as a part of the interconnected and intertwined social and material world.

2I Research Papers: Envisioning future teachers

Teachers for a sustainable future: Global education in teacher education in Poland

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Teachers can be crucial actors in positive societal change towards a sustainable future (Bourn 2016). Teacher education plays an important role in the process of their development. It may include global education (GE) or not. Thus, the main objective of the study is to:

- 1) identify obstacles and possibilities regarding the integration of GE in teacher education in Poland (this part is finished),
- 2) explore the current positions of teacher education on GE in Poland, from the perspective of the HEIs (this part is still in progress).

The presented study is a part of a bigger research project carried out in Poland, the Czech Republic, Slovakia and Hungary funded by the International Visegrad Fund.

The research is situated in a participatory/activist research paradigm. We used a Participatory Systems Mapping method (Barbrook-Johnson, Penn 2021). Respondents were invited to attend a series of online workshops. During the first session, they prepared a mind map presenting various factors influencing GE's presence in teacher education. In the second workshop, participants worked collectively on a causal diagram showing the cause-and-effect relationships between those factors. Additionally, we conducted individual interviews and performed documentary analysis.

We identified several obstacles to implementing GE in teacher education: the current socio-political climate in Poland, where GE is considered a suspicious, controversial and highly politicised topic; reluctance of policymakers; lack of systemic solutions regarding the presence of GE in the teacher training standards; lack of meaningful cooperation among the main stakeholders; an overloaded core curriculum that ignores GE.

There were also the following supporting factors emphasised:

- rich offer of educational materials, methods and tools already in place;
- a significant number of teachers trained to date;
- committed individuals who 'smuggle' GE into their lessons, and fight for its inclusion in the curricula;
- GE's potential as education towards values.

The results related to the 2nd objective of the study are still under development, as the research process is still ongoing. Preliminary results will be obtained till May 2024.

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2I Research Papers: Envisioning future teachers

How Teacher Education Students Imagine the World, Education and Teaching in 2040

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Background:

“Teachers are key figures on whom possibilities for transformation rest” (UNESCO, 2021). Therefore, their professional thinking and acting is of fundamental importance. Both are shaped by their professional beliefs, which are influenced by their visions (Lachner, Jarodzka & Nückles, 2016). (Positive) Future visions can create hope and animate people to develop and implement solutions to current challenges (Jørgensen & Grosu, 2007). Therefore, the present study aims at reconstructing teacher education students’ future visions.

Methodology:

For this purpose, we chose an open, explanatory free-writing approach (micro-articles). 200 teacher education students (master’s level) were asked to write about their visions of the future in general (from a global, societal perspective) and of school and learning, both in 15–20 years. The texts were analysed qualitatively and computer-assisted (MAXQDA) in a triangular coding process.

Main findings:

The analyses show a wide variety of themes, approaches, and dispositions in describing future visions. Recurring themes are technology/digitalization, and climate change, but also the need for social relationships and schools as a social space.

How they expect technological progress to influence teaching and learning is one example for this diversity: Some participants expect substantial change in school life and teachers’ roles because of digitalization; other visions stress the stability of the school system using technology only as a tool in mostly unchanged settings. Some future visions widely explore opportunities of digitalization; others ponder the effects of social media on students’ wellbeing and social skills.

Conclusions and relevance:

Regarding the urging global societal and environmental challenges (Beck, 2000; Rosa, 2015) but also ideas to tackle them (e.g., Sustainable Development Goals), the importance of teachers’ future visions becomes apparent. Given the variety of future visions, it would appear important to allow room in teacher training to reflect on expectations and further develop future visions.

3A Symposium

Teachers and teacher educators in local /global professional learning communities

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This symposium refers to UNESCO's (2015, 14) early definition of global citizenship education as "sense of belonging to a broader community and common humanity". Through five research presentations from diverse contexts the symposium seeks to uncover how teachers' and teacher educators' sense of belonging can be developed through collaboration and research-informed networks which provide professional support both within contexts and across borders. Such networks have proven their potential to sustain education in times of crises, motivate teachers and teacher educators in their work, and to develop new learning and teaching approaches in response to emerging challenges. The presentations focus on teachers' collaboration across three countries, teacher educators as researchers, global learning in teacher education, and teachers' collaborative inquiry. The symposium suggests that one possible solution to the global teacher shortage and learning crisis could be intensified investments in local and international collaboration among teachers and teacher educators. Development and maintenance of sense of belonging to both local and global professional communities that share concerns as well as solutions that bring hope, are necessary for the improvement of education system's resilience in anticipation of futures with social and ecological changes that affect all.

3B Panel Discussion

Rebuilding the Ukrainian education together

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The Ukrainian education has been under high pressure because of the war. School infrastructure is badly destroyed, and hundreds of schools are partially or completely damaged. Several school buildings were initially inhabited by internal refugees when school work was not possible. Schools can be perceived as dangerous places because attacks have been made on public buildings.

The need for psychological support is high. Nationwide or local alarms, many people are deeply traumatized. It is difficult for people to understand why there is a war and why Russia attacked. Teachers have challenges in implementing school teaching. A lot of training has been needed in the implementation of distance education. Traditional print media have shown their strength and usability in exceptional circumstances. The printed textbook works even if there is no internet connection. New teaching contents have appeared. In particular, differentiating psycho-social support, special education, the need for teaching, and inclusion, have increased. And the need is not only for children, but also for parents and teachers, and principals who have needs, but from different perspectives.

The panel discussion is related to the goal of the advisory board of Finnish UNESCO professors (Chairs) to support the reconstruction of Ukraine's education system.

The main themes in the panel discussion:

- 1) What are the most urgent needs in schools at this moment?
- 2) What is a teacher's role in times of war and emergency and what kind of support do they need,
- 3) what will teachers' role be in post-war times, and how they could be supported when many children and parents have traumatic experiences, and
- 4) what are the needs in the whole educational system in re-building high-quality teaching and learning in schools, and
- 5) how international support should be organized and provided.

Chairs of the panel: Professor Hannele Niemi, University of Helsinki and professor Arto Kallioniemi, University of Helsinki

Panelists:

- Yevhen Kudriavets, the First Deputy Minister, opens the panel via online speech.
- Liliia Hrynevych, the First Vice-Rector of Borys Grinchenko Kyiv Metropolitan University
- Dr. Jarkko Lampiselkä, Lecturer at the University of Helsinki
- Mariia Fursina, a Ukrainian exchange student at the University of Helsinki
- Auli Toom, Professor, University of Helsinki, the Chair of Teacher Education Forum
- Sari Eriksson, Senior Ministerial Adviser, Ministry of Education and Culture, Finland.

3C Panel Discussion

Initiatives to promote teacher education students' international mobility and intercultural learning

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Background and motivation

Education is becoming increasingly international and Finland is also aiming to contribute more strongly to addressing global educational challenges (Reinikka et al., 2018). However, based on a recent report (Conolly et al., 2021) less than 1 % of Finnish teacher education students use the opportunity to study or do practicum outside Europe. This is not enough to create a pool of educational experts who are able to work internationally and collaborate with partners from the Global South. Thus, Conolly et al. (2021) recommend several measures to increase international mobility in teacher education:

- Short-term mobility with dedicated funding and group travel
- Internship and practicum more than traditional student exchange
- Integration of mobility with courses in students' regular study program
- Partnerships between Finnish and global institutions

The panelists represent three different initiatives which follow these recommendations and provide Finnish teacher education students' opportunities for international mobility and cooperation with students and teachers in the Global South.

Description of panel discussion

Our panel discussion begins with introduction of these three initiatives:

1. Inclusive education in co-teaching teams is funded by the Finland's National Agency for Education. The partners include the Universities of Helsinki and Eastern Finland, Universitas Djuanda, and Universitas Pendidikan Sultan Idris. During a 1-month teaching practicum in Kuala Lumpur, Finnish, Indonesian and Malaysian teacher education students form co-teaching teams to practice inclusive pedagogies.

2. Blended Intensive Study Programme in Pune and Oulu is funded by the Finland's National Agency for Education. The University of Oulu and Savitribai Phule Pune University co-create and co-teach Blended Intensive Study course, including preliminary assignments, two-week visits in partner universities, and after-visit reflection.

3. Nordic Centre India (NCI) and the Global Innovation Network for Teaching and Learning (GINTL) piloted a Practice Placement Programme. The partners included the University of Jyväskylä, Linköping University, Nordic Centre India, and St. Xavier's College, Kolkata. University of Jyväskylä's teacher students and ECEC Master's students engaged in the 6-week teaching practicum at Heritage School in Kolkata.

The session continues by moderated discussion focusing on what the panelists' have learned from these initiatives, what role intercultural learning should play in future teacher education programs, and ideas how to increase intercultural learning in teacher education.

In the final part, we invite the audience to discuss and share their views and experiences on the teacher education students' mobility and intercultural learning in Finland and beyond.

The panelists will be confirmed later. The panelists will represent the following groups who have been involved in the above-mentioned initiatives:

- teacher education students
- Finnish institutions' teacher educators
- global partner institutions' teacher educators
- representative of a partner school that functioned as a site of international teaching practicum
- Coordinators of these initiatives

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3D Workshop

Sustaining Education through Education on Sustainability

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Sustainability education faces several challenges, reflecting the complexity of the issues it addresses and the diverse contexts in which it is implemented. Sustainability issues are often multifaceted and require an interdisciplinary approach. Integrating diverse disciplines such as environmental science, social science, economics, and ethics can be challenging in traditional educational structures that are often organized by disciplinary boundaries. Teachers may not have adequate training or professional development opportunities to effectively incorporate sustainability concepts into their classrooms that are crucial for a comprehensive understanding of sustainability issues. While at the same time one of the challenges of sustaining education, especially in systems of crisis is the provision of resources. In this workshop, we will put forward our vision and work at AlElieh for Science Environment and Art in recycling for education; how resources are utilized to design innovative, creative, engaging, and valuable learning tools and experiences in STEAM integrated with Maker Education and Environmental Education. Low-cost/no-cost resources for learning designs and science exhibits encourage teachers and students to: 1) explore and learn about their environment and material world 2) connect with their community and culture 3) create relevance with teaching and learning practices and 4) build resilience for those practices. Sustainability education in such a learning context is expected to impact behavior, become a factor in sustaining education, and enhance the lifelong learning capacity of educators and learners.

Participants in this workshop will be presented with the vision of training and use of recycled material and experience hands-on stations of maker explorations using cardboard and other recycled materials. They will explore making and playing with science exhibits like marble runs, light boxes, and kaleidoscopes, while also tinkering with electric circuits, automata, and weaving and coding. Together we reflect on teacher professional development, sustainability education and the future of education.

3E Best Practices: Access

Integrating Podcasting Methods in Teaching Low-Resource Classroom Contexts

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Podcasting resources are now accessible for classroom teaching covering a variety of topics like language, climates, science, films, historical events, teaching, cultures, news and stories. The Podcasting Method of Teaching (PMT) is becoming a popular way of engaging and developing learners' listening comprehension skills and independent learning by exposing them to a variety of interesting classroom topics on podcasts. This method is an efficient way of solving problems related to teaching large classrooms in low resource context. However, this paper aims to describe the procedures of integrating technological tools like podcasts as an effective way of enhancing learners' comprehension, learning engagement and teachers' effectiveness in the classroom.

Meanwhile, in this best practices workshop participants would be exposed to the effective use of podcasting tools for classroom teaching; creating teacher-made podcasts with simple devices such as smartphones and podcasting apps; sharing practical classroom techniques to engage students in podcast activities, especially in a large classroom; and exposing teachers to varieties of podcasting apps for developing learners' comprehension in various subjects. Participants will learn how to set up a basic classroom podcast studio and also learn how to integrate podcasting activities and tools such as Anchor by Spotify, Podbean (for recording podcasts), British Council Podcast (for downloadable pre-recorded audios) and BBC Sounds (for live radio and podcasts).

3E Best Practices: Access

Enhancing In-service Teachers Pedagogic Content Knowledge: Recommended Practices for Low-resourced Contexts

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In India, public schools strive to offer free and quality education to all children. However, often challenges such as limited resources and inadequate infrastructure impact quality of teaching-learning. Teachers, in addition to their teaching roles, grapple with non-academic responsibilities, high-teacher-pupil ratio, student absenteeism, contributing to reduced motivation resulting in a decline in teaching quality. Therefore, a teacher's essential competence goes beyond possessing content knowledge to efficiently delivering it, considering students' needs, determining when and what to teach, how to assess, and employing instructional strategies within limited resources.

‘Developing pedagogical content knowledge for effective middle school science teaching’ is a research project by a group of teacher educators to improve pre-service teacher education. Recognizing the need to support in-service science teachers to enhance their collective PCK to improve the science-teaching learning, an intervention was planned as a part of the larger research project.

Grade 8 science concepts form a base for all further advanced science concepts in grade 9 and 10 and improve student’s opportunity to pursue secondary and higher education in science. We collaborate with the Directorate of State Council of Education Research and Training (DSERT) with a common aim to support in-service teachers' capacity enhancement for quality middle school science teaching.

In this paper, we highlight the pedagogic practices we used to enhance the conceptual and pedagogic knowledge of physics, biology and chemistry concepts in a series of workshops with teachers. We illustrate the pedagogic strategies we used to help teachers gauge gaps in their own conceptual knowledge, a range of pedagogic and strategic knowledge that are hands-on, experiential that would aid effective teaching in low-resourced public school contexts. This exercise has led us to develop science modules that we would like to share with teacher educators at this conference on teaching and teacher education for our futures.

3E Best Practices: Access

COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM: MULTIDIMENSIONAL ASPECTS OF INSTRUCTIONAL DESIGN TOWARDS VUCA WORLD

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The transformation of the education system is evolving fast. Besides knowledge, other competencies with multiple dimensions are needed in developing a holistic personality to meet the VUCA world (volatility, uncertainty, complexity, and ambiguity). Teachers are responsible for designing their instruction to prepare learners for more rapid economic and social change in their future careers. Thus, the objective of this system is to provide an integrated and effective approach for designing instructions as a solution to the above global issues. The application of the Integral ASIE Instructional Design Model as an innovative online planning tool in the system, encompasses the competencies formulated in the planning elements which are adapted from the Four-Dimensional Education Framework (Centre for Curriculum Redesign, 2015). It has fundamentally encompassed the philosophical attributes of metaphysics, epistemology, axiology, ethics, and logic, where the instructional design principles and theories as the background of the system are applied. These philosophical underpinnings strengthen the need for professional educators, primarily classroom teachers, to execute this model in their daily teaching and learning endeavors. The model served as a procedural flow of designing instructions in a simple, systematic and professional manner, creating high-quality instructional planning activity. Besides providing important features for the 21st century learning needs, planning items are customizable where teachers are given autonomy to fulfill their needs and requirements of the curriculum, integrating external links and resources for virtual or hybrid classroom interactions while the planning activities are shareable. It is work-effective, time-effective and cost-effective in motivating teachers preparing their instructional planning activities. Thus, this system has a significant impact on teachers and administrators as best classroom practices in the process of redesigning and reengineering academic directions, visualizing the required education landscape and preparing learners' future career paths in facing the VUCA world.

3F Research Papers: Access

The Necessity of Education on Teaching Students with Hearing Impairment in Tanzania

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Despite Tanzania being one of nations that ratified the Salamanca Statement in 1994 that emphasizes on the need to provide basic education to children with special needs and has enacted a number of domestic laws to enforce it, a substantial number of people in the country still believe that children with disabilities are un-educatable and that teaching students with hearing impairment is a burden and tiresome work. This alarming thinking needs to be reversed in order to comply with the Salamanca Statement and relevant laws. Hence, there is a need to invest in capacitating teachers in learning techniques for teaching students with special learning needs such as Hearing Impairment in the country. This study explored the necessity of learning how to teach students with Hearing Impairment in Tanzania. The study employed concurrent parallel mixed research design. The sample comprised 131 teacher trainees and 3 lectures specializing in hearing impairment at Archbishop Mihayo University College of Tabora (AMUCTA). Interview guides and questionnaires were used to collect data. Descriptive statistics were used to analyze quantitative data, while thematic content analysis that involved checking inner meanings of the data from in-depth interview with lecturers was employed for qualitative data. The study revealed that learning how to teach students with Hearing Impairment was necessary for both pre-service and in-service teachers. This is because it contributed not only in imparting important pedagogical, sign language and psychological skills on how to handle students with hearing impairment but also it eliminated negative attitude towards students with hearing impairment among teachers. The study recommends the government to strengthen the training of more special need's education teachers in the country. Also, the government and other stakeholders to support universities and colleges that offer diploma and bachelor degree in special needs and inclusive education in Tanzania.

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3F Research Papers: Access

Continuing Professional Development Strategies in Southern African Development Community countries

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This paper investigates Continuing Professional Development (CPD) within the Southern African Development Community (SADC) region, focusing on diverse staff development activities aimed at addressing individual teachers' needs and enhancing their professional practice through the exchange of effective practices, knowledge, and skills. The study adopts a descriptive case study design, reviewing documents from 9 member countries: Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia, and Zimbabwe.

The findings highlight varying approaches to CPD in these countries, including training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, transformative, and ICT-based CPD. Despite this diversity, the study reveals that several SADC countries lack a clear CPD policy, while others are in the process of developing one. Secondary sources, such as CPD frameworks, policy documents, and journal articles, informed the data collection.

The study identifies key stakeholders involved in CPD implementation, including teachers, Teacher Education Institutions (Universities and Colleges of Education), Ministries of Education, Regional Non-Governmental Organizations, and Regulatory Bodies/Teaching Councils. The authors conclude that strengthening CPD policies and implementation strategies is crucial for realizing the intended goal of enhancing teacher competencies in the region. The research underscores the need for a more systematic and comprehensive approach to CPD within the SADC countries to align with educational objectives.

3F Research Papers: Access

Impact Assessment of teacher engagement program

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Uttar Pradesh (UP), India, has the largest Government Primary School (GPS) system in the country and despite laudable Government efforts, UP faces three major challenges: low enrolment ratio (87%), high dropout rate, and the lowest learning levels in the country. The research analyses the impact of a teacher engagement program on improving the learning levels of students in government primary schools in a sustainable and replicable manner.

The effectiveness of the program was analyzed via an assessment of two major impact points: 1- Improvement in the learning levels of students as measured by the comparison of baseline and endline assessments. 2- Effectiveness of the program as analysed by the classroom observation tool triangulated with a The Teachers' Sense of Efficacy Scale (TSES) and Headmaster interviews.

The study gathered data from 263 schools, 1,125 teachers and 22,824 students. It found that 72% children improved their learning levels by an average of 40% or more. 10% children had age-appropriate learning levels at the beginning of the project, whereas 60% had acquired the appropriate learning level by project end. The present study gives conclusive evidence in favour of the effectiveness of the teacher engagement program in increasing the efficacy of the teachers and giving life skills training to the students, leading to improvement in student learning levels and overall school environment.

The teachers benefit from digital tools, conferences, on-site support and in-service teacher training, which enhances their pedagogical knowledge contributing to their professional development. The study determined that the training results in higher efficacy in student engagement, instructional strategies and classroom management. The intervening variables that impact the efficacy of the teachers – i.e. remote locations, multi-grade classrooms, lack of technology, etc. – should be addressed by designing a teacher engagement program to overcome the challenges.

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3F Research Papers: Access

The Case of Greek L1 Adults Learning Turkish in Cyprus through TBLT

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Background: Facilitating inclusive education is a critical aspect that acknowledges the challenges older learners face when learning a second language, such as limited materials and age discrimination (Krogulec, 2019). More comprehensive research is necessary to develop effective strategies to provide optimal lifelong learning experiences for older adults (Ahmad et al., 2022). This study explores the possibilities and obstacles of applying the TBLT (Task-Based Language Teaching) method in Turkish as a second language for learners over 50 years old who have Greek or Cypriot Greek as their first language. Turkish is one of the official languages of the Republic of Cyprus, and many Greek L1 speakers learn it for various purposes. One of the significant challenges Turkish language instructors face is the distinct preferences of older learners towards grammar-based and translation-driven teaching/learning approaches.

Methodology: Lesson plans following the TBLT approach were developed and implemented for six months. We measured the performances of OL according to their objectives regarding different skills based on their answers to the survey given at the beginning of the course and classroom observations. **Main results:** The paper will present the research results on the efforts undertaken to shift the preferences toward TBLT techniques. Results have shown both an increase in motivation to communicate in Turkish and favourable attitudes developing towards Turkish, which in Cyprus is widely known, have been affected by historical and political reasons due to its division. **Conclusions and Relevance:** The results suggest it effectively motivated OL in the tasks and significantly increased their speaking competence. We hope this study's findings will significantly contribute to the literature research on teaching SL/FL to older adult learners and provide helpful guidance to educators interested in achieving better learning outcomes, inclusion, and equal learning opportunities for lifelong learners.

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3G Research Papers: Access

Reimagining Teacher Education: A Philosophy for Children Perspective

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Title: Reimagining Teacher Education: A Philosophy for Children Perspective

Background: Dialogic teaching is pivotal for nurturing vital competencies and skills such as creativity, communication, and critical thinking. Despite this, classroom interactions predominantly lean towards monologue rather than dialogue. This study explores the effectiveness of Philosophy for Children (P4C) programmes in fostering dialogic and inquiry teaching among Hong Kong teachers, addressing two key questions: How does P4C influence teachers' professional growth, and what is their attitude towards incorporating philosophy into their teaching?

Methodology: This research employed a mixed-method approach, encompassing observations, interviews, questionnaires, and recordings, focusing on Secondary 3 and 4 teachers instructing Integrated Humanities and English. The study encompassed comprehensive training and support for teachers to integrate P4C into their classrooms.

Main Results: The study revealed P4C's pivotal role in fostering teachers' professional development. Firstly, P4C's theory and practice, introduced through training, proved to be adaptable and useful in their teaching contexts. Secondly, ongoing P4C training, supplemented with onsite support, heightened teachers' effectiveness in promoting dialogic and inquiry teaching, material development, and reflective practices. Furthermore, the application of P4C strategies extended to non-P4C lessons, and teachers exhibited a heightened ability to identify and analyze philosophical concepts in the school curriculum. Thirdly, the implementation of P4C in classrooms increased the prevalence of dialogic teaching and collaborative inquiry, translating to reduced teacher talk time, increased student participation, and a surge in open-ended questioning. Additionally, teachers displayed a generally positive attitude towards including philosophy in their teaching practices.

Conclusions and Relevance: This research underscores the significant role P4C plays in fostering teachers' professional development. By enhancing access to essential teaching strategies and tools, P4C aligns with the sub-theme of "Access" by empowering educators in resource-scarce and remote environments. Through well-received training, it equips teachers with adaptable pedagogical techniques and enriches their professional growth.

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3G Research Papers: Access

Student self-assessment in Chinese primary school English teaching: teachers' perspectives and practices

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Title: Student self-assessment in Chinese primary school English teaching: teachers' perspectives and practices

Background: With the increasing tendency to promote learner autonomy, the importance of self-assessment (SA) in foreign language teaching has been recognised. Despite its importance, research on SA at the primary level is relatively scarce, both internationally and in the Chinese context. Therefore, this research explores Chinese primary English teachers' perspectives and experiences of integrating SA into their teaching.

Methodology: This research takes a qualitative approach to the topic. The data will be collected using an open-ended web questionnaire from approximately 100 Chinese primary English teachers working in cities. The data will be analysed using content analysis.

Main results: This research is still in progress. The results are expected to offer a comprehensive understanding of the current situation of SA implementation in primary school English teaching in China, including examining how teachers actively apply it in practice and identifying the factors that may encourage or discourage its use. This study is also anticipated to raise Chinese primary English teachers' awareness of the significance of SA, developing a positive attitude towards SA. Finally, this research intends to inform my ongoing research, aiming to present a new pedagogical tool for SA to Chinese primary English teachers, possibly addressing the challenges they face in using SA.

Conclusions: Given the limited research on SA at the primary level, this study seeks to add to and extend this research landscape. Moreover, gaining insights into how Chinese primary English teachers employ SA will illuminate the necessary resources and support for fostering inclusive learning environments. This understanding contributes valuable perspectives for the ongoing development of teacher education and training in this context. It also addresses the implications for teaching practice, highlighting the crucial role of teachers in ensuring access to active participation for all learners.

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3G Research Papers: Access

Visual Methods as Pedagogical Resources for Teacher Student Reflection in Teaching Practice

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This study addresses visual methods and practices as pedagogical resources for teacher students' educators, and teacher students teaching practice supervisors for navigating supervision in teaching practice. The study looks at photos that teacher students have taken during their final teaching practice course in teacher education 2023. The photos are framed by an assignment titled "Catch a moment of teaching", and are included as reflections on learning in the students' teaching practice final assessment portfolios.

Through visual methods (cf. Cornér 2018; Holm & al, 2019) and arts-informed inquiry (cf. Kaihovirta, 2017) the study explores possible strategies to render teacher development visible by photos. Preliminary analysis of the teacher student assessment portfolios shows that there are two ways of making teacher students' development visible by photos; autophotography, where teacher students have taken photos of teaching practice, by which they frame and reflect their teaching practice experiences, and b) photo elicitation, where teacher students have taken photos with peda-aesthetic themes on teaching and learning to reflect and evoke their experiences, emotions, memories, and ideas on becoming teachers.

According to primary results, visual methods and visual practice provide teacher students and early career teachers pedagogical resources to make teacher development visible. The study advocates for a shift in preparing becoming teachers to navigate teacher development. It contends that teacher education should equip teacher educators with pedagogical resources to leverage visual methods and practices effectively, fostering teacher practice reflection, transformation, and learning on didactic competence, empathy, and resilience.

By placing teacher development in visual methods and arts-informed research, when approaching teacher educational praxis, teacher educators and teacher students gain insights into experiences and visions of future practice, promoting nuanced and responsive teacher development.

The study posits a re-imagined approach to access teacher students' reflection, learning and development and broadens educational praxis and policy in higher education.

3G Research Papers: Access

Developing teacher education and in particular teaching practicum in Mozambique

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My presentation is based on the TEPATE project aiming to improve the quality of teacher education in Mozambique, where TE is often considered too theoretical and does not provide graduating teachers with sufficient pedagogical skills to apply learner-centred pedagogy in practice.

I present a study using a phenomenographic research methodology to investigate student teachers', teachers' and teacher educators' perceptions of teaching practicing (TP). The study can also be defined as a collaborative action research involving human socially constructed knowledge. In this study, knowledge is constructed by 27 actors from two TE institutions. They responded to a questionnaire on their ways of experiencing TP.

I present the results as strengths, weaknesses, opportunities and threats. Professional development, the educational environment and the combination of theory and practice were mentioned as both strengths and weaknesses. Lack of resources was also a major weakness.

The main threats were related to a lack of student interest, transparency and openness, lack of support or tolerance from supervisors or lack of motivation and skills of teachers. Challenging situations in schools and lack of resources were also mentioned as threats.

An opportunity was noted in the potential of TP to enable professional development through networking, dialogue and reflection between students, teachers and teacher educators. It is also seen as an opportunity for employment and a learning situation for all three parties.

There are many effective practices in the field of TP in Mozambique - but at the same time there is a high risk that these practices are not implemented at the same high level in all institutions. Particular attention needs to be paid to the adequacy of resources, the commitment of both teachers and teacher educators to supervision and mentoring, giving teachers a voice, and training all together, to build collaboration and networking between them.

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3H Research Papers: Emergencies and crises

Unveiling the Hidden Toll: Exploring Burnout among Teacher Educators

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Background:

Burnout among teachers has been extensively studied; however, it is new and under-researched in relation to Teacher Educators (Coyle et al., 2020; Turner & Garvis, 2023). For the purpose of this research, Teacher Educators are narrowly defined as tertiary-level academics who work in the field of Initial Teacher Education, with primary responsibility for the preparation of teachers across the continuum. Work-related burnout is conceptualised as “multi-dimensional...a slow and hidden process of psychological erosion...which can go on for a long time without being noticed” (Etzion, 1986, p. 16-17). Maslach et al. (2001) identify two common contributory factors to job burnout in their seminal work. First, the most idealistic take on too much, resulting in exhaustion and burnout. Secondly, overexposure to prolonged stress results in burnout. The limited literature on burnout and Teacher Educators identifies factors such as workload intensification, job insecurity, supporting student wellbeing, perceived lack of institutional support, and teacher-researcher role conflict as stressors for Teacher Educators. In contrast, factors supportive of well-being include teaching and engaging with students, feeling valued, work–life balance, relationships with colleagues, a manageable workload, and receiving positive feedback. Significantly, a correlation has been found between burnout and turnover intention in Teacher Educators (Xiao-jie, 2006).

Methodology: This explanatory sequential mixed methods research (MMR) explores the variables contributing to Teacher Educator burnout. Phase one of the study includes the use of the Copenhagen Burnout Inventory (Kristensen et al., 2005). The CBI scales have demonstrated good validity and reliability for assessing burnout across various professional contexts in different cultures and through various languages (Kristensen et al., 2005; Barton et al., 2022). More recently, the CBI has been successfully adapted to assess burnout in a variety of education contexts, for example, to measure burnout in preschool teachers in Serbia (Piperac et al., 2021), school teachers in New Zealand (Milfont et al., 2008), university professors and academics in Brazil (Rocha et al., 2020), and Italian university professors (Sestili et al., 2018). The use of CBI to assess burnout in Teacher Educators is limited, and as such, this study is breaking new ground. Building on the findings from phase one, the second phase of this study involves semi-structured interviews with Teacher Educators.

Findings: This research is currently underway, and the initial findings will be presented and discussed within the presentation.

Relevance: This research is of particular significance to the conference theme since the professional development of good quality teachers across the continuum relies upon teacher educators' skills, expertise, and availability.

Keywords: Teacher Educators, Burnout, Resilience

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3H Research Papers: Emergencies and crises

Supporting pre-service teachers' identity construction through arts-based methods: a focus on emotions

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Preparing pre-service teachers for their hectic and multidimensional future work as a teacher (Lutovac et al. 2023) requires ongoing engagement in identity construction to foster positive adaptation to adverse situations (Clarà, 2017). Based on prior research, emotions play a central role in teacher identity construction (Lutovac & Kaasila, 2014; Timoštšuk & Ugaste, 2012). This presentation draws on the findings of three studies exploring the role of emotions in pre-service teachers' identity construction to discuss the importance of supporting pre-service teachers' identity construction through arts-based methods.

Alongside narrative research, arts-based methods are employed with a premise that art evokes emotions, enables embodied knowledge, and helps to tell overlooked stories (Eisner, 2008). Following research material was produced with pre-service teachers: photo-elicitation interviews (N=2), autobiographical writings based on photographs (N=36) and video-recorded arts-based workshop (N=5). Narrative analysis methods were used.

The findings discussed focus on pre-service teachers' vulnerabilities, their ideal self of becoming a safe adult and the pressures they experience as pre-service teachers. In Holappa et al. (2022), we observed that pre-service teachers felt vulnerable in relation to self, others and cultural teacher stories and their narratives portrayed feelings of inadequacy. In Kettunen et al. (2022) the notion of a safe adult emerged in pre-service teachers' narratives, portraying the ideal self, linked with their memories of care and feeling safe, by being hurt emotionally, and by joy. Finally, the study of Kettunen and Lutovac (2024) explores pre-service teachers' feelings of pressure regarding the realities of teachers' work, constant self-development, and self-expectations. These above-discussed emotional struggles have negative consequences, potentially leading to decisions not to enter the profession. Based on these findings, the presentation underscores the need to provide opportunities and creative methods for navigating emotions and identity construction during teacher education. This would support future teachers to prepare for their changing work.

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3H Research Papers: Emergencies and crises

Teacher wellbeing: a Research Synthesis

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Background

Nations are facing crisis level teacher shortages. Teacher burnout is rampant, attrition is rising, and job satisfaction is in decline (Viac & Fraser, 2020). Yet this issue is not new, with above average levels of burnout and challenges facing the wellbeing of teachers being well documented for decades (Zee & Kooman, 2018). With a lack of consensus on how best to support teacher wellbeing, notably via a proactive vs reactive approach, this is not surprising. Without a consistent approach or understanding, policy makers cannot effectively promote teacher wellbeing. We aim to identify what supports holistic educator wellbeing and resilience to inform policy and practice.

Methodology

We are conducting an international quantitative research synthesis on educator wellbeing interventions, guided by the Campbell Collaboration protocols. We used the WB-Pro's 15 wellbeing attributes (Marsh et al., 2019) to inform our search parameters and coding. Drawing from three databases (Scopus, EBSCOHOST, APA PsychInfo) yielded 396 texts for full text review after screening procedures. As of writing a third of texts have been coded.

Main results

Our review to date indicates educator wellbeing research is lacking. Interventions emphasise improving capacity to teach rather than supporting capacity for resilience and holistic wellbeing. Further, almost half of studies failed quality checks due to lack of transparency or poor methodological practices. However, a few components appear effective with promoting various educator wellbeing attributes: collaborative teacher assessment; targeted training programs; and school leader support, collectively supporting 10 of 15 wellbeing attributes.

Conclusions and relevance

The way we define wellbeing requires a fundamental shift to ensure our policies and practices holistic support educator wellbeing instead of emphasising practice quality. An evidence-based holistic approach is vital for effective policy reform to confront this persistent educator wellbeing crisis.

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3H Research Papers: Emergencies and crises

Rethinking the adult educator for our times

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This research takes the broad social context of the global social/climate crises. Many writers and international organisations and agencies have pondered the rethinking of education our current context. Very few consider the role of adult education past the abstract notion of lifelong learning and even less have considered the role of the adult educator. This research seeks to reclaim the social purpose of adult educators and explore the development of our role as agents/activists for change. It involved thirty adult educators working collaboratively and collectively to consider and explore this in their own curricula and pedagogical context.

My research question asks, how should the role of the adult educator be rethought to contribute to achieving a liveable, more sustainable and just world? The research explores further, how do we as adult educators work with the issues of an unknown tomorrow? And how do we instil hope and the ability to act in our students (and ourselves as adult educators)?

The research was conducted in the framework of "research as praxis" and is informed by Lather's (1991:59) goal of emancipatory research, which is "to encourage self-reflection and deeper understanding on the part of the researched". The field work for this research was undertaken in a two-day workshop, delivered by the researcher as part of the final camp and festival for the Peoples Future Lab project. This was a three-year project which paired 11 Danish Folk High schools with 11 international 'like' folk high schools. Its purpose was to strengthen and develop the folk high schools' contribution to the sustainable transition of societies

Emerging is a theory of adaptive adult educators built around three orientations (based on Weinberg et al) of inner (connection and identity), outer (pedagogical praxis) and forward (collaboration) which will be contribute to adult educator's development and explored further at the conference.

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3I Research Papers: Nurturing young minds

Pedagogies for Creating Globally Competent Citizens: Primary School Teachers' Understanding and Practices

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“Global citizens’ are made, not born” (Chong, 2015, p.239) and Global Citizenship Education (GCED) aspires to engage and equip learners to play active roles locally and globally in creating a more just, peaceful, tolerant, inclusive, and sustainable society (UNESCO, 2015). The Sustainable Development Goals (SDGs) of the United Nations recommend that quality education be used to develop globally capable citizens (UN, 2015). Taking into account the global dimensions of educational needs and global commitments, the National Curriculum Framework 2021 was developed in Bangladesh where special attention is paid toward creating globally competent citizens through education (NCTB, 2021). However, a very little is known about teachers’ understanding and practices of GCED pedagogies in Bangladesh context. Using multiple case study approach, this study aims to explore how primary school teachers of Bangladesh understand and practice GCED pedagogies for creating globally competent citizens. Two government primary schools was selected purposively (a model government primary school located at Thana level and another from rural area) data was collected from classroom teachers using FGDs and head teachers using semi-structure interviews. Observation checklist was used to collect data from classroom activities.

Findings indicate that teachers of model government primary school have sound understanding in GCED pedagogies where as teachers of rural government primary school has very limited understanding. Similarity findings suggest that practices of GCED pedagogies is highly evident in the model government primary school where the head teachers play dynamic leadership roles to ensure its practices in the classrooms and school. Practices of GCED pedagogies in rural government primary school were dominated by very traditional teaching learning approaches. Findings indicate a clear discrimination among two schools in terms of quality education and GCED pedagogies for creating globally competent citizens.

Findings have implications for teachers’ preparedness on GCED pedagogies and quality education as mentions SDG-4.

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3I Research Papers: Nurturing young minds

What motivates kindergarten teachers to retain ? Evidence based on a moderated mediation model

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Abstract: Constructing a stable and high-quality kindergarten teaching staff is the top priority in promoting education quality and the development of children. However, the current problem of kindergarten teacher turnover is still prominent. Among the key factors affecting teachers' turnover intention, individual occupational psychological state (e.g. occupational identity, job satisfaction) and social support have attracted the attention of researchers worldwide. The purpose of the present study was to explore the negative impact of kindergarten teachers' occupational identity on turnover intention as well as its underlying mechanism and boundary condition. Specifically, we expected that occupational identity would be indirectly related to turnover intention through job satisfaction. Moreover, social support might enhance the relationship among occupational identity, job satisfaction, and turnover intention. To test our hypotheses, a total of 1,232 Chinese teachers who work in kindergarten were recruited. The results showed that: (1) Chinese kindergarten teachers' occupational identity was at a high level, their job satisfaction and social support were both at a mid-high level, while their turnover intention was also above the theoretical median; (2) Teachers' occupational identity had a significant negative influence on their turnover intention; (3) Teachers' job satisfaction played a partial mediating role between their occupational identity and turnover intention; (4) Social support moderated the indirect relationship between occupational identity and turnover intention via job satisfaction, such that the indirect relationship was stronger for kindergarten teachers who had high social support than who had low social support. The findings emphasize that measures should be taken to promote kindergarten teachers' individual occupational psychological state and social support in order to motivate kindergarten teachers to retain.

Keywords: kindergarten teachers; turnover intention; occupational identity; job satisfaction; social support

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3I Research Papers: Nurturing young minds

Insights from joint virtual multidisciplinary project in Kenyan and Finnish primary schools

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Background:

The values of “global citizenship education” (GCED) have been central to Unesco’s mission since 1947. Today GCED aspirations, like mutual respect, understanding, peaceful living together, and inspiring learners to contribute positively to their communities locally and globally, is seen more vital than ever (Unesco, 2023).

Primary schools are places where children can learn to respect others and collaborate. Virtual collaboration brings new possibilities but not without challenges.

The study is grounded on three pillars: GCED, Sustainable Development Goal 4 on Education (SDG4), and multidisciplinary learning (FNCC, 2014). In this frame we explore 1) How to implement a virtual multidisciplinary project in an international context, 2) What kind of learning experiences and outcomes could emerge in a complex learning situation, and 3) What can be learnt from these when building future competences for the students and the future teachers.

Methodology:

This case study is based on qualitative research and data is collected by questionnaires and interviews from Finnish student teachers (2) and a Kenyan teacher (1). Data includes also written reflections (collaborative project diary) by two Finnish teacher educators of the implemented process. The data is analysed by using qualitative content analysis.

Main results:

The preliminary results show the joy of learning together even though virtually where student-centred learning was emphasised. The differences of two countries in working cultures and long-term projects require well-planned and mutual structure. Collaboration needs creation of trust and, if the project is only virtual, it may be challenging among adults and also among students.

Conclusions:

Despite challenges, trying and developing new ways in teaching and learning, and trusting one's own competences to jump into an uncertain zone will increase a teacher’s capability to use innovative teaching and learning methods.

Key words:

virtual learning, multidisciplinary learning, teacher competence, teacher education, co-learning, primary school, global citizenship education

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3I Research Papers: Nurturing young minds

ECE leaders' perceptions of their roles and identities through drawings and writings

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The Finnish early childhood education (ECE) undergoes changes posing challenges for early childhood leaders and teachers. In addition to curricula and legal reforms, there is a shortage in the ECE workforce, making leaders' work increasingly stressful, administratively heavy by nature. Moreover, they are often responsible for several ECE units, even though pedagogical leadership is considered a central responsibility in leaders' work (Eskelinen et al., 2015). The purpose of this study was to examine the perceptions of early childhood education teacher and leader identities through their drawings of the professional self: 'me as an early childhood education teacher; me as an early childhood education leader. This case study of leaders' drawings and writings was designed to support reflection on and identification of teacher identities. In total, 17 drawings depicting 'Myself as an ECE-leader' and 20 drawings illustrating 'Myself as an ECE-teacher' were collected and made available for analysis. Alongside the pictures, teachers were asked to provide brief descriptions of the contents of the drawings and their interpretation of each picture. The analysis was carried out by using the theory-driven content analysis (Hsieh & Shannon, 2005) based on Goleman's (2019) leadership styles. There are similarities and differences in the identities of I as a teacher and I as a leader. Most teacher identities emphasized oneself as being responsible for engaging children and staff in participation. Teachers who emphasized 'we and community' tend to adopt affiliative and authoritative roles as leaders, while those who highlighted professional commitment often lean towards an authoritative style. Teachers who reflected artifacts of teaching and pedagogy tended to underpin coaching and democratic leadership styles. The results show that it is important for both teachers and leaders to contemplate the various roles underpinning different approaches and values of ECE leadership shaping the pedagogical work and developing community.

4A Symposium

Transformative human rights, democracy and global citizenship education: Pedagogical and philosophical insights

Doctoral Researcher Tuija Kasa¹, Sue Gollifer², Eva Harðardóttir², Janet Gbam³, Vachararutai (Jan) Boontinand⁴

¹University Of Helsinki, , Finland, ²University of Iceland, , Iceland, ³University of Pretoria, , South Africa, ⁴Mahidol University, , Thailand

Chairs: Tuija Kasa and Eva Harðardóttir

In response to the UNESCO report Reimagining our futures together, we propose that transformative pedagogies of human rights, democracy and global citizenship education can be used to challenge education systems and practices that fail to engage with global demands and local realities. Increasing social, political, economic and ecological inequities globally and locally call for a re-examination of the purpose of education, the challenges to this purpose and strategies to address these.

We will start by sharing our collective vision of a purpose of education that responds to global and local lived realities. We will then discuss the challenges to realise this purpose, which are informed by the unique and diverse educational contexts that we work in (Iceland, South Africa, Thailand, Finland). Each presenter will then draw on their research and practice to propose strategies to engage with these challenges, strategies that address systemic, policy and pedagogical constraints to our collective vision of a purpose of education.

Presenters:

Vachararutai (Jan) Boontinand, PhD is Director of the Institute of Human Rights and Peace Studies, Mahidol University in Thailand. She conducted a research project with university lecturers in Thailand using Philosophy for Children (P4C)/Community of Philosophical Enquiry (CoPE) approach in democratic citizenship education. She will present the challenges and opportunities in adopting this approach in the Thai higher education context.

Sue Gollifer, Lecturer in the Department of International Studies in Education, University of Iceland, will draw on her experiences of designing and running a course called Human Rights: Advancing Social and Ecological Wellbeing, an elective course run by the School of Education's Faculty of Education and Diversity. She looks at challenges to addressing human rights in teacher education and the school curriculum, suggesting pedagogical strategies to address these.

Eva Harðardóttir, Adjunct in the Department of Diversity and Education, University of Iceland will draw on her experience in working with upper-secondary school teachers as part of a cross-national research project entitled Irregular Processes of Inclusion and Citizenship (I-PIC) for migrant youth in Iceland, Norway and the UK. The project aimed to engage researchers and teachers in dynamic collaboration developing visual and participatory research and teaching methods within a framework of critical global citizenship education. Participants engaged with the idea of teachers as visitors in their student's lives in the spirit of Hannah Arendt's metaphor of visiting and as an inclusive way of engaging with cultural diversity and difference within schools.

Janet Gbam from the Centre for Human Rights, Faculty of Law, University of Pretoria will discuss the African tertiary education system. She will focus on the Afrocentric approach towards a postcolonial education of Human Rights Educators in African tertiary institutions.

Tuija Kasa, Doctoral researcher in the Faculty of Educational Sciences, University of Helsinki will draw on her experiences in teaching democracy and human rights education (HRE) for teachers in Finland. She will outline some typical challenges in HRE and pedagogical approaches to introduce various perspectives to HRE and how to overcome barriers in seeing human rights problems.

4B Panel Discussion

Reimagining Teacher Education by addressing Invisible Pedagogical mindsets.

Director - Research and Impact Sreehari Ravindranath¹, Ghulam Omar Qargha², Karen Edge³

¹Director - Research and Impact, Dream a Dream, Bangalore, India , , India, ²Fellow - Global Economy and Development, Centre for Universal Education, The Brookings Institute, , Washington, D.C., U.S., ³Reader - Educational Leadership, UCL Institute of Education, University College London, , United Kingdom

Improving education quality, especially in international education development, has often focused on teacher professional development (TPD) to change classroom practices. However, despite investment, advocacy, and emphasis on TPD, we have yet to see changes in pedagogical practice in most classrooms worldwide because they do not often address the more intangible, socially influenced aspects of pedagogy that we call “invisible pedagogical mindsets” (IPMs).

Invisible Pedagogical Mindsets (IPMs) refer to the complex and multifaceted non-observable aspects of pedagogical approaches that impact all stakeholders within education ecosystems. These include but are not limited to epistemologies, attitudes, perceptions, contexts, politics, culture, experiences, and values that influence the process of teaching and learning and it affect students’ ability to grow, learn and feel safe in the classroom.

This panel will discuss the Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) research and network initiative that examines the influence and impact of IPMs on primary and secondary classroom practice and education policies; share insights on how IPMs influence school leaders’ decision making and its impact on creating equitable, inclusive, and compassionate school ecosystems; and explore lessons from Dream a Dream, India’s Teacher Development Program which focuses on shifting teacher mindsets towards becoming more authentic, non-judgmental, and empathetic to promote safe spaces for children, especially those growing up amidst adversity.

4C Workshop

BRIDGE Glocal

Advisor Bente Knippa Vestad, Sacha Kalseth

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BRIDGE Glocal

The grand socio-ecological challenges we are facing cannot be solved with isolated subject knowledge. How can education empower people to become change agents who can transform society into more sustainable pathways? And how do we work with this in teacher education?

The workshop will provide you with hands-on experience on interdisciplinary, and student-active approaches. In groups, we will explore the concept of sustainability through images, while connecting personal, local and global levels in collective discussions. Through examples from teacher education and schools, we look at how such an activity can lead to local communities starting projects for change. In addition, we will reflect on the transfer value of the activities and findings from the research project BRIDGES. , BRIDGES focuses on how to build bridge gaps between academic disciplines and school subjects – within teacher education and in school. The workshop will allow you to rethink education, what we learn, how we learn and with whom we learn.

Participants are expected to actively explore, reflect, and discuss through various group work.

Target groups: teacher trainers, in-service teachers, teacher-training students, curriculum- organizers and decisionmakers

4E Best Practices: Equality and equity

Collaborative autoethnography as a tool for transformative praxis for social justice

Dr Brandi Fox¹, Dylan Scanlon¹, Cassandra Iannucci¹

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UNESCO calls for “a new social contract for education to repair injustice while transforming the future”. It is imperative for teacher educators to educate future teachers to teach for social justice, in socially just ways. But how are we doing that? Are we succeeding?

Methodology: Insights drawn from collaborative autoethnography (CAE) by three academics over one year considered how, in initial teacher education (ITE), we each teach for social justice. CAE is a transformative research methodology, akin to the Indigenous practice of yarning, encouraging us to reflect together on our personal and professional experiences. Reflections on practice were written and read before each CAE meeting was recorded. Transcripts were then analysed collectively to identify themes related to Freire’s transformative praxis theory on our experiences and reasons in attempting to teach in and for social justice.

CAE enables collaborative professional learning by allowing time and space to notice new meanings from our individual experiences, while it illuminates our shortcomings and successes. Most importantly it also fosters critical reflexivity. As participant researchers, we were able to reflect on who they are as educators, helping strengthen our pedagogical approaches with students who might not initially grasp the importance of teachers teaching to help create a more socially just future.

"Best practice" in teaching for social justice requires awareness, pre-planning, enaction and reflection. It must drive the who, the what and the why of teaching. As three white, English-speaking migrants living in Australia as settlers on stolen Wadawurrung and Wurundjeri Country, socially just teaching starts by acknowledging that we live in a society built on and perpetuating the violence of colonisation. Academia and education are recognised as colonial spaces and we need to work towards decolonisation of how we think, live and teach; this decolonial praxis underpins our teaching in and for social justice.

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4E Best Practices: Equality and equity

Teacher Training as vectors in the promotion of Inclusive Education in Mozambique

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This article showcases ADPP best practices in promoting inclusive education ensuring that every child, including those with disabilities, receives quality education.

Mozambique faces challenges with the inclusion of individuals with disabilities in the education system. Mozambique's most recent population census, conducted in 2017, estimated that 2.6 % (or 727,620 out of 28.6 million people) live with a disability (INE) and approximately two-thirds of children with disabilities are not enrolled in school (EEIDCD, 2020).

ADPP, a Mozambican non-governmental organization, collaborates with the Ministry of Education and Human Development, operating 11 Teacher Training Colleges (TTC) across the country. In 1999, ADPP, in partnership with the local Association of the Blind and Partially Sighted, initiated Inclusive Education programs to empower individuals with disabilities to pursue education. Remarkably, by 2010, 27 visually impaired individuals graduated as primary school teachers, actively contributing as educators, principals, and education technicians.

The ADPP's Inclusive Education initiatives comprehended the training of 577 primary school teachers, the establishment of accessibility conditions in two model primary schools and two TTCs, the creation of inclusive education libraries, and the training of 50 school councils in the surrounding schools to Nhamatanda and Chimoio TTCs. 140 students with disabilities were enrolled in primary schools in collaboration with the community-based organization ACAMO and 24 scholarships were provided to individuals with disabilities for enrolment in Teacher Training Institutes and higher education. In addition, 60% of adults with disabilities benefited from the adult education of 200 beneficiaries.

ADPP's commitment to inclusive education has garnered recognition, receiving the "Innovative Practice 2020 on Inclusive Education and ICT" award by the Austrian Development Cooperation and the prestigious "Commonwealth Steve Sinnott Award" in 2012. These accolades highlight ADPP's exemplary practices and dedication to fostering inclusive education in Mozambique.

4E Best Practices: Equality and equity

Knowledge chains: Linking students, teachers and teacher educators' subject matter knowledge

Dr Ann Childs¹, Salma Alam²

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Studies over many decades in Pakistan show that children are not learning and a key contributing factor is poor teacher quality caused by many factors, including gaps in teachers' subject matter knowledge. These challenges are also seen in teacher education and, as a result, Pakistan is locked in a cycle where poor teacher educators result in poor quality teachers which result in students with compromised learning, who then go on to become the next generation of teachers and teacher educators. To address these issues, with a theory of change focusing on developing expert teacher educators, Durbeen (a non-profit organisation in Pakistan working to strengthen the quality of public schools through reforms in teacher education) in partnership with the Department of Education in Oxford, are developing a master's programme to educate teacher educators so they can go on to transform the 100-150 government teacher education institutions across Pakistan. In developing the master's curriculum, a key issue that arose, drawing on theories of teacher knowledge, is what level of subject matter knowledge is required to be an effective elementary science teacher and teacher educator. To address this issue, teacher educators in Durbeen and Oxford took questions that elementary students may ask e.g., "how does a vaccine work?" and developed knowledge chains, using the Pakistan curriculum from grade 1 to University level science to see where relevant subject matter is included in order to analyse what level of subject matter knowledge is needed by an elementary science teacher to answer these students' questions. We will show how these knowledge chains will be used in sessions on the master's programme curriculum to emphasise the importance of subject matter knowledge, and pedagogical content knowledge, to the teacher educators who are destined to be future leaders in teacher education, policy and research in Pakistan.

4F Research Papers: Access

21st century competencies in teacher trainees' perceptions in the University of Nairobi

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In this study we focus on examining 21st century competencies in teacher trainees' perceptions in the University of Nairobi. The study is part of a larger scale REFORD- research program in which two Finnish university organizations collaborate with Kenyan partners in developing research based curriculum for competency based teacher education in two universities in Kenya. The need to develop teacher training curriculum towards competency based teacher education arises from The Basic Education Curriculum Framework (BECF) launched by Kenya Institute of Curriculum Development (KICS, 2019).

Even though Kenyan basic education has already started to implement the new curriculum, teacher education curricula have not yet changed. Thus, there is an urgent need to develop a curriculum for teacher education to meet new needs set in BEFC. In order to develop a new competency based curriculum for teacher education, we need to understand how are 21st century skills and competencies addressed in the curriculum of teacher education programs in the University of Nairobi, what 21st century skills and competencies are implemented in teaching methodologies in teacher education programs in the University of Nairobi and how does the curriculum and its implementation support the development of student teachers' 21st century knowledges, skills and competencies?

This is a mixed method study using a questionnaire as a research instrument. The instruments are developed based on previous studies (Hixson, Ravitz, and Whisman 2012; Ravitz 2014; Niu et al 2021). The study will employ the proportion stratified sampling method. This technique involves dividing the population into distinct subgroups or strata or programmes based on certain characteristics or attributes (Creswell & Creswell, 2017).

The data will be gathered in December 2023. In the presentation we will present our research findings and how findings will be used in curriculum development.

4F Research Papers: Access

How do evolving school environments influence teacher experience of curriculum reform?

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Teacher identity, a dynamic construct shaped by personal, professional, and broader contextual influences, plays a pivotal role in how teachers behave in their role. While the experiences they have during reform implementation shape their professional identity. Identity is a multifaceted amalgamation of personal background, knowledge, attitudes, and the demands of education systems and standards (Beijaard et al., 2004). The study views teacher professional identity as both a product and a process. It encompasses the understanding of oneself at a given moment in context and evolves through new experiences, necessitating a closer examination of variables shaping this transformation (Olsen, 2016; Schellings et al., 2021). Emphasizing the crucial role of emotions in identity formation, particularly within the context of classroom dynamics, the study draws on theories like the Control-Value Theory, highlighting how emotions are intricately tied to one's values and perceived control over situations (Pekrun, 2006; Pekrun & Perry, 2015).

Conducted in Kosovo—a country undergoing ambitious curriculum reform and a developing context—we seek to comprehend teachers' emotional responses during the introduction and implementation of curriculum changes. Specifically, this ongoing study delves to uncover how these emotions influence teacher identity negotiation and how schools can facilitate positive emotional experiences to enhance teacher identity during reform.

Methodologically, an interpretative paradigm guided the study, employing in-depth interviews with 20 teachers selected through purposive sampling to capture diverse perspectives. The research approach prioritized flexibility, allowing participants to narrate their experiences and emotions during curriculum reform implementation.

The initial findings reveal the intricate interplay between teachers' identities, emotional experiences, and curriculum reform within Kosovo's evolving educational landscape. Ultimately, this study endeavours to offer insights that inform not only teacher and school development practices but also the successful implementation of curriculum reforms amidst the contextual realities and ambitions of educators and educational systems.

4F Research Papers: Access

Group mentoring to support early childhood pre-service teachers' developing identity and agency

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Background:

Globally, the heightened focus on teacher education quality addresses challenges of supporting agentic pre-service teachers (PTs) in navigating the complex nature of teaching (Ball, 2013). Teaching practicum is crucial for PTs to acquire pedagogical content knowledge and foster professional identity through self-reflection (Tiilikainen et al., 2016). Despite theoretical recognition of group mentoring as a tool for PTs' professional development, its practical implementation has remained understudied (Huizing, 2012). This study intertwines two perspectives of group mentoring approaches, the one-to-many mentoring implemented in China and the many-to-many mentoring realized in Finnish early childhood teacher education, aiming to explore how group mentoring would support PTs' reflection and agency during their teaching practicum.

Methodology:

The participants were 9 Chinese and 69 Finnish PTs. The data consist of audio-taped discussions, interviews and written reflective journals. Qualitative approach with thematic analysis (Clark & Braun, 2014) was adopted. Additionally, data regarding self-efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2001) were quantitatively analyzed using descriptive statistics.

Main results:

Preliminary results indicate that PTs encountered challenges related to professional identity and agency. Group mentoring in both countries fostered collaborative and critical reflection, enhancing PTs' pedagogical skills and efficacy. PTs in Finland reported consistently high self-efficacy beliefs before and after the practicum, possibly suggesting a superficial belief. However, they implicated challenges in promoting the child's creativity and supporting the family in developing the child's various skills. In the Chinese context, PTs emphasized the importance of diverse relationships in building their professional identity, with group mentoring providing emotional support, situated apprenticeship, and critical knowledge construction among peers.

Conclusions and relevance:

Relational and dialogic mentoring practices particularly enhanced PTs' professional development as more agentic orientation in both countries. The research advances the understanding of supporting and creating environments enhancing agentic PTs and provides practical strategies for improving the quality of PTs' fieldwork.

Keywords: Early childhood teacher education, group mentoring, pre-service teachers, reflection.

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4F Research Papers: Access

Child Socialization in Peer learning Environment at Tribal Early Childhood Education Centre

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Peer Learning is an established strategy for effective and quality learning in school education and higher education sector, whereas early age children are characterized as more self-centred and possessive about their objects and persons.

A standard picture observed in the early childhood care and education centres of rural and tribal regions in India presents the teacher demonstrating various actions, playful activities, action-based songs to children. Children sharing material with each other, collaboratively performing activities is a rare scenario.

A research question “can socialization of early age children be achieved by providing a Peer Learning Environment?” was addressed through an Exploratory Case Study. The qualitative study was based on weeklong intervention at a tribal centre consisting of 19 early age children. The environment of a tribal centre was observed before and during the intervention. The intervention was planned by conversion of a set of activities prescribed in a curriculum into peer learning activities. Field notes, videos, photographs were used for data collection. Some prominent behavioural traits were observed and analysed by thematic coding and categorization.

Comparison of records of children behaviour before and during intervention led to an insight in the transitional changes of behaviour of children indicating steps towards socialization. Findings revealed how children moved from individualized or self-centered behaviour towards socialized behaviour. Demonstration of appreciative gestures, helpfulness towards peers, teacher dependence, initiative in conversations and activities, expressiveness, proactiveness were some of the behavioural traits showing clear transition. In later days, the children were comfortable to share the materials and toys with peer partners. The teacher dependency was seen to be decreasing. The younger children were more inclined to imitate and follow older peers.

This calls for more peer-learning activities at preschool level. Socialization of children can thus be achieved at a faster rate and at early age.

4G Research Papers: Equality and equity

Exploring Contradictions in ICT-enabled Teacher Professional Development programmes in Indonesia

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When the Indonesian Emancipated Learning policy is implemented nationwide to transform education, teachers joined different professional development (PD) programmes to catch up with this new policy and curriculum. Guru Binar under the Putera Sampoerna Foundation, collaborates with local governments and donors to conduct online or blended PD programmes in different regions. Taking an activity system approach, this study explores the contradictions in such PD that facilitated or hindered Indonesian teachers' PD quality, equity and efficiency.

This study adopts a qualitative method by conducting document analysis of policy documents and PD evaluation reports, and interviews to obtain in-depth perspectives from teacher participants and Guru Binar PD facilitators.

This study reports varied contradictions exist in the PD activity system. Primary inner contradictions are related to teachers as the subject and ICT as the tools of the PD activity system. Secondary contradictions revealed the tensions between several elements of the system. Tertiary contradictions lie in the Emancipated Learning national policies, and the self-paced learning PD programmes, which brought teachers new concepts and challenges that caused their confusion and procrastination on PD. Quaternary contradictions reveal that teachers' PD activities met difficulties from school activities, rules set by the collaboration between Guru Binar, local governments and the donor, and tools including devices, internet and electricity.

This study at this stage reveals contradictions in TPD in Indonesia and finds that contradictions motivate stakeholders to search for solutions to support teachers. The findings provide insights to local governments, schools and PD designers about ICT-enabled and customized PD, plus the collaboration of stakeholders can better support teachers from different regions (particularly those from frontier, outermost, and least developed regions) to equally access to quality PD resources and support for their capacity building, and transform education eventually.

4G Research Papers: Equality and equity

The perspectives of pre-service and in-service kindergarten teachers on the mentor-mentee relationship

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Mentoring plays a crucial role in supporting the successful adaptation of new teachers and enhancing the preschool teaching workforce. In Mainland China, the current teacher-trainee internship system actively promotes the mentor-mentee model but also faces challenges. This study aimed to investigate the factors that influence perceptions of mentoring and the relationships between mentors and mentees.

We utilized Heeneman and de Grave's (2019) mentoring behaviour model in five categories to understand the mentor-mentee relationship. A questionnaire assessing mentor-mentee relationships was administered to 188 mentees and 61 mentors. Additionally, semi-structured interviews were conducted with 27 mentees who had completed or were in the process of their educational internships.

The results showed that both mentors and mentees reported frequent experiences of mentor presence as the most important aspect of the mentor-mentee relationship. However, mentees have the expectation that the mentor would help address their personal problems. The study also found that pairing one mentor with two mentees is the most favourable structure for the mentor-mentee relationship.

These findings highlight the divergence in roles and responsibilities between mentors and mentees, contributing to their differing interpretations of mentoring (Chen et al., 2019; Manderstedt et al., 2022). Moreover, the implementation of a more standardized mentoring system unintentionally leads mentees to prioritize the development of professional competence over addressing personal concerns. This inclination overlooks the emotional support provided by mentors.

Understanding the perspectives of both mentors and mentees on mentoring can help balance professional support and personal emotional support, promote the ideal purpose of mentoring relationships, and cultivate teachers' sense of belonging in the work team while promoting their professional development and identity (Gordon, 2020).

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4G Research Papers: Equality and equity

Civic purposes in teaching: A study among German and Finnish student teachers

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Background: This study investigates student teachers' civic purposes in teaching. Civic purpose is a specific type of purpose (Bronk, 2014), oriented towards societal issues and towards contributing to others on local, national, regional, or global level. Civic orientation in teacher education has been relatively rare but the United Nations' (2015) Sustainable Development Goals have brought a sense of urgency in updating teacher education curriculum and practices to acknowledge civic issues from the perspective of social-cultural, environmental, and economic sustainability.

Methodology: German (n = 477) and Finnish (n = 379) student teachers responded in 2021 an online self-reporting survey. Deductive content analysis (see Kuusisto & Rissanen, 2023) was utilized in analyzing written responses to open-ended questions "What do you think is your life purpose, or the closest thing you have to a life purpose? How does your purpose relate with your future job?"

Main results: Pedagogical (supporting children's growth and learning, care and wellbeing), instrumental (teaching being personally meaningful and bringing economical security) and civic (societal and environmental interests) purposes were identified in student teachers' responses in teaching. Over half of the German student teachers wrote about their pedagogical purposes (n=259, 54%) while the Finnish students mentioned the most often instrumental purposes (n=201, 53%). Civic purposes were equally rare in both countries (nGer=86, 18%; nFin=89, 23.5%) and no statistically significant difference was found in this domain.

Conclusions and relevance: The results indicate that civic purpose is an issue that needs to be addressed in both German and Finnish teacher education in order to build teachers and teacher education for sustainable future. Developing approaches to enhance civic purposes in teaching are discussed.

4G Research Papers: Equality and equity

The Risk Pedagogy and the Teachers role in an inclusive education

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Nowadays, education policies express the need to transform education with a view to efficiency, school quality, student inclusion and competences. Several authors point out that education is about taking the risk of enabling social change, where teachers play a central role (Biesta, 2022). By placing the challenge of rethinking education and knowledge as global common goods, assigns teachers and educators an active role as political subjects (Freire, 1985), who carry their beliefs, experiences, life stories into daily action (Goodson, Loveless & Stephens, 2012), despite strong trends in training and public policies (Lima, 2016).

This context challenges us to take on the pedagogy of risk, thus guaranteeing the quality of education and the evolution of learning for the unknown, allowing students to create learning opportunities according to what they already know.

The aim of the study is to understand the role of the teachers in the risk pedagogy in primary, secondary and higher education in Portugal. The question that guides the research is: What is the role of the teacher in the pedagogy of risk in different levels of education in Portugal? An exploratory study was developed within the scope of a qualitative research based on the socio-critical paradigm. Interview surveys to primary, secondary and university teachers were considered to identify the role of the teachers. Three were the categories for analysis: teachers' individual and professional experiences, current working conditions and what the school community envisages for the future (Beck, 2013; Biesta, 2022; Priestley et al., 2015). Findings point to different roles assumed by the teachers according to the level of teaching. Also to a greater alignment between young teachers and the community projections. This study can contribute to the redefinition of the teachers' agency in an European educational sphere, considering the need for rethinking the role of the teacher as a public intellectual.

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4H Research Papers: Emergencies and crises

Co-designing environmental learning in teacher education through North-South partnership

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The importance of education in fostering sustainable futures is increasingly highlighted, yet the escalating climate crisis in contrast to the slow developments in education is a cause for concern (Reid et. al., 2021). Globally many teachers feel unprepared to teach sustainability content (UNESCO & Education International, 2021) and the need to fundamentally transform curricula for us to learn to live with the living planet (UNESCO & Futures of Education, 2021, 112) has been highlighted. The pressure for teachers to foster spaces of environmental learning is likely to increase as the climate crisis exacerbates. Thus, a greater focus on environmental learning in teacher education is key if we are to reimagine teacher education for our futures.

In this paper we explore how we could build more diverse ecologies of knowledge and practice of environmental learning in and beyond teacher education. We do so by drawing on lessons learned from our ongoing project on codesigning teacher education in Finland Namibia, in which sixteen researchers and lectures collaborate on co-designing solutions to diverse learning crises.

Our comparative study consists of mapping the environmental education across educational policy and teacher education programs in Namibia and Finland and analysis of the pre-service teacher education courses we have designed. Through critical dialogue we have identified some of the challenges and opportunities of implementing environmental learning in teacher education across the Global North-South. In this paper we present our findings, including how Finland lags behind in institutionalising environmental learning and what it can learn from the advances that have taken place in Namibia. We sketch out pathways for building stronger, more diverse, ecologies of knowledge and practice (UNESCO & Education International, 2021, 126) through a place-responsive approach inclusive of indigenous and multispecies perspectives, which is key to transforming teacher education in response to the planetary emergency face.

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4H Research Papers: Emergencies and crises

Novice teachers and tensions around success

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In Iceland and elsewhere are worries about teacher shortage and that novices leave the profession too early. Further, pressure on novice teachers is high as they try to balance expectations from various directions, while dealing with diverse groups of students and a lack of professional support (Svanbjörnsdóttir et al., 2020). This can create tensions around their work. One aspect is that the discourse around success, framed within an individualistic and a competitive educational environment (Biesta, 2010; Niemann et al., 2017), creates a challenge for teachers whose visions centre on education for humanity and the common good, as presented in the recent UNESCO (2021) initiative.

We draw on semi-structured interviews with four novice female primary school teachers. The teachers were interviewed 2-4 times over a two-year period (in all 13 interviews), providing us with the opportunity to follow up on their experiences. They all taught at the youngest level (6–10-year-old children). Special focus was laid on discussing their visions as teachers, the support they received as novice teachers, and the challenges they experienced during their first years in the job.

The findings indicate that the novice teachers experienced tensions between their own expectations and the reality of the job, some of which reflect predominant discourses of success as fulfilling formal learning criteria. This narrow understanding of success made them feel as if they were failing their job, as most of their time and energy was used in teaching the children transversal skills, not least communication and respect for each other.

The study reveals how much the teachers' visions were connected to humanistic purposes of education, but as those visions are not anchored in discourses around success, they needed to find ways to cope with their perceived shortcomings in meeting all demands in the jobs.

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Key words: Novice teachers, purpose of education, teachers' role; induction

4H Research Papers: Emergencies and crises

Personhood and Professionhood in ECEC Teacher Education

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Previous research suggests that pedagogical practices are dependent on science and socio-political and economic trends but also subjective to interpretation by the individual teacher. According to Gallas (2010), just like researchers, teachers are never entirely objective. Both the professional self and the personal self influence a teacher's pedagogical work. Reflection can be about improving pedagogical practices for better results or about rethinking one's own motivations behind particular pedagogical choices. Reflection is considered as an important skill in relation to teachers' pedagogical expertise.

This research aims to investigate how personhood and professionhood are discussed and supported in ECEC teacher education documentation. The curriculum for ECEC teacher education at the University of Helsinki is reviewed through discourse analysis with Bakhtin's dialogic theory as a theoretical framework. The focus is on Authorship and Exchange of meaning, as described by Bakhtin.

Preliminary results suggest that the curriculum acknowledges students as teachers in-the-making. The focus is mostly on developing as future professionals and acquiring knowledge, skills and competences in a professional aspect. In general, the content of the curriculum addresses the development, learning and well-being of the children the future teachers will encounter. At first glance, teacher students' reflections on personal beliefs and values are rarely mentioned as learning outcomes. Personhood is addressed mostly indirectly (as an element necessary for the completion of course work) and is associated with being a student (in terms of working with others and recognizing one's own strengths and challenges).

Previous research calls for the importance of teacher education in recognizing the personhood in the teacher. This research hopes to bring forth the idea that a holistic approach to teacher education could be of key importance for quality education and teachers' well-being.

4H Research Papers: Emergencies and crises

Insights from a teacher-education seminar on Hopeful Pedagogies in the Language Classroom

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The conference's call for papers states: "Teachers' work is full of tensions, but it also offers paths towards greater social equality." There is a strong sense of hope expressed in this statement, hinting at the role of educators as key agents for change. How, then, can (pre-service) teacher education succeed in helping future educators appreciate their crucial roles in the face of the multiple challenges of teaching in a time of polycrisis without losing this spark of hope in their teaching?

Based on theories and concepts of pedagogies of hope (e.g., hooks 2003, Freire 2004, Tarozzi & Bourn 2023, Römhild 2023), this presentation explores the potential of hopeful approaches in teacher education and reports on insights gained from a M.Ed.-level seminar taught at a German university with n=26 pre-service teachers of English (as a foreign language), which focused on hopeful pedagogies in the language classroom.

To gain data and extrapolate insights on the perceived self-efficacy of the participants as future educators in the hopeful language classroom and the seminar's effect on this, a variety of instruments were used, including a pre-/post-questionnaire design and individual e-portfolios compiling learning products created throughout the seminar. The seminar is ongoing; preliminary results, however, yield insights into the existence of a field of tension between prevailing doom-and-gloom approaches and more hopeful approaches to teaching and learning about global sustainability issues, which can be linked to the perceived self-efficacy and role of language teachers in this world.

The theoretical underpinnings and findings are illustrated with examples of tasks, activities and learning products from the seminar. The presentation concludes with an empirically corroborated answer to the question whether a seminar concept such as this may help future educators perceive themselves as path makers towards greater social equality.

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4I Research Papers: Transnational Perspectives on Teachers and Teacher Education

Flipping science education course for pre-service teachers: the case of Palestinian-Finnish collaboration

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Exploring the use of flipped pedagogies in science teacher education continues to gain more and more attention especially in the waves of digital transformation in education. Within the frame of a Palestinian-Finnish collaborative project “OLIVE-Teacher Education Without Walls”, a science education course was developed and implemented collaboratively based on flipped classroom model (Sointu & et al., 2023). The aim of this study was to explore how pre-service teachers experience the flipped pedagogy, whether it affected their lesson plans and if it did, how? In order to achieve the study purpose, a qualitative research methodology was followed, using inductive and deductive analysis (Elo & Kyngäs, 2008). 14 pre-service teachers who participated in the course were asked to provide their lesson plans on certain topics in science before and at the end of the course (Cam et al., 2022). They were provided with videos and other online materials during the course. Face-to-face sessions were mostly used for discussions and studying applications and hands-on activities based on the provided online materials. Lesson plans were analyzed by two researchers to explore changes between the two lesson plan versions. Results revealed that there is a shift toward more student-centered learning activities, such as collaborative and interactive group work, rather than traditional teaching. Also, results pointed out a deeper understanding of content knowledge reflected in providing concrete examples of important scientific concepts and ideas and paying more attention to alternative conceptions. Moreover, final versions of the lesson plans included explicit and rich use of digital technology elements such as links to videos and the use of specialized tools and applications for science education. Pre-service teachers who attended the course showed active engagement and provided very positive feedback on their learning experience on the course.

Key words: Flipped pedagogy; flipped classroom; pre-service teachers; science teachers, teacher education; Palestine; Finland.

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4I Research Papers: Transnational Perspectives on Teachers and Teacher Education

Finnish teachers' mindsets and conceptions of neuroplasticity

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Teachers' mindsets play a significant role in supporting and advancing students' learning trajectories. Understanding the malleability of the brain, which is one of the key factors behind a growth mindset, helps to challenge common misunderstandings about inherent and unchangeable potential, along with associated misconceptions about ability. The purpose of this study is to examine Finnish pre- and in-service teachers' (N=312) mindsets and conceptions of neuroplasticity, which were measured using an online survey. Using exploratory factor analysis, we examined the factor structure of the instrument measuring conceptions of neuroplasticity. We identified one factor, "Scientific knowledge about the brain," with an acceptable internal consistency. By contrast, the items of the other factor, "Neuromyths," were examined individually because they lacked the necessary internal consistency. In line with previous Finnish studies, the teachers tended toward a growth mindset, and their mindsets were more growth-oriented regarding intelligence than giftedness. Moreover, teachers with different specializations did not differ in their mindsets, and their understanding of neuroplasticity was grounded in scientific knowledge. Regarding the correlation between mindsets and conceptions of neuroplasticity, we found a weak positive correlation between mindsets about intelligence and four neuromyth items. Further research is required to explore the extent to which mindsets play a potential role in either promoting or reducing misconceptions related to the brain and learning.

4I Research Papers: Transnational Perspectives on Teachers and Teacher Education

The Finnish Teacher as a Character in Education Policy

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Following Finnish students' high performance in the early cycles of the OECD PISA studies (Programme for International Student Assessment), the Finnish teacher achieved world fame as a carefully selected, highly educated, strongly autonomous, and socially highly respected professional who forms the cornerstone of the Finnish comprehensive school, and is largely responsible for Finnish students' success in international comparisons of learning outcomes (Chung, 2015; OECD, 2011, 2012; Sahlberg, 2011; Välijärvi ym., 2002).

However, due to a lack of comparative data on teacher competence across countries, there is no direct evidence for the assumed superiority of Finnish teachers compared to those of other countries in terms of any of the dimensions usually attributed to teacher competence. Yet, as Hanushek and his colleagues (2019) showed, Finnish teachers did perform among the best in the cognitive tasks of the 2012 PIAAC study, apparently supporting an assumption of contributing to students' performance in PISA 2009.

In this presentation, we set to explore the characteristics of the Finnish Teacher as presented in the texts seeking to explain Finnish PISA success and compare them to available research on Finnish Teachers. The preliminary results show that many of the characteristics of Finnish Teachers have been based on general perceptions rather than research and sometimes exaggerated. Consequently, some of the defining characteristics of the Finnish teaching profession may have been misidentified. As the characteristics of the teaching profession have often been appealed to in explaining Finnish PISA success, these explanations may also lead to misidentification of which strengths of the teaching profession have been more crucial to success of the education system than others. Our work contributes to forming a more nuanced picture of Finnish teachers in education policy discourse.

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4I Research Papers: Transnational Perspectives on Teachers and Teacher Education

Preparing Future Teachers through global sensitivity - findings from a transnational project

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New social contracts for education as suggested by UNESCO or the Dublin Declaration should include clear steps to prepare future teachers as change agents for the challenges of a growing world society on the basis of innovative approaches of GCED. To create and offer students experimental options for dealing with these challenges, teachers need to develop a respective global sensitivity and position themselves in thinking globally, acting locally and reflecting globally. Various approaches of teacher education are now provided in that field. However, research about the effectiveness of these approaches is still at its beginning (cf. Ortloff et al., 2015; Rieckmann, 2016; Vare et al. 2019; Bergmüller et al., 2021).

This is the starting point of an ERASMUS+-project (2021 – 2024; <https://globalsense.hypotheses.org/>), which aims at studying how an international dialogue between student-teachers of various countries (France, Germany, Israel, Belgium and USA) with different cultural views on (global) citizenship and a variety of GCED-approaches can contribute to an adequate global sensitivity that is needed to overcome a certain reluctance of addressing complex socio-political global topics diversely in the classroom. Against the backdrop of GCED understood as "a disputed educational terrain that admits conflicting visions" (Estellés & Fischman, 2020, p. 2), this dialog was based on "hot topics" (Pollack & Kolikant, 2015) such as 'migration' and 'religion & secularity' and the question how to teach such topics in local contexts.

The qualitative analysis (Hitzelberger et al, 2023) of the individually developed lesson plans of all participating student-teachers (n=310), the audio records of the virtual exchanges about these plannings (n=22) as well as the question-based self-reflections (n=310) and group discussions (n=15) already point out that international dialogues can influence future teachers' global knowledge, values, and dispositions to better address pedagogic challenges of teaching global citizenship. These findings help to foster resilience at its core.

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5A Symposium

EU Regional Teachers Initiative for Africa: Transforming Education through Strategic Teacher Support

Dr Ritva Reinnikka³, Judit Barna¹, Marjo Maenpää²

Teachers are a key to transforming education. Yet teacher shortages are a pressing concern in Sub-Saharan Africa, where the learning crisis is real with 89% of 10-year-old children unable to read a simple sentence. 15 million new qualified teachers are needed in the region by 2030 as population grows. Poor working conditions, inadequate teacher deployment mechanisms, and ineffective teacher education and professional development undermine teaching as an attractive and intellectually fulfilling career. More and better investment in teachers, including rethinking teacher management systems is needed, particularly in low-income and fragile countries.

Acknowledging the pivotal role of educators in delivering high-quality education, the EU has launched the [Regional Teachers Initiative for Africa](#), a €100 million Global Gateway Flagship investment that provides policy support in areas of teacher governance and teacher professional development for pre-primary, primary and lower-secondary education, supporting African countries to improve the education and training of teachers, and to address teacher shortages.

The symposium will discuss evidence and lessons learned contributing to knowledge of what is needed to support teachers, learning and systems of education in low-income and fragile countries focusing on Sub Saharan Africa. Dr. Ritva Reinikka, Professor of Practice at Aalto University in Finland and Special Adviser to the European Union Commissioner for International Partnerships will spark the discussion on teachers, learning, and systems of education in Africa based on her extensive experience and insight to systems of education in developing countries. Wouter Van Damme, Education Policy Officer at the European Commission will highlight EU's rationale of investing in teachers and the teaching profession as part of the Global Gateway strategy. Research Fellow at the Institute of Development Studies Gauthier Marchais will present key findings from the EU's [BRICE - Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments](#) programme, implemented between 2017-2022 through innovative research-practice partnerships in the Democratic Republic of Congo (DRC), Ethiopia, Niger, Somalia, South Sudan, Tanzania, and Uganda. Oxfam Education Programme Manager for South Sudan Victoria Aol will illustrate the practical realities faced by teachers and education planners in fragile, conflict-affected and low resource contexts and highlight how teachers can be supported in such contexts. Head of Unit, Global Education Partnerships, the Finnish National Agency for Education, Marjo Mäenpää, will present a general overview on EU's Regional Teacher's Initiative for Africa including its different programmatic components and illustrate how the Regional Teacher's Initiative for Africa will use and develop research, knowledge and evidence to transform teacher policies, management and support systems through capacity development, testing, scaling and research.

The introductory remarks are followed by a panel discussion in which panelists reflect on teacher policy and teachers in low income, fragile and crisis affected contexts from different perspectives, including

what lessons the BRICE programme implementation provides and how the Regional Teacher's Initiative for Africa intends to transform education through strategic teacher support.

5B Workshop

Measuring Impact in Virtual Global Education: Crafting a Mosaic of Intercultural Excellence

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We propose a dynamic workshop designed to ignite the dialogue around intercultural skills development (ISD) in global virtual education (GVE) and Collaborative Online International Learning (COIL) projects. GVE and COIL projects have emerged as powerful tools to develop cross-cultural understanding and intercultural skills. However it becomes increasingly evident that there is a need to consolidate and refine existing models of global skills acquisition and measurement.

Together, we'll attempt to consolidate existing theories and craft a singular model to characterise the acquisition of intercultural competences via GVE and COIL projects. Furthermore, we will discuss the implementation of a comprehensive evaluation system based on this new model.

The target audience for this workshop could include educators and instructors involved in GVE/COIL projects; researchers focusing on intercultural competence in online learning; administrators responsible for curriculum development and professionals in international education and e-learning.

The workshop has the following objectives:

- Discuss ISD in GVE/COIL.
- Develop a unified model for ISD
- Create a proposal for a novel evaluation system.

The workshop will employ roundtable discussions, structured questions, active listening, visual documentation, and cross-pollination. It will culminate in the consolidation of insights into a unified model for ISD and a proposal for an evaluation system. A simple structure follows:

10 min: Registration and Welcome.

25 min: Roundtable Discussions I - Defining the new model.

Facilitators introduce the first topic with structured questions. In small groups, participants discuss and take notes.

10 min: Coffee Break

25 min: Roundtable Discussions II - Building a new evaluation method

Participants rotate to new roundtables. Second topic is introduced. Further discussion and cross-pollination of ideas.

10 min: Consolidation and Feedback

Consolidating of insights into a unified model for ISD. Refinement of the proposal for an evaluation system.

10 min: Action Planning

Discussion on next steps, collaborations, and research.

5C Best Practices: Bridging Educational Gaps with Collaboration

Religious Teacher as bridge builder in schools

Ba,ma,mag. Mabrouka Rayachi¹

¹Iggö Islamic Official Authority In Austria, , Austria

As a female migrant, a Muslim mother of three children (born and grown up in Austria), a Former Islamic religious teacher and native Arabic teacher, and, since 2012, a

supervisor for Islamic religious education in Lower Austria, I deal again and again with the concerns of children and teenagers from Muslim Families. I am not an expert in relation to the question of migration, but I see myself as a learner, one who understands and supports children and Teenagers. A great number of Muslim children and teenagers face difficulties in the majority Austrian society. The striking reasons for these difficulties are, on the one hand, the rigid educational style of parents who use traditional behavior patterns of their home country without taking into account the context in which they live, and, on the other hand, the stigmatization

faced at school and in society. Therefore, Islamic religious education in Austria seeks to help these children and teenagers to develop an identity that is not between, but from, both cultures.

The aims of Islamic religious education (IRE) have to be defined according to the context in which the education takes place. The IRE here in Europe cannot be the same as in another Islamic-majority society. Our European societies are pluralistic and more and more secular, and our

children and teenagers have other challenges than do Muslims in Islamic majority societies.

Our children and teenagers in Europe urgently need to

learn the values of self-esteem and respect for others. It is an illusion to believe we can make our children and teenagers religious. Religiosity is an internal, individual process influenced by many factors. We can only give

them some spiritual orientation and sustain them in finding their own ways.

5C Best Practices: Bridging Educational Gaps with Collaboration

Enhancing Education Sector Development through Multiparty Collaboration and Expertise Exchange in Uganda

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The quality of education depends largely on having qualified, supported and motivated teachers in the classroom. However, many countries, especially in the developing contexts, are challenged by shortage of teachers, unqualified teachers, poor quality of teacher education, low attractiveness of teaching profession, low teacher salaries, high attrition rate, crowded classrooms, and inadequate support for teachers' professional development. These challenges are also critically evident in the education sector in Uganda.

Uganda is currently undergoing a preparatory process for an education reform. Finn Church Aid (FCA) has been invited to support education sector development and the work of the Education Policy Review Commission (EPRC) in Uganda. The primary objective of the EPRC is to develop a new White Paper including a policy framework for education and sports, replacing the existing one from 1992.

Through its Teachers Without Borders Network, FCA seconded high-level Finnish education expertise to support teacher education development and share experiences of education reforms from a country that has achieved remarkable results in learning outcomes and equity. Exchanging lessons learnt and system-level recommendations, facilitating and initiating conversations, and making connections between relevant actors at different levels bring added value to the cooperation. The approach is to provide flexible and needs-based support that adapts to the changing circumstances and demands of the partner.

The collaboration parties address teacher education gaps in quality, coherence, and communication that affect the implementation and outcomes of teacher education in Uganda, and advocate for the improvement of teacher status, salaries, and professional development.

The collaboration has evolved through many engagements and phases, including several partners from both Uganda and Finland. In this session, we wish to showcase the complexity of international collaboration in education policy and make visible why multiparty collaboration is essential when exploring and advancing new cooperation mechanisms for national education development processes.

5C Best Practices: Bridging Educational Gaps with Collaboration

Open digital badges in promoting teacher's sustainability competences – EduSTA project's experiences

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Teacher's sustainability competences can be defined as competences that enable teachers to enact learning for sustainability. However, although many teachers are aware and committed to teach for sustainability, they often do not feel adequately equipped to do so. While there are frameworks that define aspects of sustainability competencies, these do not automatically translate into teachers' competence that would help them educate students or achieve sustainable change. Moreover, these competences are often developed during a teacher's career, and there aren't many formal ways of recognizing them. Teachers may also find professional development on sustainability goals a daunting task amidst hectic everyday life. The Erasmus+ project EduSTA – Academy for Sustainable Future Educators aims at creating low threshold open digital badge-based learning pathways of teacher's sustainability competences for teachers in all phases of their careers and teaching in diverse contexts. The badge constellation developed in the project maps the interrelationship of teachers' sustainability knowledge, abilities, skills, and affective dispositions in an approachable and concrete way. The competence areas were identified through a literature review and a context analysis conducted in the partner countries and were further crystallized into smaller micro-badges. The way the badges are designed allows teachers in different educational contexts to fit them in their own teaching. The acquisition and demonstration of competences is thus personalized and linked to authentic practice. The badges and supporting learning pathways are piloted in the partner countries (Finland, Sweden, the Netherlands, Czech Republic and Spain) during spring 2024. In this presentation, we discuss the possibilities and restrictions associated with the badge-driven learning to promote teacher's sustainability competences and share experiences of piloting the badge constellation.

5E Best Practices: Emergencies and crises

Advancing teacher education in Palestine – Case Olive project

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The Olive project marks a significant advancement in STEM teacher education in Palestine. Aimed at redefining teacher education, the project intertwines collaborative learning with a flipped learning approach, supported by a diverse spectrum of technologies. This initiative focuses on enhancing science education, especially physics, employing everything from generic cloud services and instructional videos to specialized content-specific technologies. This development work is further enriched by the flipped learning model, which reverses the traditional educational structure to create more collaborative and interactive learning experiences (Sointu et al., 2023).

The development work of the Olive project has been guided by a collaborative design approach, as outlined by Voogt et al. (2015). This method has facilitated the integration of expertise from various disciplines, including education, physics, and educational technology, crucial for the development of teacher training in the Palestinian context. Adaptability has been a key feature of the project, with the evolution of distance working methods to suit contemporary educational needs. This includes a blend of online meetings, webinars, and interactive seminars and workshops, complemented by reciprocal visits between Finland and Palestine.

Overall, the Olive project stands as a beacon of innovation in STEM education, exemplifying the impact of collaborative efforts and technological integration in transforming teacher education. This presentation will provide more insights into the best practices of the Olive project.

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5E Best Practices: Emergencies and crises

Agora-education: a new modelling perspective on the educational paradigm

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Introduction:

In ancient Greece an Agora was an open space that served as a meeting ground for various activities of the citizens. From philosophers to merchants, from statesman to travellers, an Agora hosted a community that was willing to learn from each other. A learning community that emphasises on intrinsic motivation, autonomy and psychological ownership. With this idea in mind a new perspective on Dutch national education was born in 2014: a concept called Agora-education. Currently there are over 30 schools that work with this new perspective on the educational paradigm, including primary and secondary education. Also internationally, Agora spreads its wings with establishments in Curacao, Poland and Belgium. Newspaper the Guardian named Agora 'one of the 21 brilliant ideas to remake the world'.

Objective:

What is the vision of Agora and what is the role of leadership in relationship to capacity building and learning efficiency? During this best practice session you will find out in an interactive and engaging way how Dutch society and science put their hands together to measure professional culture and school improvement within a new paradigm that reshapes the context of school, hoping to inspire international representatives and therefore to increase inclusion and equity amongst students and professionals.

The role of the coach and the school leader plays a key role in the pedagogical development of the student in order to actually enhance learning efficiency and stimulate psychological ownership. This role will be further explained and discussed with the latest scientific data, including qualitative-empirical studies and evidence-based learning.

We hope to establish an international cross-pollination between school actors to address the paradigm swift in northern European countries, or at least, to propose a new modelling perspective on the education paradigm.

5E Best Practices: Emergencies and crises

Evolving, enduring and thriving: An itinerant community of practice of teacher educators

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The Hoshangabad Science Teaching Programme (HSTP) from the early 1970 was an educational movement that energised and brought together progressive educators from several parts of India in efforts to improve the pedagogy of science in public schools in rural central India. In a postcolonial bureaucratized system of education encumbered by an emphasis on rote memorization, HSTP followed a boldly social constructivist approach and created opportunities for students from regions conventionally labelled 'backward' to learn science by actually doing experiments and by relying on empirical observations (Joshi, 2014). This change called for an epistemological and pedagogical reorientation of teachers, for which, the programme undertook extensive weeks-long in-service teacher development workshops. This prolonged contact with teachers engendered a dialogue regarding the creation of scientific knowledge and contestation of existing pedagogical practices, which drove collective learning that allowed teacher educators to adapt to and work with complexities along cultural, social, regional, affective, material and epistemic dimensions. Over a few decades, HSTP expanded to over a thousand rural public schools. Although the programme ceased to run in 2002 (Balagopalan, 2003), teacher educators loosely associated with HSTP continued their engagement with the public education system across the country through other fora, including playing a role in drafting the National Curriculum Framework 2005 (Raina, 2011). As recently as just before the pandemic, this group was engaged in working with science teachers from 400 public schools in western India. We believe that this work led to the parallel growth and development of a new cross-generational itinerant community of practice (Wenger et al., 1991) of teacher educators along with its own borrowed and novel epistemic and sociocultural practices and modes of enculturation. We present our ongoing work on understanding participation and enculturation into this enduring and thriving CoP of teacher educators using in-depth phenomenological interviewing (Seidman, 2019).

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5F Research Papers: Access

Strengthening Pre-service Teacher Education in India through Capturing PCK of In-service Teachers

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Pedagogical Content Knowledge (PCK) of a teacher is a central aspect of effective teaching-learning in the classroom. As a group of teacher-educators in India, we see a significant gap in the teacher education preparation programmes in India wherein didactic instruction is primarily based on educational psychological theories, and with inadequate focus on strategic and specific PCK required for science-teaching-learning. Indian public school context is unique with a range of challenges and resource constraints within which teachers work.

The need for capturing and developing case-knowledge based on public school teachers to support pre-service teacher education led us to develop a research project that involved intervention for strengthening 'collective PCK' (c-PCK) of in-service science teachers, and capturing their 'enacted PCK' (e-PCK) for case-based knowledge.

The main aim of this research project 'Developing pedagogical content knowledge for effective middle school science teaching' is to enhance the c-PCK and capture the e-PCK of public school science teachers and develop case based knowledge for use in pre-service and in-service teacher professional development. The project results and outputs should facilitate reimagining of content and pedagogy of science teacher-education and hence, support future-teachers preparation in India. The project thus far has provided interesting insights on the factors that influence pedagogic content knowledge of public school teachers in India.

In this paper, we will present the overall rationale, scope, objectives, and the methodology and share the preliminary findings from pilot phase and intervention phases of the study. The deliberations in the conference will help us get global inputs on the project and learn from other teacher-education research presented.

5F Research Papers: Access

Teachers as nodes for transformation

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This presentation addresses English as the language of instruction within the multilingual context of Eritrea. Although teachers are not responsible for this policy, teachers play an important role in connecting policy with practice and can potentially enrich or undermine educational experiences.

This interview-based study with six language teachers and sixteen sophomore students examined the conditions and experiences of English language education in Eritrea. The first iterative study involved a theory-driven analysis of the transcribed interviews to identify the different types of conditions and the interactions between different conditions. The second abductive study focused on the role of student emotions to provide a comprehensive overview of the Eritrean language education ecosystem.

The findings highlight the challenging conditions and emotions that inform the ecosystem. This ecosystem involves the systemic, linguistic, teacher- and student-related conditions, profound interrelationship between the different conditions and significant individual experiences. The systemic conditions put significant pressure on teachers, limiting pedagogical relationships and actions, and minimising the role of students. The knock-on effect between the different conditions appear to undermine teachers and disillusion students. Students' emotional experiences underlined the ambivalent and disempowering emotions many students experience along the language learning pathway. Importantly the findings indicate how teachers can reinforce or soften the pressure the system exerts on students in different ways in turn highlighting the important roles of teachers as vital nodes within the ecosystem.

These studies highlight the need to reimagine teacher education in relation to existing ecosystems. Teachers, policy-makers, and teacher educators need awareness of how conditions inform educational ecosystems, the dynamic interrelatedness of conditions, and the effect on individuals within education. As key nodes within the ecosystem teachers are critically placed to reform and transform education. These findings are especially relevant in other ecosystems especially where English is present within multilingual communities.

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5F Research Papers: Access

Effectiveness of GraphoLearn-aligned phonics instruction and GraphoLearn for literacy development in India

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Foundational literacy is a key lever for achieving higher levels of learning and social and economic wellbeing of the society. However, with an enrolment of over 250 million children in schools, India is currently challenged by learning deprivation especially in low-income contexts. Growing uptake of English-medium education along with deficient English literacy instruction practices have presented a need for advancing classroom instruction.

Previous studies have indicated the efficacy of computer-assisted game-based learning and phonics instruction over alphabet-spelling method for developing literacy skills (McTigue et al., 2019; Patel et al., 2018, 2022). The current study aims to examine whether classroom phonics instruction combined with GraphoLearn, a computer-assisted reading tool, could support English phonological awareness and reading skills better than phonics instruction alone. Participants were 6-7-year-old, Grade 2-level students (N=54) attending an English-medium public school in India. All students were non-native English speakers and received GraphoLearn-aligned phonics instruction for 30 minutes thrice a week. In addition, students were randomly allocated to play either GraphoLearn-Rime (n=28) or a math control game (n=26) for 15-20 minutes every day.

Both the GraphoLearn-Rime and math control group made significant improvement in literacy skills over the intervention period. The GraphoLearn-Rime group gained more than math control group in the in-game measures – letter-sound knowledge, rime-unit recognition and word recognition skills ($d=.87-1.01$). In oral and paper-based measures, gains in phonological awareness and reading skills were not significant ($d=.04-.29$). Moreover, the frequency of attendance to phonics instruction significantly and positively predicted students' letter-sound knowledge and phoneme blending skills over and above group differences and early literacy skills.

Overall, the study indicates the potential of providing phonics instruction and GraphoLearn-Rime for supporting English language learners in India. Based on the findings, the demands of integrating technology with classroom instruction and implementing it in multilingual and resource-constrained learning environments are discussed.

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5F Research Papers: Access

Enabling collaboration for early career teachers who “need more time!”

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Teachers are most in need of support in their first few years in the profession. However, staff shortages, administrative and teaching workloads and that nearly a third of Early Career Teachers (ECTs) are on contracts for less than one year provide systemic factors that make accessing such support highly unlikely. Australian policy stresses that ECTs must be “Classroom Ready” from their first day on the job. If teaching is fundamentally a “collaborative profession” teachers need time with their community of mentors, colleagues and students to develop their skillsets. Unfortunately, while “the relational work of teachers is irreplaceable”, time to do this work is disappearing for teachers across all stages of their careers.

This paper explores international literature on ECTs, stressing the importance access to time plays in building teacher capabilities and wellbeing. This literature frames the findings of a 2023 study of ECTs in rural and regional schools attending a professional learning program in Victoria Australia, exploring their understanding of their most pressing needs and how these can be best met.

ECTs require more time with peers and mentors, and dedicated time for classroom planning. Time to observe other teachers and to debrief with mentors. The impact of job precarity compounds the lack of time for professional learning, career development and support. Allowing time for teachers to collaborate and to learn from one another would provide ECTs an effective means to develop their skillsets.

Teachers become reflexive practitioners when given time to learn from one another within communities of practice. This is especially important in rural and regional settings, where teachers frequently have limited access to other forms of professional learning. While multiple systemic factors their undermine access to time to collaborate, the current teacher supply crisis demands radical solutions.

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5G Research Papers: Equality and equity

Arts-based approaches in teacher education: a comparative study in Portugal and Norway

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Classrooms worldwide have become linguistically and culturally diverse due to globalization processes and the influx of migrants and refugees. This poses significant challenges for teachers who are seldom required to explore their own multilingualism but are asked to cope with students who live and interact in different languages (Lourenço et al., 2018).

Research (Aronin & Melo-Pfeifer, 2023; Aronin & Vetter, 2021; Ibrahim, 2022) suggests that incorporating arts-based approaches into pre-service teacher education helps teachers to reflect upon their multiple identities and support diverse student populations according to pedagogical principles linked to equity and equality.

This qualitative case study offers a comparative analysis of two teacher education contexts: Portugal, a traditionally monolingual country in Southern Europe currently facing the challenges of massive migration; and Norway, a multilingual country in Scandinavia with around 20% of the population with a migrant background. The study aims to understand how pre-service EFL teachers in these contexts discover their plurilingual identities and their role as teachers.

Embedded in an arts-based visual methodology (Whitelaw, 2019), this study uses Dominant Language Constellations (DLCs), Language Maps (LMs) and Visually Reflective Artefacts (VRAs) as both theoretical underpinnings and tools for collecting data. In Portugal, data included 13 DLC artefacts and 6 VRAs as well as audio recordings of students' presentations. In Norway, data included 27 artefacts and written reflective narratives. Content analysis was used to approach the data in order to highlight students' voices in oral and/or written narratives.

Results show that, by taking out the "lingual" aspect, arts-based approaches encouraged deep learning, allowing students to expand their plurilinguistic identities beyond the mother tongue and English. Findings suggest that reimagining teacher education involves mainstreaming plurilingual and arts-based approaches to educate creative and empathetic teachers who can adapt to the ever-evolving demands of the classroom in a multilingual world.

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5G Research Papers: Equality and equity

Internationalisation of Higher Education in Finland: Exploring career sustainability of international educators

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Finland, with a goal of EUR 1 billion in education exports by 2030, emphasises internationalisation to counter population decline and attract global talent. Despite Finland's commitment to equity, international students face hurdles in career navigation. Addressing a research gap in the education sector, I am addressing two questions: 1) What are the career readiness, satisfaction, and challenges experienced by students/graduates in international master's programs in education, and 2) What strategic plans have program leaders considered to support the career sustainability of relevant students/graduates?

This study investigates 1) the experiences of non-EU/EEA students/graduates and 2) the strategic plans for career sustainability in 6 international master's programs across 4 Finnish universities, with a focus on education sector. The study uses a mixed-methods approach, utilising online surveys to collect data from students/graduates and program leaders. Quantitative insights will be derived from descriptive statistics with SPSS, while qualitative aspects will be investigated through content analysis with Atlas.ti.

The study is in the stage of data collection. The preliminary findings show a significant discontent among students and graduates in the education sector with the professional development process. Notable challenges include language barriers, experiences of racism, limited networking information, and a shortage of job opportunities. Additionally, there's a noteworthy observation that courses tend to be overly theoretical, neglecting practical aspects. Despite the presence of strategic plans, there is a discernible lack of alignment with inclusive practices. The situation is further complicated by new government legislations affecting immigrants.

International master's programs in education should align with practical demands and support students in career navigation through inclusive practices. This not only retains international talent but also leverages the strengths of diverse educators, enriching the field with valuable multidisciplinary perspectives. The growing internationalisation of higher education profoundly shapes the Future of Teacher education. Aligning educational programs enhances Access to vital knowledge for international educators, emphasising inclusivity for Equitable professional integration. In the face of a neo-liberal narrative and colonisation, this preparation fosters resilience, important for facing Crises stemming from discriminatory policies.

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5G Research Papers: Equality and equity

Educational policies between quality, equity, values and moral education in the future

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Background: In the context of European integration and globalisation (Dale and Robertson, 2009), education is a field concerning us all. Governance and supranational hierarchy appear like a new reality (Roche, 2001). Partnership in education and the approach of equality in education seem to pave the way for a “European education area” (COM(2020) 625 final) on a European scale. In the meantime, the European Union tries to improve its brightness beyond European boundaries towards other international organisations. If knowledge becomes the cornerstone of the European society, what is the scope for equality in education and the new mission of schools and teachers?

Methodology: In order to analyse the discourse of policy makers about lifelong learning policies in the mirror of equality and equity in education in the European Union, we opted for a qualitative approach-thematic analysis of political discourse (Schemel, 2012). In this way, we conducted 21 semi-structured interviews with officials of the European Union: the European Parliament, the European Commission, the European Council, the Committee of the Regions, and the Economic and Social Committee. We conducted the same number of interviews with officials from different international organisations: UNESCO, the International Labour Organisation, the Organisation for Economic Cooperation and Development, and the Council of Europe. Our main method was the thematic content analysis of interviews in a traditional structure. We also used other methods that seemed relevant in support of the qualitative method, in particular, specialised software which measured the frequency of words. The quantitative method focuses on a specialised computer tool for the descriptive analysis of frequencies, which we used to analyse the results of the qualitative method.

Main findings: The main results are presented in the form of schemes which show that the mission of education is not a common item in policy-makers’ discourse. For example, the discourse about the missions of the education in the future is various and covers a wide range of educational, social and political standpoints among the international and European officials. Thus, concerning the policy-makers’ discourse, apart from selected quotations (which will be developed in the oral intervention at the Conference), the same results are confirmed by quantitative research. Political discourse is consequently focussing on a “knowledge-based society” or on the role of the education in view of increased European integration.

Conclusions and relevance: The legal concept of “equality” seems to be replaced by “equity”, while the concepts of “moral education”, “values” or “spiritual education” are almost absent. Nonetheless, the analysis of the interviews with officials illustrates the complex and contradictory character of this challenge. In this way, the future mission of the education in the field of research and development seems to be completely reshaped.

Keys-words: Lifelong learning policies, equity and equality, European Education Area, globalisation

5G Research Papers: Equality and equity

Invention pedagogy approach as a tool to promote primary pupils' thinking skills

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The project, a collaborative effort between the universities of Helsinki and Johannesburg, aims to promote transversal competences in the post-4th industrial revolution era. It combines Educational Design Research (EDR), research-practice-partnership (RPP), and digital learning to bridge the gap between research and practice in authentic educational settings. Research-practice partnership empowers teachers to adapt the pedagogical approach to their specific contexts, while they get support for their professional learning program and continuous scaffolding in the implementation phase. Finnish and South African primary school teachers are involved in co-creating STEM teaching sequences, focusing on coding, robotics, and fostering creative, critical, and computational thinking using project-based learning approach (PBL). The projects follow invention pedagogy approach. Implementing these sequences in different contexts requires considering local factors, including teacher beliefs, support, curriculum, and knowledge levels. The project empowers teachers to adapt the pedagogical approach to their specific contexts, supported by a professional learning program and continuous guidance. The project's outcome will be a module guiding the development of creative, critical, and computational thinking and collaboration skills, applicable to teacher training in Finland and South Africa. The design outcomes of the participant pupil groups are digital invention prototypes that aim to contribute to various sustainability problems. The data collected within the project in Finland and South Africa consists of video recordings about pupils' activities during the project, and ESM questionnaires aiming to reveal pupils' experiences related to their interest, competence, and skills, that are components of the experience of engagement. Once the data is analysed, some preliminary results related to the pupils' computational, critical, and creative thinking skills, and their level of engagement in the project will be presented.

Keywords: Research-practice-partnership, Educational Design Research, Project-based learning, Thinking skills, Engagement

5H Research Papers: Emergencies and crises

Multi-dimensional Understanding and Reconstruction of Chinese Young Teachers' Professional Identity

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A Teacher's professional identity is the core of teacher's professional growth and the internal guarantee of teacher's professional development. This paper uses the methodology of ethnography and the theory of teacher professional identity to analyze and explain the understanding and reconstruction of teacher professional identity. The research finds that young teachers are in the field of educational action, and the understanding and construction of professional identity are subject to educational habits, which also highlights the initiative endowed by The Times. On the one hand, educational habits affect the construction of identity of young teachers. As teachers of examination subjects, they need to be proficient in teaching materials, proficient in teaching, familiar with exam questions, and targeted preparation for the exam, so as to help students get good grades in the exam and "stand on the platform". On the other hand, the development of information technology, with the help of network platforms and online communities, provides teachers with broader communication space and channels for voice and dialogue, and young teachers carry out multidimensional understanding and reconstruction of professional identity in extensive interaction and self-presentation.

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5H Research Papers: Emergencies and crises

E-Practicum of Pre-Service Teacher Trainees During COVID 19 Pandemic

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The present study was conducted to identify the impact of using an E- practicum to enhance Pre- service Teacher Trainees in National College of Education in Sri Lanka. Ten pre -service trainees in the English course participated in the study, to adapt to schools close down caused by COVID 19, online E-practicum was designed to meet the needs of the pre-service teachers. The main objective of this study was to investigate the effect of an E-practicum model.

Descriptive research design was used and the prospective teachers were assessed in four block teaching spells.

Phase I = authentic classes with a supervisor for physical observations

Phase II = E-practicum without any awareness of handling E -tools

Phase III= E -practicum – (i)- after an awareness of handling E-tools.

Phase IV= E-practicum –(ii)-after the awareness of handling E-tools.

An E- teaching readiness scale (efficacy scale) was devised by the researcher to measure trainees' e- teaching readiness before and after implementing E -practicum, in order to find out the teacher trainees' readiness and self confidence in the E -practicum .

Paired -T-test was used to get the significant difference in the participants 'mean scores between pre-and post E-practicum.

It was concluded that the proposed E-practicum had significantly enhanced teacher trainees E -teaching. According to the responders of the supervisors , its clear that Teacher Educators as well as Teacher Trainees need to empower in handling e- tools and make them tech savvy, with the continuous practices of E-practicum. Furthermore, it was witnessed, E-teaching anxiety level of trainees have decreased. It is recommended to include E -practicum into teacher preparation programs in future.

Key words: E-Practicum, E-teaching, Pre-service teacher trainees

5H Research Papers: Emergencies and crises

What teachers (don't) know: Creating communities in multicultural classrooms

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Migration is expected to increase across Europe due to climate change and other factors. High rates of immigration have already challenged countries like Germany, where education has often been unable to overcome cultural segregation. Policy planning and teacher education make little space for the rich experience of educators in high-migration areas as a tool for knowledge exchange.

In our paper, we address the essential role teachers can play in integrating students with migration backgrounds into local communities and society. Using narrative inquiries, we explore how teachers (n=5) in a high-migration area in Germany support their students, focusing on the creation of communities that transcend cultural boundaries. We locate strategies teachers use and determine whether they were developed in teacher training. We also aim to identify methods of transferring this knowledge outside of teacher training programs.

Our study finds that teachers often consider themselves inadequately prepared to meet the demands and needs of multicultural student bodies, tending to rely on personal ability instead of learned skills. This is especially difficult when new teachers lack experience in multicultural environments, which can affect their well-being as well as teacher retention rates at multicultural schools. We also find that teachers lack opportunities to share and develop strategies with each other and with student-teachers from different cultural and national backgrounds. This leads to created expertise often being lost or overlooked, rather than the development and dissemination of proven methods and approaches.

We suggest that more cross-national mentor and coaching relationships should be implemented to mitigate the missing knowledge and practice that hinders teacher education in preparing student-teachers for the challenges of their lived professional realities in multicultural contexts. We propose that inexperienced teachers be empowered to practice in high-migration areas and multicultural classrooms to obtain skills needed to mitigate future challenges and increase resilience.

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5H Research Papers: Emergencies and crises

“What do you want?” Exploring unconscious desires of teachers entering the profession
Dr Nicholas Stock¹

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As both UK teacher and British Academy funded postdoctoral researcher, I ask why some still wish to teach amidst a supposed climate of despair, recruitment shortfall, teacher strikes, and reforms to teacher training provision – all questions rarely explored at the level of the unconscious.

This research uses a psychoanalytic lens informed by Jacques Lacan to conduct discourse analysis of UK teacher recruitment and training material, training guides, teacher training advertisement, UK governmental policy, and fictional/mediatized representations of teachers. This analysis will underpin psychoanalytic research interviews to be taken in the future with a group of trainee teachers at a UK university.

Though this research is still ongoing, preliminary findings reveal that in the recruitment, training, and representation of teachers (in UK contexts and beyond), desires are both appealed to and constructed. Appeals are made to desires to redeem individuals and society, with construction of the appearance of education as a fully autonomous enterprise as opposed to something underpinned by political aims. There are also interesting sadomasochistic desires at play, for example in relation to discipline and workload. Many of these desires are correlative to more commonplace and domestic desires as occur in family units, perhaps exemplifying the way teachers repeat personal issues and traumas through teaching.

The recent shortfall in teacher recruitment may better understood and by findings of this study by more precisely appealing to the desires of would-be teachers. Individuals may also be able to understand their suitability for the profession through the research findings, especially with the focus on unconscious desires. Pivotal, the engagement with the unconscious opens possibilities of rethinking what a teacher “is” beyond the dominant-held beliefs of redemption, autonomy, and sadomasochism.

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6A Symposium

TEACHER EDUCATION AT A CROSSROADS

Redefining Horizons in the Future-Proof Era

Professor Kristiina Brunila^{1,5}, Helena Candido⁴, Sharanya Menon², Birgit Schaffar-Kronqvist³, Radhika Gorur², Julianne Moss²

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⁵Helsinki University, , Finland

TEACHER EDUCATION AT A CROSSROADS

Navigating and Redefining Horizons in the Future-Proof Era

Introduction

This international symposium critically examines the evolving challenges in teacher education during the Future-Proof Era. It specifically focuses on the global and 'glocal' (globally influenced local) future trajectories of teacher education, dissecting the existential conflicts that arise, particularly from economically driven educational reforms and anticipated future trends. This event aims to unpack the complex dynamics of North-South teacher education partnerships. While these partnerships seek to address global teaching inequities, they often inadvertently perpetuate historical colonial dynamics. However, they also offer opportunities for reciprocal learning and necessitate the reevaluation of power dynamics and cultural knowledge within the broader scope of global education goals. We delve into the impact of market adaptation and institutional reforms, highlighting the existential conflicts faced by educators, including the corruption of the pedagogical spirit. We fervently advocate for the preservation of pedagogical autonomy, extending this advocacy to the teacher's responsibility in safeguarding student integrity against external influences—a crucial aspect of maintaining educational integrity in a rapidly changing world. We explore the global influence and adaptation of Finnish teacher education practices, focusing on the impact and contradictions of importing these methods to Brazil. This exploration is undertaken from a decolonial perspective, examining the intricacies and power dynamics inherent in the global education knowledge transfer. Additionally, we cast a critical eye on the aspirations of edu-preneurs to transform teacher education, questioning the wisdom and implications of such transformations and offering an analysis of why these approaches might not be as beneficial as presumed. The overarching aim of this symposium is to emphasize the urgent need for a critical evaluation of global and 'glocal' educational trends. By bringing together diverse perspectives and expertise, the symposium aspires to contribute meaningfully to the ongoing discourse on teacher education, offering insights that are both innovative and grounded in the realities of educational practice.

Organisation of the symposium

Chair Kristiina Brunila

Presenters:

Examining North-South teacher education partnerships through a de/post-colonial theoretical framework.

Sharanya Menon, Julianne Moss, Radhika Gorur, Deakin University, Australia

Selling our educational soul

Birgit Schaffar-Kronqvist, Uni of Helsinki

Reimagining and Projecting Teacher Education Upon Importing Finnish Education

Helena Hinke Dobrochinski Candido

Towards futureproof education? Economically driven imperatives and edu-business redefining teacher education

Kristiina Brunila

Discussant will be announced later.

6B Panel Discussion

Indigenizing education utilizing a community of practice approach

Dr. Angela Lunda¹, Amber Frommherz²

¹University Of Alaska Southeast, , United States, ²Sealaska Heritage Institute, , United States

According to research, there is a positive impact on educational achievement for Indigenous students when their teachers are also Indigenous. The educational value of shared identity between students and teachers manifests as increased student attendance rates, perseverance,

improved standardized test scores, grades, and graduation rates. The most recent census shows that approximately 17% of the Alaskan population is Indigenous, yet fewer than 5% of public-school teachers in Alaska are Indigenous, while the turnover rate for teachers in Alaska is about 24% annually. Thus, it is critical to begin to examine the issue of recruitment and retention of Indigenous teachers in Alaska.

In 2023, Sealaska Heritage Institute, in conjunction with the University of Alaska Southeast School of Education launched a community-of-practice bringing together sixteen Indigenous educators from across Alaska. Participants worked together, in-person and virtually, to critically examine their practice as educators; to improve understanding of culturally responsive and revitalizing teaching practices; to support one another in challenging Western pedagogies that may be detrimental to the self-actualization of Alaska Native students; to improve their commitment to stay in the educational system; to strive toward Indigenization of the policies, practices, and curriculum within the Alaska public education system; and to improve educational outcomes for Alaska Native and rural students.

This panel discussion brings together five of the participants to discuss the impact of the community-of-practice. Panelists will include:

Naomi Leask is a member of the Metlakatla Indian Community on the Annette Island Reserve in Alaska. She is currently the Cultural Education Specialist for the Annette Island School District - teaching grades 6-12 with an emphasis on Ts'msyen Studies.

Nastasia Vaska is Yup'ik, a single mother of 3, grandmother of 10, born to Alexie Nick -Qecigpak, of Ohogamiut, and Minnie Nick [Askoak], -Quumpak, of Russian Mission. She teaches grade 5 in the village of Russian Mission, Alaska

Barbara Dude is Tlingit and is in her first year of teaching grade 1 at Sít' Eetí Shaanáx Glacier Valley School in Juneau, Alaska.

Roberta Littlefield is a fluent speaker of Lingít; she has studied the Tlingít culture and language for many years. She currently teaches Lingít at Blatchley Middle School in Sitka, Alaska.

Chelsee Cook is the child and grandchild of the Tsimshian, Tlingit, and Lakota people. She is Tsimshian Gisbudwada (Killerwhale) and Tlingit Sanya Kwaan Tekweidi (Brown Bear). She teaches grade 2 in Metlakatla, Alaska.

Panelists will respond to prompts posed by the facilitators, Dr. Angela Lunda (Tlingít) of the University of Alaska Southeast and Amber Frommherz (Navajo) of Sealaska Heritage Institute.

6D Workshop

Important role of Inter-worldview dialogue in the present education

Ms. Heidi Rautionmaa¹, Mabrouka Rayachi²

¹Helsingin Yliopisto, , Finland, ²Network of Dialogue, , Vienna

The workshop is a Learning café – type of dialogue activity. It deals with some challenges in our educational system as our societies are becoming more and more diverse. Best practices as answers to some challenges will be shared and sustainable and human perspectives will be explored with the participants. that brings out the shared best practices and some challenges in inter-worldview education. The two female facilitators from Vienna and Helsinki are not only from the educational system but also dialogue experts. They have been working together for a long time in order to empower Women, strengthen human rights and sensitize for more planetary care, peace and equity. The driving force is dialogue as a method to find the way towards common good that leads to peaceful coexistence.

This workshop is based on the combination of praxis from the field and theories of academia. It is a solution-orientated workshop that invites participants for sharing and reflection and to enhance also co-operation in the longer run. Interactive and participatory methods will emphasize the role of education to bring about profound change.

6E Best Practices: Fostering Inclusion, Collaboration, and Teacher Development

Co-constructing theoretical knowledge through ICT enabled collaborative activities

Prof. Dr. Jayashree Shinde¹

¹Department of Educational Technology, SNDT Women's University, Mumbai, , India

Learners acquire new knowledge through deductive or inductive approaches. If the learners are not 'taught' theoretical knowledge directly, but are provided with an environment to explore or build concepts, processes; the knowledge takes meaningful and relatively permanent form. Well-planned collaborative activities help in building abstract theories and models.

A series of activities in ICT-enabled environment are planned and executed towards understanding many complex theoretical models and processes, e.g. ADDIE of instructional systems design, Kirkpatrick's model of training evaluation, etc.

An illustrative teaching-learning scenario is presented here. ADDIE process can be learnt by presenting learners with a problem: "An organisation has requested you to plan and conduct a training programme. What all information will you need from the inviting organisation to seek more details about the training programme? Post your questions on the digital wall in the form of sticky-notes." All responses are sought by using the brainstorming technique on the digital wall such as Concept-board, Padlet, etc.

Once responses are collected, the next step is to categorise the brainstormed ideas. Learners discuss among themselves over synchronous chat. After they categorise the sticky-notes by organising as per their logic built as a team, a few prompts are provided by the instructor to achieve categorization as Analysis, Design, Development, Implementation and Evaluation. Learners accordingly reorganise the sticky-notes. They are thus guided to label their categories as A-D-D-I-E through this natural inductive process. This proves the best way to learn process of ADDIE and its significance in designing any instructional systems design. The strategy requires 5 to 6 hours or depending on the topic.

This innovative strategy of brainstorming followed by collaborative categorization designed by the author can be called as "Best practice" as it helps learners to build their own knowledge using collaborative digital walls.

6E Best Practices: Fostering Inclusion, Collaboration, and Teacher Development

Nurturing inclusion through Art based pedagogy in Higher Education

Miss Tamralipta Patra¹, Tara Kiran Kurre¹

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We, at Azim Premji University, guided by the vision of "Education for social change," strive to build a "just, humane, equitable, and sustainable society." Welcoming students from diverse social, cultural, linguistic, and economic backgrounds, the university acknowledges the challenges of ensuring inclusivity inside and outside the classrooms. In response, the undergraduate curriculum incorporates Creative Expressions (CRX), a unique initiative. Every student takes two CRX courses in their first year, alongside core courses, promoting collaboration across majors in arts and sciences as they engage with their creative and embodied selves.

"Tales of Jungle", one of the CRX courses, designed by the authors, is an attempt to express Science via arts. It provides a platform for students to delve into cultural, social, political, and ethical issues surrounding forests and their inhabitants. This course emphasized art-based pedagogy, drawing from Vygotsky's Socio-cultural theory, which posits that art fosters social interaction and shared cultural experience. Students used and explored diverse indigenous art forms like Madhubani, Kalamkari, Pattachitra, Warli, Gond, and Bhil to depict the stories of various Indian biogeographical zones, portraying the lives of tribal communities, unique flora and fauna, and the complexities of associated conflicts.

In this paper in the best practices category, we highlight the importance of art-based pedagogy we used to explore and express mapping forest through unique perspectives, fostering a creative mindset that aligns with Gardner's Theory of creativity. We would illustrate the processes involved like grouping, drafting, and revisions leading to a final piece showcasing a nuanced understanding of both the chosen art style and cultural context and elaborate on designing assessments that prioritizes the creative process, emphasizing growth and individual development over rigid outcomes. Integrating art allowed students to creatively express their distinct ideas, accommodating diverse backgrounds, abilities, and practices, thereby promoting a more inclusive and equitable educational experience.

6E Best Practices: Fostering Inclusion, Collaboration, and Teacher Development

Best practices for improving pre-service teacher education in low- and middle-income countries

Dr. Stephanie Zuilkowski¹, Adrienne Barnes-Story¹

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According to UNESCO, the world's education systems will need 69 million new teachers by 2030 in order to give every child the opportunity to attain basic literacy and numeracy skills. As most pre-service teacher education systems globally face challenges in meeting their current goals of producing high-quality teachers capable of teaching basic literacy skills to young learners, not to mention scaling up their output of teachers to such a level, it is critical to focus on the pre-service teacher education systems that produce teachers for the world's children.

Drawing on decades of institutional experience in pre-service teacher education globally, this presentation will discuss best practices for improving pre-service teacher education through a focus on three pillars. Pillar One is to increase capacity among TTI lecturers and other education system stakeholders. Components of Pillar One include providing intensive training and continuous professional development to teacher educators, institutional leaders, government stakeholders, and development partners to increase their ability to teach second-order pedagogical skills.

Pillar Two focuses on the improvement of curricula. Activities discussed under Pillar Two include evaluating program structures, improving course materials to reflect evidence-based practices, and designing materials for continuous professional development.

Pillar Three focuses on strengthening systems. This includes designing and implementing coaching and mentoring programs, engaging teacher educators and other stakeholders in participatory action research, evaluating and reforming the teaching practice (practicum), establishing resource libraries for use at TTIs, and building assessment and accountability frameworks.

We will present lessons learned from both successful and unsuccessful pre-service teacher education projects in sub-Saharan Africa, southeast Asia and Latin America. These lessons are aimed at improving the efforts of governments, international aid agencies, academic researchers, and nongovernmental organizations to address problems in pre-service teacher education that threaten the viability of recent efforts to improve foundational teaching and learning at scale.

6F Research Papers: Access

Ethiopian, Japanese and Finnish Teacher-Students' Sense of Calling

*dr. Kati Keski-Mäenpää¹, Adula Bekele Hunde, Megumi Honjo

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This qualitative research will focus on sense of calling among teacher-students in Ethiopia, Japan, and Finland.

Calling refer to mission to serve others or feeling of being in a right place. It has a sense of purpose, meaningfulness, and mission, involve matching with one's gifts, interests, and talents. Being able to follow one's calling is related to increased wellbeing at work and feeling of satisfaction. Generally, it is agreed that adults with a calling approach their work with a stronger sense of meaning, purpose, and fulfilment, and have a greater desire to contribute to others and the community through their occupational activities (e.g., Dik & Duffy, 2009; Hall & Chandler, 2005).

This research clarifies the sense of calling among Ethiopian, Finnish, and Japanese teacher-students. Data has been collected among Finnish students (60) and will be collected in Ethiopia (60) and Japan (60) in January 2024. Teacher-students are asked to write a short narrative story of their reasons to become teachers. Narrative analyse will take place in February 2024 and the outcomes will be presented in "Reimagining Teachers and Teacher Education for Out Futures" - conference.

The question of calling is important because research (Dik & Duffy, 2009; Hall & Chandler, 2005) show that teacher who feel calling are often more committed and feel satisfaction in their work. If we want to find teachers who stay in the career and are committed to develop their professional skills continuously, we need to make teachers' career attractive. Answers to the questions like "Who are the teachers of the future?" can be found through the concept of calling and vocation.

Key words: calling, vocation, education, teacher-students, teacher education.

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6F Research Papers: Access

Excellent teaching in challenging circumstances: Research-based examples to reimagine Eritrean professional development

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Background:

The research presentation focuses on the pedagogical practices of Learner Centred Interactive Pedagogy (LCIP) and Differentiated Instruction (DI) in Eritrean schools. Although the use of LCIP and DI are reflected in policy documents as guiding principles of Eritrean education, their implementation is not fully realised. This presentation addresses the gaps in quality of teaching and focuses on examples of excellent teaching in challenging circumstances to inform the possible development of Professional Development (PD) programmes. The study aims to answer the question 'How can research on teaching in challenging circumstances inform Eritrean teacher PD programmes?'

Methods:

This research is based on thematic analysis of interview and video data from teachers (N=30) in Eritrean elementary, middle and secondary school classroom instruction.

Main findings:

In Eritrea challenges related to educational quality include teacher-dominated conventional teaching practices and standardised assessment strategies that fail to ensure access to the curriculum, inclusive learning environments or the full participation of all students in their education. Lack of pre-service and in-service education, limited human and material support were found to hinder quality classroom practices. Nevertheless, our findings indicate teachers have positive attitudes towards LCIP and DI and some teachers manage to implement excellent and differentiated teaching despite the challenging circumstances highlighting the potential for improving practices.

Conclusions and relevance:

Our research suggests that enriched understanding of LCIP and DI are important means to invigorate PD programmes to improve educational quality. PD programmes should be teacher-focused, research-based and context-specific and promote teacher and student autonomy. Future PD should focus on the pedagogical understanding to allow diverse teaching and learning opportunities for future challenges. The findings call for strengthening teacher resourcefulness through on-going PD to ensure access and participation of all students.

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6F Research Papers: Access

How does distributed leadership facilitate teacher innovativeness? Evidence from TALIS 2018

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Despite the call for developing and implementing innovations to improve public education, few studies have explored the intermediate mechanisms explaining the relationship between school leadership and the innovativeness of teachers (e.g., Nguyen et al., 2021; Thurlings et al., 2015). This study examined the impact of distributed leadership on teacher innovativeness and the mediating role played by teacher autonomy and self-efficacy in that process. Our research was motivated by two major questions: (a) to what extent is distributed leadership related to teacher innovativeness; and (b) to what extent do teacher autonomy and self-efficacy mediate the relationship between distributed leadership and teacher innovativeness?

This study employed a cross sectional survey design in which structural equation modeling (SEM) was used as our primary analytic technique (Muthén & Muthén, 2017). Anderson and Gerbing's (1988) two step strategy was adopted to test the hypothesized model. Data are from OECD's 2018 Teaching and Learning International Survey (TALIS). The sample of Shanghai (China) consisted of 3,976 teachers from 198 schools.

The results indicate that distributed leadership was positively and significantly related to teacher innovativeness ($\beta=.390$, $p<.001$). Sobel's Z with robust standard errors suggested that teacher autonomy ($Z=6.055$, $p<.001$), and self-efficacy ($Z=4.236$, $p<.001$) were important mediators. The specific indirect effects were .042 (through autonomy), and .019 (through self-efficacy). The sequential mediating effect of teacher autonomy and self-efficacy was significant as well ($Z=4.314$, $p<.001$). Distributed leadership, teacher autonomy together with teacher self-efficacy accounted for 25.8% of the variation in teacher innovativeness.

The findings imply that it is important for school leaders to distribute leadership among various stakeholders, provide teachers with adequate autonomy, and enhance teachers' self-efficacy to facilitate the innovativeness of teachers. The areas of significance identified by this study may guide policy makers and practitioners for informed decisions and interventions aiming to improve innovative pedagogical practice among teachers.

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6F Research Papers: Access

The Compliant Disciplinarian: The metaphorical teacher in Australian policy and professional learning

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Background

Educational research shows the metaphors held by and of teachers impacts their work. Teachers become expert once they deepen their relationships with their students, fellow teachers and community. However, current Australian education policy constructs a very different teacher from that of educational theory and research. Rather, this metaphorical teacher is a compliant disciplinarian – a teacher who follows a limited number of ‘high impact teaching strategies’ imposed by ‘experts’ from outside the profession while maintaining discipline within their classrooms. This vision of the meaning of an effective teacher is increasingly mandated by Australian policy, where pedagogical theory is also understood as pointlessly abstract and unnecessary to effective teaching.

Methodology:

Educational theory’s metaphors of teaching as student-centred within a highly situated learning environment are contrasted with those of current Australian policy’s understanding of the universal teacher as a compliant disciplinarian. A content analysis of two documents is conducted: one on a recent Australian policy for initial teacher education and another of the Australian state of Victoria’s professional learning document for High Impact Teaching Strategies. This analysis highlights the metaphorical teacher constructed in these documents and the limited professional agency of this implied teacher.

Findings:

The metaphors of teaching adopted by these documents are Taylorist in that they present it as impossible for individual teachers to learn from their experience or from pedagogical theory. These documents imply that impactful teaching must follow strategies imposed from outside by experts. The role of teachers is restricted to complying with high impact strategies within disciplined classrooms.

Conclusion:

Rather than teachers being constructed as compliant disciplinarians, the metaphors of teaching and teachers need to shift back towards understanding them as student-centred professionals within complex and highly situated learning environments.

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6G Research Papers: Access

Fostering the Development of Transversal Competencies in Science Teacher Education

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Educational reforms, particularly over the past decade, underscore the integration of support for the development of transversal competencies into national curricula. In addition to teaching subject-specific content, teachers are increasingly expected to support students to learn transversal competencies. Despite this shift, there is a paucity of research examining how teachers themselves are trained in transversal skills or competences. Furthermore, attention has been given to investigate how teachers conceptualize goals related to transversal competencies, how they perceive these goals, and whether their beliefs align with the curriculum content.

In this study data was collected through interviewing both pre-service and in-service teachers in Finland and China. Participants were asked about their perspectives on the significance of transversal competencies, the competencies they feel proficient in, and areas in which they may require additional support. The collected data was analysed, using qualitative content analysis methods.

In both countries, teachers were well aware of the aims for transversal competences, described in the national level curricula. According to interviews, these aims significantly influence teaching of topics in the classrooms. Preliminary analysis indicate a consensus in both countries that thinking skills and the ability to learn are interpreted as most crucial transversal competence. However, teachers need in both countries more support to teach these competences. Notably, Chinese teachers did not mention entrepreneurial skills in their interviews, while Finnish teachers expressed a need for support in cultivating these skills within themselves.

This study suggests that teachers possess a solid understanding of what they need to teach but may require additional guidance on how to effectively teach transversal competencies. Even though transversal competencies are integrated into teacher training courses, there is a potential need for explicitly defined courses focused specifically on transversal competencies.

6G Research Papers: Access

Enhancing Preschool Educators' Occupational Well-Being through Professional Learning Communities in Mainland China

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Abstract: Professional Learning Communities (PLCs) play a pivotal role in fostering teachers' growth, encompassing not only their professional skills but also their emotional experiences. Despite this holistic approach, empirical evidence regarding the overall impact of PLCs on teachers' occupational well-being (OWB) in mainland China, particularly within preschool settings, remains limited. This study employs a mixed-methodological approach, conducting surveys with a total of 772 preschool teachers to explore the PLCs-OWB relationship. Additionally, it utilises 9 in-depth one-to-one interviews and 4 focus groups to interrogate the influences of PLC experiences on early childhood educators' well-being in Chengdu, a city in the southeast of China.

The findings of this study reveal six key factors that significantly contribute to teachers' OWB in preschools. These factors include relationship-building, continuing professional development, unity of purpose, collegial support, adaptive leadership, and the pivotal role of teachers as agents of change. These elements collectively enhance educators' well-being, underscoring the transformative potential of PLCs in educational settings.

This research recommends the establishment of sustainable PLCs characterised by coherence and integrity across boundaries, inclusiveness of all community members, and the provision of flexible support services. Such an approach is envisioned to optimise educators' liberating engagement in their vital work, thereby promoting well-being within the teaching profession.

Keywords: Professional Learning Communities, Early Childhood Educators, Teacher Well-Being, Mainland China

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6G Research Papers: Access

Critical, Inclusive and Democratic GCE – A Tool for Transforming Teacher Education

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Teachers are at the center of a transformation of education (UNESCO, 2021). However, the challenges they face in local educational contexts in light of global crises are enormous. A wide range of support, considering the different phases of their professional development is needed. This study was conducted as a dissertation project at the University of Vienna from 2018 to 2023. It examines the potential for transforming education in the career entry phase. A dominant narrative on which aspects are particularly relevant for the first 6 years in the profession emphasizes professional and institutional socialization (Schneider, 2021) and neglects questions of education for democracy.

GCE is here conceived as a form of democracy education. The research project asked what contribution critical, inclusive and democratic GCE (c. & i. GCE) can make to transform education in order to support social inclusion and participation. The interpretation of GCE developed for this purpose draws on concepts of a critical, postcolonial GCE (Stein & Andreotti, 2021 and others). It also refers to the concept of inclusive citizenship education (Kleinschmidt, Kenner, & Lange, 2019) with its democratic and transformative conceptualization of citizenship (Zyngier, 2020).

In a mixed-methods study, the individual perceptions of 18 career starters at Viennese secondary schools regarding c. & i. GCE were surveyed. Individual perceptions arise from life-world experiences, observations and the resulting conclusions. They influence teaching and learning processes both in terms of content and with regard to their social components (Landwehr, 2021). In a social constructivist approach, the analysis of these perceptions becomes the basis for higher education didactics to support early career teachers in developing GCE for their teaching in a critical, inclusive and democratic way. Among other things, collective responsibility for educational processes (Bettini, Jones, Brownell, Conroy, & Leite, 2018) comes into focus in the context of teacher education.

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6G Research Papers: Access

Empowering teachers to educate critical readers in the Internet era

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The wide spread of misinformation on the Internet challenges the teaching of critical reading in schools. Evaluating the credibility of online texts is a complex task, and considerable individual differences in students' skills have been observed. Therefore, it is crucial to enhance teachers' confidence in teaching critical online reading. Rooted in educational research design, this study investigated the main sources of pedagogical self-efficacy of pre-service teachers participating in a course on "Tools for teaching critical online reading". The findings serve as a basis for designing a continuous education course for in-service teachers.

A course was implemented for pre-service teachers (N=59) across two universities in Finland. The course (5 ECTS) encompassed theoretical content, various learning tasks, a short teaching experiment at schools, its' refinement and guided reflection tasks. First, the impact of the course on pre-service teachers' self-efficacy was assessed through a self-efficacy questionnaire administered at the beginning and end of the course. Results indicated a significant enhancement in pre-service teachers' pedagogical self-efficacy regarding credibility evaluation.

Second, a qualitative content analysis of written reflections at the end of the course (N=58) was conducted to identify which elements of the course promoted pre-service teachers' self-efficacy. The planning and implementation of teaching experiments in pairs emerged as a main mastery experience supporting pedagogical self-efficacy. Furthermore, listening to peers' teaching plans and experiences served as vicarious experiences. Peer feedback as a form of verbal persuasion was also reported as a source of self-efficacy. The refinement of teaching experiments, theoretical knowledge, and shared discussions were also identified as important course elements.

In an iterative process, we designed a course for in-service teachers, including various materials for teachers and their students. To increase the accessibility, we will design the course for self-study in several languages. The presentation provides an overview of the course and its materials.

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6H Research Papers: Emergencies and Crises

Student Voices on Actions for Human Rights that Young Adults Consider Valuable

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Previous research has shown that good-quality human rights education may support students to undertake actions for human rights. However, less is known about the relationships between students' individual backgrounds and the concrete actions they consider valuable and useful. First, it is difficult to teach action-related knowledge which would be useful for the students after the class in their different concrete circumstances (Celermajer, 2017). Second, young adults may consider different actions for human rights valuable than their teachers (Celermajer, 2017; Kylänpää, 2022). The aim of the study is to find ways to educate young adult students with diverse backgrounds to undertake actions for human rights, and to investigate, whether young adult students' answers and their diverse backgrounds are related.

The study participants were carrying out their non-military service in 2023–2024. They took part in one of the human rights courses, 10 lessons (45 min) per course and designed and taught by the author. Data collection and analysis were a combination of a student voice approach (Cook-Sather, 2006) and Sequential Case Design (Creswell & Creswell, 2018). During the first phase of the study, five students were interviewed to find actions for human rights that are both relevant to the students but at the same time ones that are not necessarily easily found in the literature. During the second phase, other students answer to a survey which includes both choices that can be found in the literature and those that students told the author during the interviews. The results help clarify which options are at the teachers' disposal for finding human rights subjects that are more relevant to the students' practical situations. The author will present preliminary results in the conference.

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6H Research Papers: Emergencies and Crises

From Phenomenal Learning to Phenomenal Teaching

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The current Finnish National Curriculum for Basic Education (EDUFI, 2014) introduces phenomenon-based learning to foster the development of transversal competences across the curriculum. Phenomenon-based learning as a learner-centred approach frames the role of the teacher as a facilitator and guide, as well as an evaluator of learning. This presentation questions whether teachers would have greater resilience as educational professionals if their role was framed from the perspective of teaching rather than learning.

This research uses a dialogical approach to qualitative analysis (Sullivan, 2012) to explore the three domains of education (qualification, socialization, subjectification) and the gifts of teaching (Biesta, 2022) in relation to the presuppositions and principles of phenomenon-based learning as presented in the Finnish National Curriculum (EDUFI, 2014), as well as Lonka's Phenomenal Learning, Tarnanen and Kostiainen's (2020) Ilmiölähtöinen oppiminen [Phenomenon-based learning] and Luostari and Peltomaa's (2016) Reseptit OPSin käyttöön [Recipes for using the curriculum].

The preliminary findings highlight the significance of different orientations to educational practice and curriculum development. The preliminary findings also indicate how important areas of education and aspects of teacher and student development can be hidden or overlooked if educational policy and promoted practice rely on constructivist theorisations of education in which education is reduced to learning alone. The findings underline the need for an expanded understanding of pedagogy and teachers as pedagogical professionals.

This study points to the importance of recognizing the breadth of the teacher role in education going beyond constructivist depictions of learning. This recognition is all the more important as the responsibilities of teachers' expand in the face of demographic and societal changes, and in response to enduring as well as unfolding challenges and unanticipated crises.

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6H Research Papers: Emergencies and Crises

Art, Holism, and Ecohumanism: Teacher Training in Times of Climate Crisis

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Education for Sustainability attempts at addressing the urgent challenge of climate crisis in the 21st century by means of science learning, yet manmade climate change is escalating. Our study presents a unique interdisciplinary course, which copes with this educational challenge, part of a master's degree program in Visual Arts. Co-taught by an environmental educator and a literary scholar, the course integrated literature, visual arts, music, environment, and society. It implements the principles of eco-humanistic perception in education and holistic pedagogy, such as dialogue, multidisciplinary, and slowing down, offering different learning settings including outdoor experiential learning. Our research question asked how the course's various educational approaches are evident in the 24 diverse students' products. In a qualitative methodology approach, our data included students' products from different stages of the course. Our analysis included drawings, explanations, photos, videos, titles, texts, and a final project. Findings show that both theoretical approaches (ecohumanism and holism) influenced the students' learning and their products. The products display both creativity—using multiple media, techniques and genres—and multifaceted view of the subject—climate change, social justice, and hyper-consumerism. Indeed, the holistic approach that integrates Sciences and Arts effectively, thereby bridging the gap between the two, has been well received and yielded positive results in teaching in-service teachers. The study displayed the impact of cooperative processes on learners' development within intercultural contexts, emphasizing the potential of combining art and sustainability for intercultural dialogue. In conclusion, our research suggests an innovative perception of environmental teacher education facing an intensifying climate crisis, understanding the significance of teacher's role in such times. Hopefully, in the light of the acute global crisis, this study will inspire educators to implement these ideas in both teacher training and the educational field for our futures.

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6H Research Papers: Emergencies and Crises

How Major-specific Curiosity Benefits Future Teachers' Occupational Well-being: The Role of Self-Efficacy

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Background: An increasing number of teachers resign due to low occupational well-being, and this tendency could be largely prevented during teacher education. This study aimed to understand how major-specific curiosity builds occupational resilience for future teachers, by examining its effects on major-/occupational-related well-being. It further explored the role of future occupational self-efficacy.

Methodology: 810 Chinese undergraduates majoring in preschool or subject education were surveyed, and their two-dimensional major-specific curiosity, future occupational self-efficacy, as well as major-related performance, engagement, burnout and career willingness that are tightly associated with their future occupational resilience and well-being.

Results: Deprivation-type curiosity had positive relations with major-related performance and engagement, while interest-type curiosity was associated with less major-related burnout and stronger career willingness. Further exploration revealed that future occupational self-efficacy mediated the role of deprivation-type curiosity, and amplified the benefits of interest-type curiosity.

Conclusions and Implications: Both dimensions of major-specific curiosity can enhance future teachers' major/occupational resilience and well-being, and this enhancement can be largely supported or optimized by future occupational self-efficacy. Findings emphasize the necessity to cultivate major-specific curiosity and self-efficacy in teacher education, and inspire which type of specific curiosity and its facilitation can effectively alleviate which major/occupational risks for future teachers.

Keywords: Major-specific Curiosity, Occupational Self-efficacy, Occupational Well-being, Teacher Education

6I Research Paper: Transforming Teacher Education

The relevance of the critical dimension of GCE for reimagining teacher education

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Global Citizenship Education (GCE), also a part of Goal 4 of the Agenda 2030, is a key issue in current educational debates and as such has a significant influence on teacher education (TE) discourses. In an analysis of the current academic literature on GCE and TE, it was found that the dominant trend is to frame GCE as a 'redemptive educational solution to global problems'. This has been described as 'naïve discourse' because it ignores essential aspects, such as the neoliberal context in which GCE is taught.

GCE is not a homogeneous educational concept, but consists of different, often conflicting approaches that deconstruct or at least criticize this mainstream trend. Drawing on these findings, the research project presented here examines the significance of these critical arguments for TE addressing the question: What is the critical dimension in GCE approaches and what implications does this have for TE?

Through a hermeneutic-interpretative examination and philosophical analysis of different GCE approaches with the particular focus on their critical dimension, significant strands of argumentation and conceptual core ideas are filtered out. The aim is to think together the critical dimension of different GCE approaches and to reflect it for re-imagining TE. It will be argued that the critical dimension of GCE has an important role in rethinking TE against the backdrop of global challenges, as it brings silenced moments, marginalized voices and also exposes the structures and narratives in which TE is embedded (globally) to critical scrutiny. The goal is to open up imaginative spaces for TE in a global context that do not always provide immediate solutions but, through a continuous process of reflection, approximate the utopia of a more peaceful and just society which will always be an antagonistic one.

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6I Research Paper: Transforming Teacher Education

Exploring teacher educators' beliefs: A comparative case study in Finland and China

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While existing studies highlight the importance of teacher education, the complexity of teacher education requires that research goes beyond superficial structures and practices and studies the underlying beliefs of actors. Moreover, regarding the actors, compared with school teachers, teacher educators in teacher education are far from extensively researched. Furthermore, researchers have paid inadequate attention to the possible contribution of cross-national studies on teacher education. Consequently, this study addresses the following research questions:

- 1.How do teacher educators conceptualise education and teacher education?
- 2.What competencies do the teacher educators prioritise, and what are their corresponding interpretations and practices?
- 3.How do the teacher educators understand their own and teachers' roles?

To contribute to this research area, we propose a conceptual framework to explore teacher educators' beliefs of teacher education by investigating the relations of epistemological conceptions, teacher competency practices, and understood roles of teacher educators and teachers. Then, this article empirically tests the conceptual framework in a cross-national comparative study by comparing the different relationships in the case programmes from Finland and China through interviewing their teacher educators.

We argue that conceptions and teacher competency practices are dynamically interrelated, and this relationship is, at least partially, mediated through teacher educators' understood roles. The results indicate how similar teacher competencies are enacted to achieve different goals in relation to a specific context. The results highlight the role of teacher-educator beliefs in the Finnish case and the importance of documented policy in the Chinese case. Moreover, comparing the two cases in different contexts illustrates how the relations between context, conceptions, teacher competency practices, and understood roles can vary.

We conclude that there is no uniform pattern for successful teacher education programmes. This study provides an alternative lens to help educational researchers and policymakers reimagine teacher education for our futures within their own context.

6I Research Paper: Transforming Teacher Education

Perspectives from Teacher Education Stakeholders on Quality Education (SDG 4) for Transformation

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The discussion of quality education is a global and complex topic, which is also an essential part of the Sustainable Development Goals (SDG) of Agenda 2030 for sustainable transformation (United Nations, 2015). Educational stakeholders are essential for the implementation of quality education (SDG 4), their knowledge, skills, values support the individual development of students and in the following they have the possibility to make social changes (Leicht et al, 2018). For this, the paper discusses perspectives from teachers, teacher educators and policy makers of quality education and identify strategies for implementation in teacher education. The data collection took place during an international online webinar about SDG 4. Here qualitative group interviews were held with 29 educational stakeholders from Austria, Germany, Italy, Canada, the United States and South Africa. For data analysis the study used Kuckartz's data-driven model (Kuckartz & Rädiker, 2019). It was found that the achievement of SDG 4 is crucial in supporting the Agenda2030. In general, it can be stated that the participants have little knowledge and an individual understanding of what quality education means. Three main themes emerged regarding how sustainability transformation can be envisioned: (1) collaboration, (2) individual well-being and context, and (3) strategies for skills development. Encouraging ongoing dialogue among stakeholders is crucial for collaborating and participating in transformative efforts within an ever-changing world (Boeren, 2019; United Nations, 2022). Therefore, creating dialogue spaces for education stakeholders to provide feedback and engage in discussions on quality education and skill-development strategies for the 21st century is essential to their significant role in driving transformation. This correlates with the question of what knowledge and competencies are needed for professional teachers, their role in the implementation of qualitative education and how teacher education programmes should be oriented in the future.

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6I Research Paper: Transforming Teacher Education

Teachers' conceptions of teacher work: What kind of teacher education is desirable?

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A multitude of changes have been observed in teachers' work, making the profession more complicated and demanding (Räsänen et al., 2020). This raises questions of how to develop initial and in-service teacher education so that future teachers can acquire all necessary competences. Previous studies indicate that pre-service teachers may possess strong cultural images of a good teacher when entering teacher education programme (Holappa et al., 2022; Lanas & Kelchtermans, 2015; Smith, 2015). Pre-service teachers have ability to negotiate and contest these norms. However, the norms can act as sources of insecurity and vulnerability and thus, they have potential to restrict the development of teacher identities (Holappa et al., 2022; Shapiro, 2010).

This presentation is based on the findings of the study focusing on Finnish pre- and in-service teachers' conceptions of teacher work today. The data were collected in two projects 'Unpacking and Redefining Changing Relationships in Teachers' Work' (RELA) and 'Pre-service Teachers Navigate Teachers' Changing Work and Its Relationality' (NAVI). The data consists of two pre-service teachers' narrative interviews as well as 37 pre-service teachers' and 21 in-service teachers' surveys. The data were analysed thematically. The findings indicate that both pre- and in-service teachers feel inadequacy and insecurity against increased working tasks and responsibilities of teacher work. Pre-service teachers feel pressured to be a 'proper' teacher who meets all the expectations set for teachers. Both pre- and in-service teachers see that basic teacher education does not adequately prepare teachers for the actual work.

We argue that there is an urgent need to discuss and develop practices that can prepare teachers for the diverse and changing demands of teacher work during initial and in-service teacher education.

Keywords: teacher work; teacher education; conceptions

7A Symposium

Education for social action on linguistic and cultural diversity: teacher education resources

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Service learning in teacher education has been perceived as a crucial educational method that allows future teachers to engage in activities addressing human and community needs while critically reflecting on their experiences. This method, which implies the integration of community service into the curriculum, underlines the connection between the service experience and academic goals, stressing the intentional integration of academic content with the service experience. The integration of service learning into teacher education is assigned several advantages as to student competence development (e.g. knowledge real-world application, interpersonal skills, social responsibility, empathy, cultural awareness, critical thinking, global citizenship, commitment to teaching, teacher efficacy ...) and as to community empowerment (Buchanan et al, 2008; Furco & Norvell, 2019). As institutions responsible for the education of socially engaged teachers, Universities play a vital role in institutionalising service learning by including it in their strategic plans, establishing partnerships with community organizations and by integrating service learning into teacher education programs (Aramburuzabala, 2022). This implies providing their teaching staff with training and resources to effectively incorporate service learning into their teaching methods.

This is the main concern of the Erasmus+ Project BOLD (Building on Linguistic and Cultural Diversity for social action within and beyond European Universities). It focuses on service learning in initial teacher education, specifically in the domain of linguistic and cultural diversity and aims at supporting civic engagement and active citizenship of HE staff and students through the development of competencies leading to social action. In order to contribute for this aim, the six-partner consortium has created specific-themed open access modules covering social action for enhancing linguistic and cultural diversity in teacher education programs. This symposium aims at presenting and discussing some of those modules (aims, rationales, conceptual basis, training strategies) and their integration in HE curricula. It comprises 4 presentations:

- Presentation of BOLD (rationale, aims, activities developed) by Lisa Marie Brinkmann, Franziska Gerwers and Sílvia Melo-Pfeifer (University of Hamburg);
- Presentation by Joana Duarte and Nadia Gerritsen (University of Groningen) who will present the module Activism for minority and minoritized languages (based on the concepts of minority, minoritized languages, minority language education and activism);
- Presentation by Susana Pinto, Andrea Ulhôa, Carolina Simões, Helena Araújo e Sá, Madalena Teixeira, Marcelo Kremer, Mónica Lourenço, Raquel Carinhas and Vânia Carlos (University of Aveiro) who will present the module Linguistic and cultural management in border regions (based on the concepts of border, cross-border communication, plurilingual and intercultural education);
- Presentation by Lisa Marie Brinkmann, Franziska Gerwers and Sílvia Melo-Pfeifer (University of Hamburg) who will present the module Linguistic equality as a basis for social and educational justice (based on the concepts of linguistic equality, social justice, and educational justice).

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7B Panel Discussion

Socially Innovative ways to Foster the Voices of Diverse Learners

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This International driven panel presentation aims to highlight the importance of time, space, and place in fostering children's diverse voices. Recent global shifts in population have created diversity within schools presenting many challenges for educators. While the introduction of new voices in our schools and communities is a welcome addition, it can also change the dynamic of the classroom and require the teacher to expand their knowledge base regarding linguistic and culturally responsive practices.

One key finding in our global research was to correlate an understanding of how social cohesion and well-being in diverse communities may be facilitated through the voices of youth and children, prompting them to share their views on the variety of topics suggested by Article 12 of the UNCRC (Lundy, 2007; Wall et al., 2017).

The internationally funded project "Socially Innovative Interventions to Foster and to Advance Young Children's Inclusion and Agency in Society through Voice and Story (ADVOST)" was conducted across three countries (Canada, the UK and Finland) during 2019-2022. The goals were to advance pedagogical practices while co-researching with teachers to facilitate the sharing of student voices through play-based learning including digital storytelling and arts-based methods (Pahl & Rowsell, 2010). In this panel presentation, we draw from this research study to suggest that, through innovative pedagogical practices, expansive understandings of learning spaces, and a fostering of culturally responsive practices, teachers can enhance their students' voices, identity, and social well-being.

Based on the research findings we recommend that cross-cultural understandings and technology developments be explored as key competencies for teachers alongside socially innovative pedagogical practices emancipating student voices.

7C Workshop

Using Cooperative Learning Strategies in Online mode for professional development of teachers

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Background and Introduction:

The 21st Century Literacy skills (IMT: information literacy, media literacy and technology literacy) and Learning skills (4Cs: critical thinking, creative thinking, communicating, and collaborating) play significant role in making young learners skilled and sensitive global citizens. Development of these 21st century skills can be achieved through the learner-centred pedagogy of Cooperative Learning Strategies (CLS). Some examples of CLS are Jigsaw, Fishbowl, Praise-Question-Polish, One stray, etc. Each CLS provides a systematic syntax for learners to work together towards knowledge building. Many of the CLSs help in achieving co-creation of knowledge, whereas some enable peer-assessment.

Generally, CLSs are used in face to face (on-campus) mode and are proved effective. Planning and conducting CLSs in online mode derive additional benefits of connecting remote learners. Appropriately selected ICT tools help learners to co-create. This demands additional skill-sets in teachers.

The workshop aims at developing two skill-sets in teachers: one, how to plan and conduct CLS; second, how to create online environments for group-interactions.

Participants, in this workshop will learn about CLSs, namely, Fishbowl, Praise-Question-Polish (PQP), Four Corners, Webbing, Jigsaw and then practice 3 of them by using synchronous as well as asynchronous ICT tools such as a collaborative document (e.g. Google Doc), synchronous meeting tool (e.g. Google Meet) and a mind-mapping tool (e.g. Mindomo).

Steps of organising the workshop:

1. Provide eResources (if possible, before workshop) and participatory discussion on introduction to Cooperative Learning Strategies (CLS)
2. Group-formation and conduct of Fishbowl CLS using online synchronous platform
3. Different group-formation for experiencing P-Q-P using a collaborative document
4. New group-formation for experiencing Webbing using a mind-mapping tool
5. Sharing of experiences of participating in 3 CLSs using online tools
6. Summing up

Expected participants: high school as well as higher education teachers

Number of participants: 15 to 40

Duration: 90 minutes

7D Workshop

Planetary Responsibility and Sustainability Competence Development through STEAM: 'The World at Play'

Dr. Kristof Fenyvesi¹, [Maria Fisk](#)¹, [Takumi Yada](#)¹, [Orsolya Tuba](#)¹, [Manu Mäkinen](#)², [Matias Mäki-Kuutti](#)¹, [Sirpa Turpeinen](#)²

¹University of Jyväskylä, Finnish Institute for Educational Research, , Finland, ²Jyväskylä Art Museum, , Finland

Background and Motivation: This workshop builds on the experiences and insights from "The World at Play: Sustainable Futures in Children's Artworks" exhibition, which aimed to balance global educational demands by combining South African and Finnish educational approaches, particularly in the field of STEAM education for sustainable development. We target educators, curriculum developers, and policymakers, focusing on the integration of art, mathematics, and sustainability in education. The workshop emphasizes the role of innovative learning environments in supporting the UN's Sustainable Development Goals, and the EU framework of sustainability competencies.

Workshop Organization: The 90-minute workshop will explore how the exhibition provided an innovative learning environment for all 6th graders in the Central Finland region, enhancing global and local cultural awareness, responsibility, and global citizenship. Participants will engage in interactive activities and discussions on the exhibition's approach to integrating imaginations and expressions of South African and Finnish schoolchildren. The session will include hands-on and AI-based activities, practical insights and research findings on enhancing access to quality education, building resilience in teacher education, and planning for planetary well-being and responsibility.

Participant Expectations: Participants are expected to actively engage in the hands-on and digital activities and reflection sessions to compare insights on integrating sustainability in their educational practices. They will be encouraged to reflect on the exhibition's themes and consider how these can be adapted to their educational contexts, focusing on sustainability, global citizenship, and cultural awareness.

Outcome: The workshop aims to provide educators with innovative strategies for integrating art, mathematics, and sustainability. It will offer insights into balancing global educational standards with local needs, contributing to the professional development of teachers for future-ready education, and addressing the pedagogical challenges of planetary well-being and responsibility.

7E Best Practices: Empowering Educators

Student-driven Methodology to effectively implement a Pre-service Teachers' Professional Development Programme

Mr. Abhishek Kumar^{1,2}, Anudeep Lehal³

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To achieve the sustainable development goal of quality education, India needs to fulfil a deficit of over 1 million school teachers and streamline the continuous professional development of its 9.7 million teachers. The proposed programme which applies a student-driven methodology, empowers pre-service teachers to be the drivers of their learning that, in turn, trains them to be reflective practitioners who can facilitate the students with a constructive and engaging learning experience.

This methodology is the core component of a pre-service teacher education programme called the Necessary Teacher Training (NeTT) Programme, which was started in 2009 to support a District Institute of Education and Training (DIET) in partnership with the state of Chhattisgarh and has been replicated in 31 DIETs in 6 states of India, graduating 15,315 teachers till date. Currently, 3,670 student-teachers are under training. The programme is further expanded with the component of improving in-service teacher education and school complexes in the state of Bihar. The major elements of implementation include a methodological framework; micro-planning process; digital pedagogical technique; learning modules based on self-study, experiences, and teacher instruction; teaching practice incorporating arts-integration, STEAM methods and action research; community activities, etc. The programme is aligned with the national curriculum frameworks and the constructivist theory of education. In each DIET, a dedicated team of five members work with the DIET personnel and other resources. Impact data has been gathered through progress reports, situational analysis, case studies and two research studies on the impact of the programme on student-teachers and the impact of the teaching practices of graduated students on children's learning outcomes. Additionally, a study of the perception of stakeholders across the intervention states is underway based on the effectiveness of the programme being promising, validated and exemplary.

7E Best Practices: Empowering Educators

Fostering Teacher Autonomy through Scaffolded Video Reflection

Ms Cecilia Nobre¹

¹University Of Warwick, , United Kingdom

In this presentation, I will explore the transformative potential of scaffolded video reflection in fostering teacher autonomy, drawing upon both my dissertation research and insights from the book I co-authored. The central thesis revolves around the structured approach to developing observational skills in educators, enabling them to analyse teaching practices critically yet without a judgmental lens. This practice is designed to develop critical observational skills in educators, enabling them to analyse and reflect on their teaching methods objectively, thus fostering autonomy and innovation. The approach involves a scaffolded method of video reflection, starting with the observation of non-video artefacts and gradually advancing to more complex classroom video analyses. This progression equips teachers to critically, yet constructively, analyse teaching moments. Grounded in reflective practice and constructivist theories, the approach emphasises active, self-directed learning. Essential resources for this practice include access to video recording and analysis tools, training materials for the scaffolded approach, and time allocated for reflection and discussion. The impact of this practice can be measured through teacher feedback, observed changes in teaching practices over time, and improvements in student engagement and learning outcomes. This presentation aims to provide a comprehensive overview of how video recordings can be effectively utilised in teacher education to enhance observational skills and promote reflective, adaptive, and innovative teaching practices. Participants will gain practical strategies for implementing scaffolded video reflection in their teaching environments, enhancing their ability to critically analyse and adapt their instructional methods for more effective and engaging learning experiences.

7E Best Practices: Empowering Educators

Transforming effective relationships: mentoring and support approaches in Initial Teacher Education

Ms Jasmine Hansen¹

¹Massey University, , New Zealand

In 2021 the Massey University Initial Teacher Education team launched a new programme- The Graduate Diploma of Learning and Teaching. The conceptual framework for the entire programme is grounded on a tuāpapa which provides the professional, moral, ethical, and relational centre.

He waka eke noa, he whanau aroha noa, he kapapa puta noa – we are all in this together

The strengthening of collaborations and communications between University and school partners has been pivotal in helping to build a stronger sense of community and care. This echoes the sentiments of Sewell and St George (2008) and provides increased opportunities for student teachers to make authentic connections between theory and practice and has better prepared quality teacher graduates who can be responsive to change and diversity in today's educational climate.

The programme's tuapapa is further supported by four key initiatives:

1. **Building Community:** Introducing the kaihāpai (mentor) role has been instrumental in establishing a strong sense of community. Primarily the kaihāpai role is one of professional /pastoral mentor with a particular focus on the practicum experience. Student teachers are allocated to a small mentor group and this group becomes their whanau for the duration of the programme. Within this group structure we emphasise a mentoring model that emphasises the importance of authentic learning relationships within a supportive professional community where each individual voice is valued, and everyone has the expectation to learn and grow.
2. **Diverse Practicum Experiences:** The introduction of alternative practicum experiences allows students to explore diverse needs and establish connections within the community.
3. **Microteaching Sessions:** Carefully structured and supported microteaching sessions precede practicum experiences, providing students with valuable insights and skills in preparation for their teaching roles.
4. **Transparent & Collaborative Process:** A transparent process guides the allocation of practicum placements, aiming for a 'best fit' model. This ensures that school partners are integral to the learning journey, recognizing their contributions and expertise.

7F Research Papers: Access

Influence of Mobile Technology on Teachers' Development in Low-Resource, Remote Educational Contexts

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In the challenging contexts of low-resource and remote education, teachers face obstacles in accessing essential information, resources, and professional support. The integration of mobile technology holds promise as a solution, yet the extent of its impact on teachers' professional development remains understudied. This research addresses this gap by investigating how mobile technology influences teachers' access to educational resources and support networks in low-resource and remote settings. Adopting a mixed-methods approach, this study employs both quantitative and qualitative methods, including surveys, interviews, and observations. The sample comprises teachers from diverse low-resource and remote educational settings, ensuring a nuanced exploration of the varied challenges and opportunities associated with mobile technology integration. This comprehensive methodology allows for a holistic understanding of the complex dynamics at play. Preliminary findings highlight the positive influence of mobile technology on teachers' professional development. The integration facilitates access to relevant educational resources and fosters virtual collaboration, leading to increased engagement in professional development activities. Teachers reported improvements in pedagogical practices and a strengthened sense of connectivity with a broader educational community. Nevertheless, challenges such as limited infrastructure and digital literacy skills were identified, emphasizing the need for targeted interventions to maximize the benefits of mobile technology in these settings. This study concludes that mobile technology integration significantly contributes to teachers' professional development in low-resource and remote educational settings. The findings underscore the importance of tailored interventions to address infrastructure limitations and enhance digital literacy skills. The implications of this research are pertinent to the conference theme, shedding light on the potential of technology to bridge educational disparities in resource-constrained environments. By recognizing both the opportunities and challenges, this research informs the development of effective strategies to harness the power of mobile technology for teachers in these unique contexts.

Key words: mobile technology, professional development, low-resource settings, remote education, digital literacy skills

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7F Research Papers: Access

Collaborative Teachers' Professional Development in Nigeria: A Pathway to Improving Educational Outcomes

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Background

The debates on professional development (PD), especially in the global south, have become a focal point in contemporary research on teacher learning and teachers engaging with experts and colleagues as a form of PD. However, PD programs in Africa, especially by NGOs, face criticism for their lack of responsiveness to Africa's learning needs and reality, making them counterproductive to the entire process. Hence, there is a need for a reflective inquiry rooted in African reality into the importance of collaborative initiatives among teachers within various PD models to enhance their professional growth. This study sheds light on how collaborative professional development aligns with teachers' specific needs, particularly in Nigeria. It seeks to explore the implementation of collaborative PD in Nigerian secondary schools and understand teachers' perspectives on its impact on personal learning and student outcomes. The overarching research question is: "How do Nigerian teachers perceive the impact of collaborative PD on their personal learning and student outcomes in various educational contexts, including private and public secondary schools?"

Methodology

A mixed-methods approach involving quantitative and qualitative data collection and analysis will be used. Surveys and interviews will be used for data collection. The survey sample will comprise 100 teachers selected through purposive sampling, including 5 private and 5 public secondary schools in Lagos, Nigeria. Three teachers from each school type will be selected for interviews to enhance the depth of insights and bolster the quantitative findings.

Conclusion and Relevance

This research addresses the United Nations-recognised shortage of qualified teachers, aiming to contribute to Sustainable Development Goal 4 by advocating for well-trained and motivated educators. It also aspires to reimagine the future of teaching and teacher education in Africa, especially in Nigeria, with perspectives from within the African context.

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7F Research Papers: Access

Curriculum Making and Teacher Agency

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Background: This paper proposes a agentic approach to curriculum making and teacher agency, drawing inspiration from Klafki's (2000) content facilitation steps and Biesta and Tedder's (2007) ecological perspective of teacher agency. Within the centralised curriculum of the Character and Citizenship Education (CCE) subject in Singapore, the research aims to shift from teacher-proofing strategies, such as prepackaged lesson materials (Atencio & Ratnam-Lim, 2016), to prioritize meaningful, student-centric, and coherent learning experiences.

Methodology: The study employs a mixed-case study design involving six teachers. Through classroom observations, interviews, and analysis of lesson artifacts, empirical data on agentic curriculum making is gathered and analysed using thematic analysis.

Findings: The adaptation of Klafki's content facilitation questions within an agentic curriculum-making framework empowers teachers to unveil the educational essence of specific content. Key findings include restoring significance and meaning in the curriculum, addressing students' expressed needs, and fostering care through affective and aspirational considerations. The study underscores the pivotal role of teacher autonomy in modifying the curriculum, navigating challenges, and leveraging obstacles for effective teaching.

Conclusion and Relevance: This framework enhances teacher autonomy, positioning teachers as active partners in education reform and enriching students' learning experiences. It addresses 21st-century competencies, promotes inclusivity in education, and ensures access and participation for all learners. The paper aligns with the conference theme, "Reimagining Teachers and Teacher Education for Our Futures," emphasizing the importance of reshaping education to meet the evolving needs of students and society.

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7G Research Papers: Equality and Equity

Ready for Most Things: The Classroom Readiness of Early Career Teachers

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Background: For the last decade, a key focus of Australian education policy has been the perceived shortcomings of Initial Teacher Education (ITE) courses – particularly in how well-prepared graduate teachers feel once they enter the classroom. Government inquiries take for granted that graduate teachers are failed by their ITE courses and that this is a major contributing push-factor leading to high levels of ECT attrition.

Methodology: A survey of teachers in their first four years in the classroom asked how well prepared they felt they were across a range of teaching attributes, including classroom management, differentiating instruction, assessment, and subject area content knowledge. These teachers were from a regional/rural setting in Victoria, Australia, servicing schools with high levels of socio-educational disadvantage. The results were compared to previous research from a larger project assessing the effectiveness of ITE courses in Australia.

Findings: Rather than teachers feeling underprepared, they stressed how well-prepared they felt they were. As in our previous research, teachers were much more positive about their skills and levels of classroom readiness than is assumed by government policy documents. While this was particularly true for areas such as their abilities in assessment or to teach their subject matter, it was less true of how well they felt they could teach multilingual students.

Conclusion: Beliefs lacking evidence around classroom readiness have become a means of presenting ITE as failing early career teachers. Policy then proposes mandated core content for ITE courses that overwhelmingly remove the agency and autonomy of ITE providers and the teachers they graduate. However, our research shows this is often a solution in search of a problem, as early career teachers are shown to feel more prepared for the classroom than government inquiries assume.

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7G Research Papers: Equality and Equity

A Systematic Literature Review on ESD in Japan and its Implications for Teacher Education

Prof. Dr. Masashi Urabe¹

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This study provides an overview of the discourse on Education for Sustainable Development (ESD) in Japan and the challenges for teacher education. This research aims to analyze relevant literature to address the implications for teacher education. Following Japanese initiative of the UN Decade of ESD (2005-2014) worldwide, the concept of sustainability has gained prominence in education in Japan and has led to a proliferation of research literature on ESD. It would be intriguing to gain insight into the discussions around ESD in Japan, being a leading country in the field, as it could inspire teachers to generate new ideas from the research. By conducting a systematic literature review utilizing the primary Japanese database, all 566 relevant papers were categorized into eight distinct categories based on the associated problem contexts. The discussion on ESD in Japan includes conceptual clarifications of ESD and SDGs as well as environmental education, global coexistence education, UNESCO Associated Schools Network, regional revitalization, world heritage education, disaster prevention education, and global citizenship education. The study shows that the discourse on ESD in Japan primarily centers around political implementation, receptive or uncritical pedagogy, and limited spatial and temporal perspectives. Currently, Japan is confronting a decline in its national future with increasing national debt and decreasing research and education budgets. In managing the urgent situation, researchers in Japan tend to become narrow-minded, financially focused, and self-centered relying on government policy-based funding. Consequently, teacher education is also susceptible to adopting short-sighted perspectives. Because of the inadequate opportunities for enhancing the autonomy and innovation of teachers as well as researchers, the discussions on ESD needs more forward-looking inspiration for grassroots initiatives, critical and constructive thinking about normative concepts, and the integration of intergenerational and global perspectives. This promotes open-mindedness and enables the opportunity to address diversity in the teaching profession.

7G Research Papers: Equality and Equity

Constructing ECEC teachers' professionalism on Worldview Education

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This qualitative study examines Finnish early childhood education and care (ECEC) teachers' professional knowledge construction in the process of developing understanding on worldview education (WE) and diversity of worldviews in ECEC.

The ECEC Curriculum entails that WE is non-confessional, non-binding and mutual pedagogical activity to all children. It emphasizes teachers' competence and knowledge towards cultures and worldviews in the process of building up inclusive operating culture that values diversity. Finnish ECEC professionals report a notable lack of knowledge and pedagogical skills in dealing with religions. Studies show that there are fluctuation and confusion both at the municipality level and local daycare center level how to implement WE, talk about religions, and how to take diversity of worldviews positively into account.

At the level of society, the context of ECEC is important stepping-stone for building up equality, social justice and cohesion. It is the first educational setting for many children from different social, cultural and religious backgrounds, where to face values and beliefs different from their own family culture.

The theoretical background of this study is anchored in the Practice Theory, especially Praxeology. Methodologically study derives from praxeological paradigm rooted in a participatory and action research approach to professional development.

The data consists of ECEC teacher and student teacher group meetings, learning diaries, an inquiry and a group interview of four ECEC teachers who participated for one and a half years in the project aiming to develop competence on worldview education.

The preliminary findings suggest that the collective knowledge formation was essential to teachers when developing their understanding towards WE and diversity of worldviews. The data shows that the professional development is reciprocal movement when trying to empower to take worldviews as a part of professionalism and pedagogy. Professional knowledge gained through praxis, combined with theory and reflection is transformative.

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7H Research Papers: Emergencies and crises

Navigating the challenges of protests: Empowering teachers to instil existential resilience

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Historically young people have not played a very significant role in changing society. However, due to globalisation, digitisation, and their number, they now have a large societal impact. With 1.2 billion young people aged 15 to 24 years comprising 16 percent of the global population (United Nations), they are at a defining crossroads of influence.

Since the 2000s, social media has brought the phenomenon of protesting, especially by young people, to the forefront. For example, Extinction Rebellion, an international environmental movement, employs direct action and civil disobedience. This presentation questions whether the culture of protest effectively brings about change, and if not, or if not fully, then what alternatives do. We explore the conceptual history of protests, examine youth activism demonstrations, and consider the competencies that teachers need to develop in their students for impactful social and environmental change through re-imagined teacher education.

Our theoretical framework is based on social movement theory and the concepts of salutogenesis and sense of coherence introduced by sociologist Aaron Antonovsky (1993). The presentation includes an interview with Finnish-Ecuadorian young climate activist Helena Gualinga, discussing contemporary youth protests.

We conclude that while young people are increasingly engaging in performative protests, empowering them to go beyond protest is essential. In response to global upheavals, teacher education must guide students in different educational levels in alternative forms of activism. In the spirit of existential resilience, aiming not merely to adapt, educators could support young people in transforming their concerns into tangible actions and meaningful societal contributions. This could involve promoting peaceful and effective methods for advocating universal values, human rights, and social justice.

Keywords: Protest, Environmental and Climate Activism, Social Change, Social Movements, Social Justice

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7H Research Papers: Emergencies and crises

Navigating Change: Teachers' Perspectives on Evolving Working Conditions in Reykjavík's Educational Landscape

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There have been transformative shifts in Icelandic society over the past two decades, echoing international trends marked by heightened societal stratification, increased linguistic and cultural diversity, and an augmented role of emotional labour within teachers' responsibilities. These societal changes have been intricately woven into the social fabric of schools, fundamentally altering the working conditions of compulsory school teachers. The prevailing notion within education policies is that the quality of an education system can not exceed the quality of the teachers (OECD). The focus of the presentation is on teachers' expression of their working conditions grounded in empirical research comprising 14 semi-structured interviews with seasoned and qualified teachers, half of whom operate in privileged areas in terms of parental educational capital. The study highlights the universal struggle these educators face with escalating workloads over their 13-30 years of teaching. Disparities emerge in how these challenges manifest, influenced by the school communities, particularly in realms of safety, parental involvement, and emotional burdens. Teachers convey a nuanced understanding of student needs and appropriate responses, yet find themselves constrained by a lack of time and conducive conditions to address these concerns. The multifaceted nature of teaching, encompassing technical, emotional, and moral dimensions, often presents intricate challenges devoid of simple solutions. A recurring theme emerges wherein teachers experience a depletion of emotional energy, feeling burdened by an unclear framework of work duties that seemingly places the responsibility squarely on their shoulders. In alignment with the recommendations outlined in the UNESCO Future Report (2021), the presentation underscores the imperative to reduce class sizes, enhance school support systems, school safety, and critically evaluate all sides of teachers' professionalism. Special attention is directed towards acknowledging and addressing the labor associated with care, moral dilemmas, and emotions, thereby striving to understand quality in education in a broader and more supportive perspective.

Keywords: Teacher professionalism, moral dilemmas, quality in education, emotional labour,

7H Research Papers: Emergencies and crises

Towards a Worldview Considerate Climate Change Education: Educators' Perceptions

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The challenge of climate change calls for transformative educational approaches which prepare young people to navigate ongoing and future crises, loading heavy expectations on the shoulders of education. Climate change education (CCE) is more than just learning facts of climate change: it is interdisciplinary, holistic, and aims to support transformation, active citizenship, and hope (Cantell et al. 2019; Kagawa & Selby 2010). Researchers call for awareness of values, worldview, and identity formation in CCE, but in practice, teachers tend to concentrate on teaching natural scientific information about climate issues (Monroe et al. 2019). How, then, can CCE be developed to a more worldview considerate direction? In this presentation, we present perceptions of 19 secondary school teachers and 17 nonformal educators from four European countries (Finland, Ireland, Italy, and UK). The purpose of the study is to find out, to what extent do supporters of climate learning consider worldview formation to be a central aim in their work. According to the content analysis of qualitative interviews, many interviewees struggled with the political and value-ladenness of climate discussions: Irish educators described having challenging encounters with students from farming backgrounds or who had been given misinformation by their parents, Finnish interviewees described the difficulty of addressing increasingly polarised classrooms, while UK educators spoke of their difficulties in discussing political issues with students due to the sensitivity of the topic and their government's directives. In Italian responses, it was mainly the nonformal educators who report having experienced situations of sensitivity and division. Many interviewees felt neither confident nor equipped to teach this topic. Based on the findings, we argue that teachers and nonformal educators need tools and support to embrace a worldview considerate approach to climate change education to be able to help young people to reflect their beliefs and attitudes concerning climate change.

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