



AUSTRALIAN TEACHER EDUCATION ASSOCIATION

2023 CONFERENCE

12 - 14 JULY 2023

Embracing Partnerships:

Leading the Future
of Teaching, Learning
and Research



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ATEA TWITTER

#ATEA2023



WELCOME



Dear colleagues

On behalf of the Australian Teacher Education Association, it is my pleasure to welcome you to the 2023 Australian Teacher Education Association (ATEA) Conference, on the beautiful North Shore of Sydney and online. As you know, this is our first face to face gathering since 2019, and I am sure you will all agree, that it is great to be here in person to meet with colleagues and friends to continue our conversations on all things, teacher education. I would like to begin by acknowledging the traditional custodians of the lands, skies, and waterways on which we meet on and near today – the Cammeraygal People. As a collective, ATEA acknowledges that our members and guests here today draw from all corners of Australia and beyond, and we similarly acknowledge the traditional lands from which you are coming. We pay our respects to Elders past, present, as well as all our First Nations colleagues here today and online. It is important that we note that sovereignty was never ceded and as an Association, we maintain a strong commitment to increase the voices of the Aboriginal and Torres Strait Islander community in strengthening the teaching profession, including the importance of Indigenous knowledge in our profession.

The ATEA conference is the outcome of a collective effort from all involved and I would like to acknowledge the strong action-oriented Executive supported by our Administrative Officer, Leonie Yeoman. Thank you every one of you. I would like to take this opportunity to thank the Australian Catholic University in Sydney for hosting our annual conference. I would like to thank the Conference Organising Committee including Amanda Gutierrez, Chrissy Monteleone, Linda Schofield, Monica Wong, Melissa Cain, Jason Wong, Michelle Gorzanelli and Leonie Yeoman. I would also like to acknowledge the work of Miriam Tanti. Thank you to all the volunteers and members of the ACU community who have contributed including the media and AV team. I would especially like to thank Professor Mary Ryan, Dean of the Faculty of Education and Arts for her gracious offer to host this event.

The theme of this year's conference is 'Embracing Partnerships: Leading the Future of Teaching, Learning and Research. As we all know, teacher education is heavily reliant on collaborative partnerships. The conference theme highlights our recognition of the broad range of partnerships across multiple contexts. And I am sure that you, like me, are looking forward to the many opportunities to explore and reflect on these partnerships across universities, educational systems, schools, communities, government, industry spaces and the interweaving of all of these. I would also like to recognise the number of school-based teacher educators who are joining us for this conference. We look forward to hearing your voices because it is only by everyone working together can we tackle some of the issues we have with educating the future generation of teachers.

Your contributions along with the ideas and provocations from our keynote speakers, Professor Matthew Clarke, Director of Research, University of Aberdeen, Associate Professor Cathy Burgess, University of Sydney, proud Gomeri and Muruwari woman, Julie Welch and Professor Simone White, Dean of the School of Education at RMIT are what makes an ATEA conference special. I am really looking forward to the many scholarly discussions in the professional experience and partnership space, not just because of its foregrounding in the recent Teacher Education Expert Panel Review, but because, at its heart teaching is relational.

Whether you are new to ATEA or a long-time member, I hope you enjoy coming together, forging new partnerships and professional relationships for the future good of our wonderful profession – teaching.

Associate Professor Theresa Bourke
ATEA President

SPONSOR ACKNOWLEDGMENTS

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KEYNOTE SPEAKERS



PROFESSOR MATTHEW CLARKE

DIRECTOR OF RESEARCH, UNIVERSITY OF ABERDEEN

Matthew Clarke is Professor of Education and Director of Research in the School of Education at the University of Aberdeen, Scotland. He has previously worked in teacher education at universities in Australia, England, Hong Kong and the United Arab Emirates, and has taught in schools in England and Australia.

His research interests focus on education policy and politics, particularly their implications for teachers and teacher educators. His work draws on a range of interdisciplinary sources, including psychoanalytic, political and social theories.

Recent books include *Teacher Education and the Political: The power of negative thinking* (Routledge 2017), *Lacan and education policy: The other side of education* (Bloomsbury, 2019) and *Education and the fantasies of neoliberalism: Policy, politics and psychoanalysis* (Routledge 2022).



ASSOCIATE PROFESSOR CATHIE BURGESS

Associate Professor Cathie Burgess is a lecturer/researcher in Aboriginal Studies/Education, Aboriginal Community Engagement, Learning from Country and Leadership in Aboriginal Education programs at the Sydney School of Education and Social Work, The University of Sydney.

She has extensive teaching and leadership experience in secondary schools and maintains strong connections with school-communities through teacher professional learning and research projects. Cathie's work in Aboriginal Education/Aboriginal Studies is acknowledged through an Honorary Life Member, NSW Aboriginal Education Consultative Group and Life Member, Aboriginal Studies Association NSW.

Her research involves community-led initiatives positioning Country, Aboriginal voices and Aboriginal community educators and Elders as leaders and collaborators in curriculum, pedagogy, teacher professional learning, educational leadership and research. Significantly, the Learning from Country in the City teaching/research project is transformative for graduates entering the teaching profession.

Current research projects also include the Aboriginal Voices Culturally Nourishing Schooling Project and Sparking Imagination Education: Transforming Inequality in Schools.

KEYNOTE SPEAKERS



JULIE WELSH

Julie is a proud Gomeri and Muruwari woman, originally from Gunnedah NSW. She grew up in Redfern, Sydney and is involved in community organisations, events and cultural activities.

Julie has spent many years working in community and local government organisations working with local peoples and groups from diverse cultural backgrounds. She is a strong advocate for Aboriginal children and young people in her local community.

Julie currently works across the CNS project as the community facilitator, building critical relationships within and across school communities. Julie initiated and coordinates the Blak Caucus group which brings together Cultural Mentors and Aboriginal staff working in our schools and communities.



PROFESSOR SIMONE WHITE

Simone White is Professor and Dean of the School of Education at RMIT. She is a leading expert in teacher education and professional learning, focusing on the best ways to prepare teachers for diverse contexts, in particular rural, regional and remote. Her research explores the fields of teacher education policy, teacher learning, professional experience and building and maintaining university-school/community partnerships.

Simone is a Past President of the Australian Teacher Education Association (ATEA) and has held a number of leadership roles, including Director of Professional Experience at Deakin University, Chair of Teacher Education at Monash and the Associate Dean (International and Engagement) at QUT before taking on her current role as Dean of Education. Simone has been involved in a number of teacher education research projects.

She was a key member of the ARC Discovery project titled, Teacher Education for Rural and Regional Australia (TERRAnova) and the ARC Linkage project Studying the Effectiveness of Teacher Education (SETE). Most recently Simone led the Office of Learning and Teaching (OLT) federal grant focused on supporting teachers to engage and partner with Aboriginal and Torres Strait Islander parents and caregivers.

Through her collective work, Simone aims to connect research, policy and practice in ways that bring together and break down traditional borders between academics, policy makers, communities and practitioners.



early career
researcher/
sessional
academic
pre-conference
day
tuesday
11 july 2023
10am - 4pm

LIMITED PLACES AVAILABLE

ATEA Members: \$45

Non-Members: \$60

Register [HERE](#)

ALL ENQUIRIES
admin@atea.edu.au



THEME

Embracing partnerships: Leading the Future of Teaching, Learning and Research

VENUE

Australian Catholic University

Tenison Woods House 8-20 Napier St, North Sydney

	PRESENTATION/WORKSHOP
10.00-10.15	Acknowledgement of Country
10.15-10.30	Official Opening Assoc Professor Jennifer Clifton (QUT)
10.30-11.30	Keynote: Translating idea of partnership for ECR/HDR/Sessional Professor Simone White, RMIT Professor Matthew Clark, University of Aberdeen
11.30-12.30	Partnership in Action Assoc Professor Jennifer Clifton (QUT) Dr Amanda Gutierrez (ACU)
12.30-1.30	Lunch & Networking
1.30-2.00	Post-lunch Energiser
2.00-3.15	Everything you have always wanted to know about academic publishing but were too afraid to ask Professor Margaret Kettle (CQU) Professor Gert Biesta (University of Edinburgh) Dr Stephen Heimans (UQ)
3.15-3.30	Break
3.30-3.45	Developing a Publishing Plan Dr Susan Chapman (QUT) Dr Sun Yee Yip (Monash University)
3.45-4.00	Closing Remarks Assoc Professor Terri Bourke (QUT)

SCHEDULE Day 1 | 12 July



7.30-8.45	Registration				
8.45-9.30	Welcome to Country - Uncle Allan Murray Welcome to ACU - Professor Mary Ryan (ACU Executive Dean) Conference Opening & Introduction - Terri Bourke (ATEA President)				
9.30-10.30	<p>OPENING KEYNOTE: PROFESSOR MATTHEW CLARKE (University of Aberdeen) (LEVEL 18)</p> <p>Agentic professionalism: Challenges, enablements and constraints</p> <p>The laudable aspiration to 'make a difference' draws many passionate and committed individuals to the teaching profession, providing their emerging and evolving professional identities with an ethical integrity that exceeds the formal parameters of the job. In addition, many teacher education programs are characterised by commitments to social justice, inclusion and equity (albeit enacted in very different ways). Yet these two ingredients, though necessary, are not sufficient to address the challenges posed by social injustice. In particular, the agentic professionalism required to enact social justice in schools requires some degree of alignment between the various elements that together comprise an 'ecosystem' of teacher education and development; and while we cannot predict with certainty when various factors enabling it might be present, we can identify the conditions that are likely to act as barriers to agentic professionalism.</p> <p>Introduced by Deborah Heck</p>				
10.30-11.00	Morning Tea				
11.00-12.00	DAY 1 MORNING CONCURRENT SESSIONS SPONSORED BY CAMBRIDGE UNIVERSITY PRESS				
	<p>1.01 ZOOM AEF: Terri Bourke</p>	<p>1.02 ZOOM AEF: Michelle Gorzanelli</p>	<p>1.03A ZOOM AEF: Melissa Cain</p>	<p>1.03B ZOOM AEF: Susan Chapman</p>	<p>1.04 ZOOM AEF: Noelene Weatherby-Fell</p>
11.00-11.30	<p>(1) Amanda Stevenson, Dr Tee Schofield, Anisha Ghani <u>Embracing Partnerships: Leading the Future of Teaching, Learning and Research through the Australian Teacher Workforce Data Initiative</u></p>	<p>(2) Julio Emilio Diniz-Pereira <u>Embracing partnerships amongst universities, schools, and communities in teacher education: a scoping review</u></p>	<p>(3) Susan Caldis, Michael Cavanagh, Mary Ryan <u>Social labs as an emergent, enabling structure of support for teacher education students as they transitioned into the teaching profession</u></p>	<p>(4) SYMPOSIUM Stephen Heimans, Michelle Ocriciano, Takenori Sagara <u>For 'slowed partnerships' in teacher education: Thinking with an ecology of practices about what matters, time, and the (im)possibilities of divergence</u></p>	<p>(16) Margaret Kettle, Annette Woods, Jennifer Smith, Do Na Chi <u>Development of a multilingual glossary of school-based terminology: Supporting partnerships between schools and bilingual learners and their families</u></p>
11.30-12.00	<p>(6) Terri Bourke, Reece Mills, Simone White, Martin Mills, Lisa van Leent <u>Interrogating representations of the teacher shortage crisis: Analysis of policy responses from England and Australia</u></p>	<p>(7) Tanya Kwee, Hoa Nguyen, Sally Baker <u>Enhancing Immigrant Teachers' Career Advancement: A Qualitative Study on the Benefits of Partnership with Local Communities</u></p>	<p>(8) Catherine Challen, Daisy Sharrock <u>In-service teacher education: a partnership model for teaching inquiry skills to address problems of practice</u></p>		<p>(21) Bitu Dwi Rahmani, Dennis Alonzo, Chris Davison, Ria Arista Asih <u>Student-teacher partnership in feedback among Indonesian EFL teachers</u></p>
12.00-12.30	<p>(10) Robyn Brandenburg, Ellen Larsen, Alyson Simpson, Richard Sallis <u>I left the teaching profession ... and this is what I am doing now": A National Study</u></p>	<p>(67) Danielle Gordan, Guanglun Michael Mu <u>Liberations and limitations of partnerships among families, schools, and universities</u></p>	<p>(12) Tess Rendoth <u>Dispatches From... Turning early career graduates into field reporters to increase final year student preparedness</u></p>		<p>(26) Kim Anh Dang, Marianne Turner, Kristie Williamson <u>Embracing International Partnerships to Prepare English Language Teachers: An Innovative Work-Integrated (Service) Learning Model</u></p>

Day 1 | 12 July

12.30–1.30	Lunch sponsored by UniSuper				
1.30–3.00	DAY 1 AFTERNOON CONCURRENT SESSIONS				
	1.01 ZOOM AEF: Jennifer Clifton	1.02 ZOOM AEF: Chrissy Moneteleone	1.03A ZOOM AEF: Gemma Scarparolo	1.03B ZOOM AEF: Ange Fitzgerald	1.04 ZOOM AEF: James Davis
1.30–2.00	(14) Sue Ledger, Brendan Bentley, Chad Morrison <u>Professional Experience in Australian ITE - a Team Effort for Policy, Research and Practice</u>	(15) Catherine Thiele, Joanne Casey, Sue Simon, Shelley Dole <u>Place Consciousness and School Leaders' Intentionality as Partnership Imperatives: Supporting the Recruitment of Quality Graduates in Regional, Rural and Remote Schools</u>	(31) WORKSHOP Kery O'Neill <u>Questions For Catalysts</u>	(17) Janet Dutton, Kim Wilson, Mikahlia Holmes, Rose Garofano <u>The Mid-Career Transition to Teaching Program, partnering with the DoE to support aspiring teachers as they shift from STEM professions to a career in teaching</u>	(18) Deborah Heck, Dion Rüsselbæk Hansen, Paul McFlynn, Elaine Sharpling <u>Exploring the value of 'negative universality' to theorise OECD perspectives on teacher education partnerships</u>
2.00–2.30	(19) Loretta Bowshall-Freeman <u>Initial teacher education: Initiatives in three Australian states</u>	(20) Lorraine Gaunt, Erin Weatherby, Matthew Winslade <u>Exploration of an innovative professional development partnership model between a regional university and a local school: Teachers and pre-service teachers in collaborative PD sessions</u>		(22) Luis Miguel Dos Santos, Ching Ting Tany (Tanya) Kwee <u>Second Career Teachers' Identity Through Schools and Supervisors: A Qualitative Inquiry</u>	(23) Gavin Hazel <u>Who has skin in the education game? Transdisciplinary partnership for complex problem solving in education</u>
2.30–3.00	(24) Jennifer Clifton, Kathy Jordan <u>The role of the school leader in sustainable professional experience school-university partnership models</u>	(25) Linda Mahony, Catherine Thiele, Linda Eager <u>Igniting the spark: The role of innovative partnerships in supporting quality graduates in Regional Rural and Remote schools</u>		(27) Erin Siostrom <u>What influences career changers considering STEM teaching careers?</u>	(28) Dennis Alonzo, Hoa Nguyen, Neville Ellis, Geraldine Townend <u>Empirical dimensions of supervising teachers' mentoring skills: Clarifying the roles and responsibilities of mentors</u>
3.00–3.15	Afternoon Tea				

Day 1 | 12 July

	1.01 ZOOM AEF: Terri Bourke	1.02 ZOOM AEF: Sun Yee Yip	1.03A ZOOM AEF: Michelle Gorzanelli	1.03B ZOOM AEF: Susan Chapman	1.04 ZOOM AEF: Noelene Weatherby-Fell
3.15-3.45	(37) Nicole Brunker, Samantha McMahon, Jia Ying Neoh <u>Reflecting with Pre-Service Teachers through Writing: modelling as partnership for pre-service teacher, teacher educator, and initial teacher education growth</u>	(30) Melissa Cain, Kathleen McGuire, Rebecca Pagano <u>Connecting the 'Edusystem' through placement enhancement workshops. Creating lasting partnerships for pre-service teachers, experienced educators, and recent teaching graduates</u>	(64) Angelina Ambrosetti <u>University-school collaborations: Experimenting with a model that meets the needs of each partner</u>	(5) Justine Grogan, Sian Petricevich <u>Moving across the cultural competency continuum toward responsiveness in Initial Teacher Education</u>	(33) Mark Selkrig, Sharon McDonough, Kim Keamy, Robyn Brandenburg, Amanda Belton <u>Re/conceptualising partnerships in, for and towards teacher education: Seeing inside the work of teacher educators</u>
3.45-4.15	(34) Mellie Green, Deborah Heck, Helen Grimmet, Linda Willis <u>Reading aloud and metaloguing for enhanced preservice teacher education: Propagative partnerships in tertiary education</u>	(36) Sun Yee Yip <u>Exploring the pedagogical content knowledge (PCK) development of pre-service career change STEM teachers</u>	(66) Chrissy Monteleone, Lisa Boys, Peter Regan, Darren Cox, Sherryn Moore, Monica Wong, Miriam Tanti, Michelle Gorzanelli <u>Bespoke university/system partnerships to develop profession ready teachers</u>	(9) April Edwards, Hyejeong Ahn <u>Subverting the exclusionary: How promoting and implementing inclusive practices in teacher education research shifts dichotomous narratives and classroom practice</u>	(35) Noelene Weatherby-Fell <u>Contemporary academics and students as partners: Helping students to help themselves?</u>
4.15-4.45	MEET THE APJTE EDITORS – Drinks & Nibbles (LEVEL 18) APJTE (Asia-Pacific Journal of Teacher Education) Editorial Team Reps 1. Gert Biesta 2. Stephen Heimans	(53) Tommy Law Ying Lun <u>Student Engagement, Mentorship and Partnership in Non-formal Learning: Developing generic attributes, civic participation and social responsibility in a non-course based service learning program</u>			

Day 2 | 13 July

8.45-9.00	Intro and Housekeeping				
9.00-10.00	<p>KEYNOTE: ASSOCIATE CATHIE BURGESS (University of Sydney) & JULIE WELSH (Culturally Nourishing Schooling) (LEVEL 18) MOVING BEYOND PARTNERSHIPS: MICRO-TREATY MAKING WITH ABORIGINAL COMMUNITIES.</p> <p>Partnerships continue to promise much but deliver little to Aboriginal communities working with their local schools. This presentation problematises the inherent assumptions in partnerships, and the discourses that prop them up, and instead suggests the notion of micro-treaty making to position community at the centre to lead school-community engagement. The Culturally Nourishing Schooling Project employs an Aboriginal Community Facilitator to build significant relationships with Aboriginal school communities (8) involved in the project through the formation of a Blak Caucus. This group unpacks, discusses, and leads the community engagement strategy featuring notion of developing educational micro-treaties to ensure Aboriginal communities have significant input into the school to counteract the ongoing malaise of high staff turnover.</p> <p>Introduced by Amanda Gutierrez</p>				
10.00-10.30	Morning Tea				
10.30-12.00	DAY 2 MORNING CONCURRENT SESSIONS SPONSORED BY CAMBRIDGE UNIVERSITY PRESS				
	<p>1.01 ZOOM AEF: Ange Fitzgerald</p>	<p>1.02 ZOOM AEF: Jennifer Clifton</p>	<p>1.03A ZOOM AEF: Susan Chapman</p>	<p>1.03B ZOOM AEF: Chrissy Monteleone</p>	<p>1.04 ZOOM AEF: James Davis</p>
10.30-11.00	<p>(39) Angela Baeza Pena <u>Challenges to developing school-community partnerships: Findings from a case study in remote Indigenous communities</u></p>	<p>(54) WORKSHOP Tessa Keenan, Nina Ross <u>Be a Voice for Generations: Reconciliation and the role of Initial Teacher Education</u></p>	<p>(40) Susan Chapman <u>AMP It Up!: An innovative school-university partnership using Arts Immersion</u></p>	<p>(41) Tony Loughland, M. Ryan, C. Mansfield, B. Collie, M. Tanti, C. Monteleone, R. Glynn <u>Impact of the Job Demands and Resources of Practicum on the Work Choices of Pre-Service Teachers</u></p>	<p>(57) SYMPOSIUM Rachel White, Louisa Peralta, Christine Preston, Maria Karimullah, George Harb, Damian Maher, Alyson Simpson <u>What's the Evidence: refocussing the educational research and policy agenda on teacher quality through collaborative partnerships</u></p>
11.00-11.30	<p>(44) Christine Preston, Connie Cirkony <u>Our journey towards teaching Indigenous and Western Sciences in Initial Teacher Education</u></p>		<p>(45) Robyn Moloney <u>Harnessing linguistic diversity in schools: creative partnerships</u></p>	<p>(46) Linda Mahony, Sharon Louth <u>Combatting The Teacher Shortage: Permission to Teach (PTT) contracts from periphery to agency</u></p>	
11.30-12.00	<p>(49) Haoran Zheng <u>"This is beneficial for all children": Teaching diversity through picturebooks and partnerships</u></p>		<p>(50) Tracey Sempowicz <u>Preservice teachers' perceived benefits and motivations for undertaking AUSLAN training - Forging essential partnerships for sustainability</u></p>	<p>(76) Helen Watt, Paul W. Richardson <u>Looking ahead, reflecting back: Early career teachers assess their preparedness to teach</u></p>	
12.00-1.00	Lunch sponsored by UniSuper				

Day 2 | 13 July

DAY 2 AFTERNOON CONCURRENT SESSIONS					
1.30-3.00	1.01 ZOOM AEF: Noelene Weatherby-Fell	1.02 ZOOM AEF: Gemma Scarparolo	1.03A ZOOM AEF: Melissa Cain	1.03B ZOOM AEF: Terri Bourke	1.04 ZOOM AEF: Michelle Gorzanelli
1.00-1.30	(32) WORKSHOP Michelle Orcriciano, Stephen Heimans, Takenori Sagara <u>Knowledge groups and teacher educators: discussing the purposes of teacher education in a postgraduation setting</u>	(38) Alex Kostogriz, J. Wilkinson, U. Sharma, D. Bright, R. Fielding, B. Magyar <u>A partnership approach to developing a metric of teacher capabilities to teach in superdiverse classrooms</u>	(55) Susan Ledger, Sue Gregory, Terry Cumming, Wendy Goff, Natasha Rappa, Stefan Schutt <u>Simulation in Initial Teacher Education: A Virtual 'Third Space</u>	(29) SYMPOSIUM Wayne Cotton, William Letts, Matthew Winslade, Susan Ledger, Elena Prieto, Jordan Smith, Kate Ferguson-Patrick, David Roy, Debra Donnelly, Janet Dutton, Kim Wilson, Mikahlia Holmes, Rose Garofano <u>Mid-Career Changers: Transition into and through Initial Teacher Education programs</u>	(42) Stephen Heimans, Dion Rüsselbæk Hansen, Matthew Clarke <u>Notes on a first new standard for de-standardising teacher education</u>
1.30-2.00		(43) James Onukwu, Juliet Teibowei <u>Rethinking Teachers' Role in Partnership for the Future Formation of Blacks Asian and Ethnic Minority (BAME) School Children in London</u>	(59) Jennifer Shand <u>Taking Initial Teacher Education to the World: Collaborative Online Initial Learning</u>		(52) James Davis <u>Teaching Partnership Capabilities in Preservice Teacher Education</u>
2.00-2.30		(48) Ella Wulandari, Julianne Moss, Christine Ure <u>Exploration of Contradictions: A Cultural-Historical Activity Theory Analysis of Teacher Education Partnership in Indonesian Context</u>	(61) Katherine Main, Donna Pendergast, Beryl Exley, Mia O'Brien, Anna Du Plessis <u>A Case Study: Investigating the role of relational capital and reciprocity in an online teacher preparation space</u>		(60) Youmen Chaaban, Hessa Al-Thani <u>Leading professional learning in Higher Education: Partnerships, Challenges and Possibilities</u>
2.30-3.00	Afternoon Tea				
3.00-4.00	PANEL (LEVEL 18) Leading the future of teacher education Chair: Mary Ryan (ACU Executive Dean) 1. Michele Simons (ACDE President) 2. Susan Ledger (HOS - Newcastle University) 3. Amanda Gutierrez (Course Coordinator - ACU University) 4. Joanna Barbousas (Dean of Education - La Trobe University)				
4.00-5.00	ATEA AGM				
6.00-9.00	CONFERENCE DINNER & AWARDS PRESENTATION (Tickets must be pre-purchased at time of registration)				

Day 3 | 14 July

8.45-9.00	Intro and Housekeeping				
9.00-10.00	<p>KEYNOTE: PROFESSOR SIMONE WHITE (LEVEL 18) Disrupting the teacher education partnership landscape: Examining tensions in new times</p> <p>This keynote presentation offers a number of partnership provocations for the teacher education community to consider. The conference sub-themes are each explored in light of current tensions, challenges and opportunities. Alternative ways of thinking about partnerships are offered as a way to enable a sustainable and resilient teacher workforce for the future.</p> <p>Introduced by Noelene Weatherby-Fell</p>				
10.00-11.30	Morning Tea				
10.30-12.30	DAY 3 MORNING CONCURRENT SESSIONS				
	<p>1.01 ZOOM AEF: Gemma Scarparolo</p>	<p>1.02 ZOOM AEF: James Davis</p>	<p>1.03A ZOOM AEF: Chrissy Monteleone</p>	<p>1.03B ZOOM AEF: Melissa Cain</p>	<p>1.04 ZOOM AEF: Jennifer Clifton</p>
10.30-11.00	<p>(62) Gemma Scarparolo, T. Chamlin, K. Glasby <u>Family-school partnerships, the educative process, and pre-service teachers: a systematic literature review</u></p>	<p>(63) Keith Heggart, Steven Kolber <u>#edureading: an innovative international partnership between teachers and teacher educators</u></p>	<p>(69) WORKSHOP Michelle Gorzanelli, Chrissy Monteleone, Monica Wong, Amanda Isac, Cathy Lembke, Matthew Winslade, Anne McLeod <u>The Initial Teacher Education feedback reports: A framework to standardise quality and impact</u></p>	<p>(70) SYMPOSIUM Megan Adams, Rosie Welch, Geraldine Burke, Elizabeth Tudball, Nikki Browne, Karan Kent, Kylie Colemane, Laura Alfrey, Aislinn Lalor, Keith Hill, Blake Cutler, Louise Jenkins, Richard Pringle. <u>Inclusive partnerships: Exploring international, national, local, cross-disciplinary and cross-cultural learning</u></p>	<p>(71) Chris Morrissey, Emily Hills <u>School-based Teaching Clinics: An Innovative Approach to developing classroom readiness</u></p>
11.00-11.30	<p>(72) Murni Sianturi, Jung-Sook Lee, Therese M. Cumming <u>Shifting the belief of the “hard-to-reach parents” to “reachable parents”: Parent-teacher collaboration within schools in a post-colonial country</u></p>	<p>(68) Jana Visnovska, Jose Luis Cortina <u>Making better teaching possible through partnering to design resources for teaching</u></p>			<p>(74) Rachel Duke, Leah Camarsh, Andrea de Carvalho, Tosca Galluzzo <u>Lightening Talk - Master Teachers, Instructional Specialists and Teachers: an innovative partnership model</u></p>
11.30-12.00	<p>(75) Suxiang (Susan) Yu <u>Exploring Research-Practice Partnership with Families: An Autoethnographic Case Study of Conducting A Remote Educational Experiment of Conceptual PlayWorld with Infants-Toddlers in Family Settings</u></p>	<p>(73) Matthew Brown <u>Microcredentialing: Alternate Postgraduate Professional Learning Pathways and Partnerships</u></p>			<p>(77) Joshua Bryers, Adam Hendry, Dr Daniel Bateman <u>Lightening Talk - Community Partnerships Promoting Engagement in STEM</u></p>

Day 3 | 14 July

	1.01 ZOOM AEF: Gemma Scarparolo	1.02 ZOOM AEF: James Davis	1.03A ZOOM AEF: Chrissy Monteleone	1.03B ZOOM AEF: Melissa Cain	1.04 ZOOM AEF: Jennifer Clifton
12.00–1.00	<p>LUNCH – BOOK LAUNCH Presented by Springer ‘Work-Integrated Learning Case Studies in Teacher Education - Epistemic Reflexivity’ Host: Chrissy Monteleone Authors:</p> <ol style="list-style-type: none"> 1. Cynthia Wearne 2. Jill Buckley 3. Tony Loughland 4. Matthew Winslade 				
DAY 3 AFTERNOON					
1.00-2.30	<p>PANEL (LEVEL 18) Creating authentic nexus between universities, schools and systems (and/or industry) Chair: Terri Bourke (ATEA President)</p> <ol style="list-style-type: none"> 1. Craig Petersen (President of NSW Secondary Schools Principals Council) 2. Karon Bool (Talent Attraction - QLD Catholic Education) 3. Carmela Giamboi (DoE) 4. Siobhan Rice (student perspective) 5. Angelina Ambrosetti (Rural/Remote Professional Experience - CQU) 				
2.30-2.45	CONFERENCE CLOSING ADDRESS				

PRESENTERS' GUIDE

Thanks so much for presenting at ATEA2023 and sharing your knowledge and expertise with our delegates. We have put together this short guide to support you on the day.

Each room will have an allocated Session Facilitator who will be wearing a FACILITATOR lanyard.

The Room Facilitator:

- can assist you with set-up.
- will give you a brief (1 min) introduction.
- will let you know when you need to wrap up your presentation.

All sessions are 30 mins and will run back-to-back. To ensure that the schedule runs to time:

Please arrive at your allocated room 5 minutes before the scheduled start time, to introduce yourself to the Room Facilitator and set up your presentation

Please finish your session at the 25-minute mark to enable the next Presenter to set up and for Delegates to move to their next session

Remember to take your USB when you leave!

Each room is set up with the following:

- A computer with USB ports
- A lapel mic
- A lectern
- A projector screen
- Hand sanitiser
- Sanitiser wipes

What to bring

Your presentation on a USB or with quick cloud access

ABSTRACTS

AMANDA STEVENSON, DR TEE SCHOFIELD, ANISHA GHANI

EMBRACING PARTNERSHIPS: LEADING THE FUTURE OF TEACHING, LEARNING AND RESEARCH THROUGH THE AUSTRALIAN TEACHER WORKFORCE DATA INITIATIVE

The Australian Teacher Workforce Data (ATWD) initiative is a national initiative delivering comprehensive national data on the teaching profession by linking initial teacher education (ITE) data with teacher workforce data across Australia. It provides a comprehensive picture of Australia's teaching workforce, from ITE through all stages of the teacher career, across all states, territories, and school sectors.

The ATWD provides nationally consistent data on both the size and characteristics of teacher supply through ITE and in the teacher workforce that is useful at both a national lens, across the teaching workforce as a whole, and also at the employer and ITE provider level – enabling workforce planning both holistically and within employer markets. It provides crucial information on ITE and teacher workforce characteristics, including size and characteristics of ITE supply, workforce demographics, employment characteristics, workforce experiences and career intentions. It identifies critical workforce issues and factors that influence teacher careers in Australia, and by providing data and analyses, it supports workforce modelling and planning to help address these issues.

The ATWD has harnessed national commitment from all State and Territory Ministers, national partnership across states, territories, sectors and jurisdictions and national input through collaboration with users of the data to provide an ongoing, longitudinal and evolving, state of the art digital data resource that will underpin evidence-based planning across the education sector into the future.

A national initiative such as the ATWD could not have been successfully implemented or achieved national impact without building extensive partnerships through governance, collaboration and consultation. The ATWD was established

through extensive collaboration and critical national partnerships with funding providers (Commonwealth, state, and territory governments), data providers (teacher regulatory authorities and the Commonwealth Government), and other critical stakeholders such as the Catholic and independent sectors and ITE providers. It is underpinned by a governance model that reaches out nationally and includes both data sources and data users. The technical delivery is achieved through ongoing partnerships with regulatory authorities, ITE providers and the Australian Institute for Health and Welfare.

Most critically, through the ATWD Teacher Survey, the ATWD is partnering with teachers and school leaders to provide 'teacher voice' in the ATWD, and advocate for effective change to support the profession.

The ATWD partnership model is a successful model of national cooperation for impact and offers a robust framework from which to ensure flexibility in the provision of data that is ongoingly adaptive and fit for purpose for future policy and planning needs. As such it will build sustainability through relevance to the profession, ongoing stakeholder feedback and adaptation for workforce planning and policy development nationally.

This presentation will present the purpose, implementation and learnings from the ATWD partnership model presenting the impact to date through digital data access, flexibility of the model to adapt to changes and challenges under the new National Teacher Workforce Action Plan and the plan to leverage the model to achieve sustainability through ongoing collaboration, feedback and relevance to teachers, ITE providers and employers.

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JULIO EMILIO DINIZ-PEREIRA

EMBRACING PARTNERSHIPS AMONGST UNIVERSITIES, SCHOOLS, AND COMMUNITIES IN TEACHER EDUCATION: A SCOPING REVIEW

The research focus or problem:

The purpose of this paper is to share the results of a scoping review about the theme "universities, schools, and communities in teacher education." Through this literature review, I discuss whether this theme opens a new line of research in the field of Education. One of the focuses of this "new" research topic is to understand how knowledge about the communities surrounding the schools and knowledge built within these communities contribute, if they really contribute, to the preparation of future schoolteachers.

The conceptual framework informing the research:

For discussing this theme, I have used the concept of dialogue developed by the Brazilian educator, Paulo Freire. According to Freire (1970), for getting involved in authentic dialogue, first, we need to acknowledge "the other" as a legitimate subject – in terms of this research topic, it means to acknowledge members of the communities as active subjects who also play an important role in the preparation of new teachers. Second, this Freirean concept has an epistemological implication as well. Through authentic dialogue among university teacher educators, pre-service teachers, mentor teachers, and community leaders, a new type of knowledge might be developed through a collective understanding about teaching and teacher education.

Research methods, including ethics:

Scoping reviews are useful for summarizing and mapping a field in the literature that might not be comprehensively reviewed yet. Unlike systematic reviews, scoping reviews do

not aim to evaluate the quality of the studies selected (Grant & Booth, 2009). The methodological approach followed the five-step framework for conducting scoping reviews originally developed by Arksey & O'Malley (2005): 1. Identifying the research question(s); 2. Identifying relevant studies; 3. Study selection; 4. Charting the data; 5. Collating, summarizing, and reporting the results. I searched six databases: EBSCO, ERIC, Google Scholar, IBSS, Scielo, Scopus, and Web of Science. I also used a snowballing search strategy through checking the references of each paper selected to this review. It has been included papers published in English in the last fifteen years (from 2008 to 2022). The data analysis was developed through full-text reading and the development of descriptive codes that were later clustered in primary themes that emerged from the data. These themes were revised through a new full-text reading and redefined into the final sets of themes (Dazza et al., 2021).

Key insights or findings, and implications:

105 papers published in English between 2008 and 2022 were selected for this scoping review. The concepts of community and partnership were either taken for granted or deeply discussed in these papers. Reciprocity, trust, and mutual benefit were the main ideas highlighted by these papers for the establishment of partnerships amongst universities, schools, and communities in teacher education. Most of the publications stressed out not only the possibilities but also the challenges for engaging communities in teacher education. Research points to enormous potential in the development of this theme in the field of research on teacher education and in the practice of preparing new teachers.

DR SUSAN CALDIS, ASSOC PROF MICHAEL CAVANAGH, PROF MARY RYAN

SOCIAL LABS AS AN EMERGENT, ENABLING STRUCTURE OF SUPPORT FOR TEACHER EDUCATION STUDENTS AS THEY TRANSITIONED INTO THE TEACHING PROFESSION.

The need for formalised structures to support pre-service teachers and early-career teachers as they transition into the teaching profession is well documented in the literature. However, teacher education students' perspectives of transitioning to the profession and how their identity, agency and practice develop during this time should inform the

design and implementation of these structures. School-university partnerships are a known example of support but the inclusion of professional associations in these partnerships is less understood. Moreover, the experience of transitioning into the profession and role of support structures is under-researched in an Australian geography education context

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which situates the current study. To understand teacher education students' perspectives of transitioning into the teaching profession, a theoretical frame of reflexivity and a conceptual framing of pedagogy and reflection were used in this qualitative longitudinal study. Reflexivity theory was used to understand how teacher education students identified, considered, and acted upon the emergent properties of personal values and beliefs, existing structures, and cultures of people, time and place which either enabled or constrained their practice. To understand how pedagogical practice in the secondary geography classroom was enacted and enabled or constrained, we used the nine professional teaching standards for geography. This study was approved by the University Human Research Ethics Committee (approval no. 5201937236998). Informed consent occurred at the beginning of each research phase where participants were reminded in writing and verbally about the aims of the study and assured of their right to withdraw at any time without reason. Participants were five aspiring secondary geography teachers who during the three phases of research, journeyed from their final year of study in an initial teacher education program to the end of their first year of teaching. Data were generated over an 18-month timeframe, through semi-structured interviews and

a series of written and dialogic activities in three social labs. Activities in the social labs were designed around an explicit theory-practice reflection approach and conceptualised around a recurring question. Data were analysed deductively in response to the theoretical and conceptual frameworks. We discovered the teacher education students characterised their transition into the profession into three themes: teaching out-of-field, an overwhelming workload, and a lack of formalised support structures. In this paper, we report our findings about how the regular conduct of social labs emerged as a support structure to enable the teacher education students to develop agency about self and subject, to manage the complexities of transitioning into the teaching profession and transform their practice. We argue the dialogic relational space of social labs, together with regular and purposeful opportunities for participants to discuss subject, self and practice acted as a bridge between schools and universities to provide a structure of support during at time of transition into the teaching profession. We also argue there is potential for an innovative partnership model to arise which includes scope for involvement of a professional association and can have adapted uptake to support pre-service geography teachers who are transitioning into the teaching profession and their early-career years.

DR JUSTINE GROGAN

MOVING ACROSS THE CULTURAL COMPETENCY CONTINUUM TOWARD RESPONSIVENESS IN INITIAL TEACHER EDUCATION

Over the last four years, the Australian Institute for Teaching and School Leadership (AITSL) has had the privilege of facilitating work to explore Indigenous Cultural Competency in the Australian teaching workforce. This important work brings together findings from the extensive research and consultation effort that has taken place as part of this project. Consultation was conducted in all States and Territories with a national sample of the profession. The sample included systems and sectors, State and Commonwealth Government agencies, Aboriginal education consultative groups, Indigenous Education experts, teachers, school leaders and professional associations. Consultation was wide-ranging to capture the diversity of stakeholders that make up the teaching workforce. It is clear that teachers must do more than simply know and deliver Aboriginal and Torres Strait Islander cultural content. AITSL's recently released self-reflection toolkit was developed to provide teachers, and educators of pre-service teachers with a foundational tool

to enhance culturally responsive practice. The toolkit also serves as the starting point for conversations among teacher educators and students to begin this process.

In Initial Teacher Education (ITE) courses, pre-service teachers frequently learn, unlearn, and relearn to improve their pedagogical practice. AITSL's self-reflection toolkit aims to assist prospective teachers become more aware of their own cultural biases and prejudices and learn strategies to address these. Thereby creating a more inclusive classroom environment, and to avoid unintentionally alienating students from different cultural backgrounds. Educators of pre-service teachers take responsibility for preparing the teacher workforce to work in today's diverse classrooms. Teachers who are culturally responsive are also more likely to recognise and address cultural bias and discrimination in the classroom.

The aim of the self-reflection toolkit is to provide the Australian

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teaching workforce with the necessary resources and tools to create encouraging and supportive environments for Aboriginal and Torres Strait Islander students and staff and increase cultural safety in Australian schools. The toolkit has embedded five essential elements of culturally responsive teaching, these include Personal Identity, Aboriginal and Torres Strait Islander histories and living cultures, Pedagogical practice, Relational practice and Professional learning. It has been designed to support the development of ITE programs so that pre-service teachers can be better prepared to

meet focus areas 1.4 and 2.4 of the Australian Professional Standards for Teachers at the Graduate level.

We argue that the self-reflection toolkit is an effective learning material in ITE programs that helps further the higher education agenda for a more culturally ready workforce. The toolkit will assist pre-service teachers in moving across the cultural competency continuum toward responsiveness and create a more inclusive and equitable education system for all students.

REECE MILLS, TERRI BOURKE, SIMONE WHITE, MARTIN MILLS, LISA VAN LEENT

INTERROGATING REPRESENTATIONS OF THE TEACHER SHORTAGE CRISIS: ANALYSIS OF POLICY RESPONSES FROM ENGLAND AND AUSTRALIA

Teacher attraction and retention is a global issue that is proving to be an intractable and accelerating problem, leaving many schools grappling with a teacher shortage crisis. However, teacher shortages are often more common in high-needs contexts such as hard-to-staff locations and subjects and as such the crisis is not equally distributed. This paper reports on a policy study that aimed to analyse documents from England and Australia related to teacher attraction/retention/shortages and hard-to-staff locations and subjects to gain an understanding of the global teacher shortages landscape. Using a Bacchi inspired method based on what is

the problem represented to be approach, this transnational study answered the research question: What problems and solutions to teacher shortages are represented in various (inter)national policy texts? Documents were critically examined to ascertain how the crisis has been framed and the strategies and partnerships that are suggested as solutions. Findings contribute to global and national debates on teacher shortages to inform effective policy responses, initiatives, and support mechanisms to reduce teacher attrition in schools that serve the most marginalised students.

CHING TING TANY (TANY) KWEE, HOA NGUYEN, SALLY BAKER

ENHANCING IMMIGRANT TEACHERS' CAREER ADVANCEMENT: A QUALITATIVE STUDY ON THE BENEFITS OF PARTNERSHIP WITH LOCAL COMMUNITIES

Australia is facing a shortage of teachers due to a combination of factors, including an aging workforce and retirement. Like other OECD countries, the sustainability of the teaching workforce has become a concern. Immigrant teachers have been identified as a potential solution to address this issue. However, they often face obstacles in building positive relationships and may encounter scepticism towards their professionalism from parents and students due to their immigrant status. Although emotional and social support from the community has been identified as a potential solution, there is still a gap in knowledge regarding effective partnership formation to address the career challenges faced by immigrant teachers.

This qualitative study seeks to address the gap in research on the formation of partnerships between immigrant teachers and local communities to overcome career hurdles and its impact on their career advancement. The study is guided by two research questions: (1) how immigrant teachers experience their partnership with the local community, and (2) what benefits result from their partnership with the local community for the career progression of immigrant teachers. Employing the Social Cognitive Career Theory (SCCT) and a longitudinal Interpretative Phenomenological Analysis (IPA), the researchers explore how the partnership between immigrant teachers and the local community enhances their self-efficacy, outcome expectations, and career goal attainments.

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The researchers selected a sample of eight in-service immigrant teachers from various ethnic backgrounds with different levels of teaching experience in New South Wales, Australia. Three online semi-structured interviews were conducted with each participant over a period of 18 months, and artefacts such as social media posts, videos, and photographs were shared by participants to gain insight into their experiences, decision-making processes, and mental representations. The immigrant teachers' confidence, capabilities, and career outcome expectations were investigated, alongside their experiences of participating in various activities and events, such as volunteering, organizing and attending community events, and providing support to families needing additional resources for their children's learning. Data analysis was conducted through open and axial coding, and two themes and four subthemes emerged from the findings: improving awareness of the differences

between parental roles and parenting approaches in Australia and participants' home countries, deepening understanding of cultural assumptions surrounding student and teacher responsibilities, enhancing communication between immigrant teachers and the community, and improving the image of immigrant teachers within the broader social context.

The findings of this study offer recommendations for enhancing the retention and professional development of immigrant teachers by showcasing the potential of partnerships between immigrant teachers and the local community to aid in overcoming career hurdles. The study also has implications for developing practices that can facilitate effective partnerships between immigrant teachers and the local community, thereby fostering mutual benefits for both parties in today's culturally diverse society.

CATHERINE CHALLEN, DAISY SHARROCK

IN-SERVICE TEACHER EDUCATION: A PARTNERSHIP MODEL FOR TEACHING INQUIRY SKILLS TO ADDRESS PROBLEMS OF PRACTICE

The shutdown of public schools amid the COVID-19 epidemic necessitated a transformation in teaching and learning in California's public schools to facilitate the transition to remote learning. This paper presents the initial impact of an authentic research-practitioner partnership based on existing Network for School Improvement models. In this participatory action research study, teachers in 16 public middle schools across Southern California conducted continuous improvement cycles of inquiry with researchers from the High Tech High Graduate School of Education (HTH GSE) to improve student learning conditions and to build their own capacity for continuous improvement.

Continuous improvement (CI), is well-established in manufacturing and healthcare but has only recently emerged in education to improve instruction, student well-being and student achievement in schools. CI addresses three fundamental questions: What are we trying to achieve? What might we test to achieve our aim? How will we know that what we tested resulted in an improvement and for whom? In a Network model, researchers aggregate data from multiple teachers and schools, identify trends and share learning broadly, amplifying the progress of individual innovators. Researchers in this partnership facilitated online professional learning (PL) sessions, where school teams reviewed their data to determine an aim and monitor progress, and were introduced to CI methods of inquiry and

evidence-based change ideas to test. In between PL sessions, teachers tested theories and gathered data using a Plan-Do-Study-Act (PDSA) approach. Progress was measured by students' perceptions of six learning conditions (LC) that have been shown to promote more equitable social, emotional, and/or academic outcomes: Affirming Identity, Teacher Caring, Classroom Belonging, Meaningful Work, Feedback for Growth and Student Voice. Teacher capacity for continuous improvement was measured using teacher feedback surveys.

After one semester, the mean percentage of students in the Network with a strong sense of belonging increased from 28% to 38% ($p < 0.05$). This highlights two things: firstly, students' sense of belonging during remote learning was incredibly low, and secondly, improvements were possible despite challenging circumstances. The percentage of students receiving Feedback for Growth and having a sense of Student Voice also increased. Importantly, teachers in the Network developed agency for the work - 90% of them felt confident their team would achieve its aim and 92% felt confident using CI techniques to get there.

The partnership is a model for in-service teacher education through collaborative inquiry. Teachers adopted inquiry dispositions and built capacity to address problems of practice as. The usefulness of this partnership model during a crisis suggests that it could have more broad applicability in education improvement.

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APRIL EDWARDS, HYEJEONG AHN

SUBVERTING THE EXCLUSIONARY: HOW PROMOTING AND IMPLEMENTING INCLUSIVE PRACTICES IN TEACHER EDUCATION RESEARCH SHIFTS DICHOTOMOUS NARRATIVES AND CLASSROOM PRACTICES.

Initial Teacher Education practitioners understand the crucial role they play in supporting pre-service teachers to feel confident and equipped to work with culturally and linguistically diverse students (Rowan et.al. 2019). It has been observed that pre-service teachers can hold negative dispositions towards diversity (Cruz & Patterson, 2005); biases that potentially impact on their ability to teach inclusively. To address this issue, research using Bourdieu's (1977) thinking framework of "habitus" has been employed to examine ways to shift negative biases or attitudes (Mills, 2008; Mills & Ballantyne, 2008). Teacher educators' positionings and practices have also been considered in activity design (Brownlee, 2021; Rowan et al., 2021). However, an implicit assumption is that such cohorts have little knowledge of diversity. In a globalized tertiary sector composed of diverse language speakers (Hayek & Mullen, 2022; OECD, 2021), such a deficit discourse fails to account for the rich language and literacy practices of contemporary staff and students, thereby limiting the transformative potential of learning experiences.

This small-scale project interrogated the experiences of four tutors after having taught two collaborative classroom activities. They were consulted on the design of the activities and encouraged to share their own experiences with students in the teaching of them. The two activities were undertaken with 418 students across 13 tutorials and consisted of:

A language learning timeline - students were asked to create, share and reflect on an identity text in the form of a personalized language learning timeline.

A collaborative reading activity - students collaboratively read words and images.

Post teaching, four individual semi-structured staff interviews were conducted to engage staff in a shared understanding of the effectiveness of the activities.

Data was analyzed into two categories: staff experiences and staff reporting of student experiences. Data was thematically mapped against Matsuo and Nagata's (2020) experiential checklist of i) expected and unexpected experiences; ii) the management of emotions; iii) reflective analysis; iv) abstract conceptualization; v) unlearning and vi) active experimentation as a means to examine the complex psychological and sociocultural processes that manifest in the design and enactment of classroom learning experiences (Seaman, Brown, & Quay, 2017).

Findings suggest that in the enactment of the activities and reflections, a positive validation of staff members' diverse identities was achieved. It was also acknowledged that these experiences positively changed their own teacher practices to be more inclusive, demonstrating a shift in their pedagogical habitus. However, despite visible classroom moments being identified in terms of shifts in deficit discourses, it was claimed that the activities generated unintended feelings of discomfort and isolation for some students.

This presentation outlines the increased benefits of shifting social classroom conditions, by working through collaborative teaching and research processes with a range of culturally and linguistically diverse staff. This allows teacher educators to think more inclusively and critically about how to design and enact cultural and linguistic diversity education. Furthermore, it inspires a rethinking about how to engage with Bourdieu's (1977) thinking framework in such a culturally rich social field.

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ROBYN BRANDENBURG, ELLEN LARSEN, ALYSON SIMPSON, RICHARD SALLIS

I LEFT THE TEACHING PROFESSION ... AND THIS IS WHAT I AM DOING NOW": A NATIONAL STUDY

Teaching as a profession is experiencing an unprecedented crisis. Work intensification, work conditions, and a lack of support for those at the coalface of education in our schools has left teachers feeling overwhelmed and largely undervalued and underappreciated. Consequently, Australia is experiencing a critical teacher shortage, and policymakers and politicians are scrambling to find solutions. This presentation reports on a national study conducted from November 2022 to February 2023 (Ethics approval: 2022-171) that aimed to better understand what drives teachers to leave the profession. While a significant body of research has addressed teachers' intentions to leave, this study drew on the voices of 255 Australian ex-teachers via an online survey, to understand the reasons behind their decision to take that final significant step and exit the profession. Using descriptive statistical and thematic analysis, findings elucidated where

these ex-teachers are now, in a bid to determine how, where, or if, their skills, expertise and knowledge are being used.

The overall findings capture a complex conceptualisation of teacher attrition that will inform future policy and practice. Teachers with a diverse range of experience are choosing to leave the profession and their reasons for leaving are multi-faceted and oftentimes, cumulative in nature. The ultimate decision to leave is having a profound effect on many of these teachers, including impacts on their health and well-being. Interestingly, many teachers who have left teaching, remain connected to education. This research will inform education stakeholders in Australia including Government, Departments of Education, Principals, teachers, Initial Teacher Education Program and Curriculum designers and teacher educators and inform workforce planning

GUANGLUN MICHAEL MU, DANIELLE GORDON, JIALI XU, ANNETTA CAYAS, SAMUEL AGABA

LIBERATIONS AND LIMITATIONS OF PARTNERSHIPS AMONG FAMILIES, SCHOOLS, AND UNIVERSITIES

Strong partnerships between schools, families and universities (PFSU) must be embraced to promote educational equity and improve teacher education. The past three decades has seen a growing body of literature examining PFSU. This paper presents a systematic literature review of the emergent field. The review, consisting of 24 articles, teases out the benefits of partnerships not only to their participants but also to the broader communities, with the goal of nurturing future generations – children and young people. The authorial team came together during a forum between Queensland University of Technology in Australia, Beijing Normal University in China and University of Calgary in Canada. Collaboratively we undertook this review through a combination of the contractual and authorial approach. The contractual approach applied the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to guide the 'standard', systematic procedure of review. The authorial approach enabled us to apply our collective and complementary expertise in the analysis and interpretation of the reviewed studies. In this vein, we draw on Bourdieu's sociology as the conceptual framework to grapple with structural forces and power imbalances behind PFSU. Our authorial approach therefore provides

a sociological response to extant literature on PFSU, which is generally theoretically light. Analysing the literature unearthed two key agendas of extant PFSU research, namely teacher education and social justice. The former addresses the tensions between the widely recognised importance of family-school relations to children's education and the dearth of training that teachers receive to support such relations. The latter addresses the interests of disadvantaged families and students such as those coming from a racial, cultural, and/or linguistic minority background as well as those with a disability or a low socioeconomic status. While PFSU has a strong social justice leaning and aims to enhance teacher education, an epistemological vigilance is in order here. When enculturating the dominated into the dominant culture PFSU, there is a danger of committing benevolent classism, racism, ableism, and languagism. Working through a Bourdieusian sociological lens, we can reveal both the liberations and the limitations of current PFSU. From there, we conclude our review with recommendations for PFSU practice and implications for future PFSU research. As none of the 24 studies included in our review was conducted in an Australian context, we consider our paper as an invitation to engage teacher

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TESS RENDOTH

DISPATCHES FROM... TURNING EARLY CAREER GRADUATES INTO FIELD REPORTERS TO INCREASE FINAL YEAR STUDENT PREPAREDNESS.

Dispatches From... is a pilot codesign project between UoN School of Education staff and graduates from the past 5 years of the Inclusive and Special Education (ISE) specialisation program. This project saw a co-design process that included over 20 former graduates and staff to develop and implement a series of videos, guest lectures and information sessions, as well as online Q+A environments and mentoring relationships to support current students in their understanding and awareness of the ISE field of practice. Dispatches from... turns early career teachers into correspondents from the field, enabling students to access context-specific and up-to-date insights into the realities of their profession, and best activate their learning.

Dispatches From... is a project that intends to address several key challenges that were consistently emerging from discussions with former and current students, findings within research, and reflected in more broad studies of professional transition and retention through the early years of teaching. Although this project is conducted in the context of one ISE specialisation pathway, the majority of these themes are consistent in all ITE contexts. T

These challenges related significantly to the need for innovation in Work Integrated Learning thinking and doing, and included the "shock and awe" transition experiences of first-year out teachers; the clarity about how to "activate" theoretical knowledge in a practical environment; and the hit-and-miss collegiate/mentoring communities that students (and EC teachers) have access to.

Specific challenges related to the context of ISE also included the diversity of placement locations students could enter and preparing them for that; and that most students in the ISE pathway had never experienced alternative or more specific learning interventions themselves, so their capacity to realistically predict and apply how to best fit their coursework knowledge into their professional practice schema was limited. From looking at the initial results and feedback, Dispatches from... has had a positive impact that has been felt by students, early career teachers, and UoN teaching staff alike. Since Dispatches from... was implemented there has been an increase in student satisfaction with courses overall and a decrease in student feedback comments related to theoretical relationships to practice. UoN staff have seen students become more connected to the program, with attendance rates increasing and reporting much higher levels of interconnectedness within the cohort. Some surprisingly unintended positive results are seen with the development of informal professional support networks among the early career teachers themselves. This paper intends to present the results of the pilot period of this project, including a model for co-design based on the application of Asset Based-Community Development (ABCD) practices and restorative communities frameworks. The paper will present key features of this project and highlight the early impacts we are seeing for our students. New partnerships have developed between schools and the University as a result of this project (including both ongoing collaborations as well as specific WIL innovations).

SUSAN LEDGER, BRENDAN BENTLEY, CHAD MORRISON

PROFESSIONAL EXPERIENCE IN AUSTRALIAN ITE - A TEAM EFFORT FOR POLICY, RESEARCH AND PRACTICE

The Australian Council of Deans of Education (ACDE) steering committee for the National Directors of Professional Experience (NADPE) was developed in 2016 after being identified as a key area of Initial Teacher Education (ITE) reform as outlined in the Teacher Education Ministerial Advisory Group (TEMAG) recommendations. Christine Ure (Deakin) the inaugural Chair of NADPE, led a Department of Education and Training (DET) funded grant that explored the status, design and delivery of Australian Professional Experience in Australian ITE at that time. The review of current practices in Australia consisted of 5 studies: mapping

professional experience placements in key ITE programs; identifying models of best practice for partnerships around ProfEx, Preservice teachers' portfolios of evidence; Policy, Funding Arrangements and their impact on University-School Partnerships and practices and Indigenous contexts, ITE and implications for ProfEx (see Ure, Hay, Ledger, Morrison, Sweeney, Szadura, 2018). Since its inception, major policy reform, reviews and ministerial inquiries into ITE have been undertaken. Many with professional experience excluded from the findings. NADPE have been instrumental in pulling together a national voice for professional experience

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during this time and particularly during COVID by changing policy decisions, practices and reactions in response to the pandemic. As the interface between universities and schools, professional experience state jurisdiction teams responded remarkably quickly and effectively to an unheralded scenario of school closures, lost practicum opportunities

and intermittent government regulatory demands. This presentation captures and highlights the creative alternatives, state initiatives, national collaborative endeavours and current research that inform and address the complexity of professional experience in our Australian ITE programs.

JOANNE CASEY, SUE SIMON, SHELLEY DOLE

PLACE CONSCIOUSNESS AND SCHOOL LEADERS' INTENTIONALITY AS PARTNERSHIP IMPERATIVES: SUPPORTING THE RECRUITMENT OF QUALITY GRADUATES IN REGIONAL, RURAL AND REMOTE SCHOOLS

Attracting high quality teachers to regional, rural, and remote locations has been a long standing priority for school communities in Australia. Research has illustrated that innovative initiatives and experiences can change pre-service teachers' attitudes, perspectives and perceptions about regional, rural and remote (RRR) schools. What is less understood is the contribution of school leaders when foregrounding a place consciousness approach to spark pre-service teacher interest in undertaking professional experience placements and possible employment in their RRR schools. Our research questions explored how RRR school leaders' establish partnerships and share knowledge of their context and place as an approach to attract, support and recruit quality pre-service teachers. The theoretical frameworks underpinning the research focus on leadership approaches that identify the complexity of RRR school contexts. Hersey et al.'s (1996) situational leadership theory, Fiedler's (1993) contingency leadership theory, and the essential leadership criteria identified by Fluckiger et al. (2014) framed the research design and analysis. This paper shares findings that identified how Far North Queensland school leaders (high school principals and deputy principals) showcased "their place" with key stakeholders including a metropolitan based Teacher Enhancement Centre (TECE), Higher Education Institutions (HEI), and in particular with pre-service teachers. The peer-supported and partnership-

powered leadership approaches adopted by the cluster of Far North Queensland school leaders provided strategies to develop partnerships with TECE and HEI in order to support the development of pre-service teachers, while concurrently addressing the employment needs of their region. The Far North Queensland school leaders provided insights into how place consciousness, intentional actions and the region's shared philosophy impacted how they approached these partnerships. The school leaders offered pre-service teachers a way to shape their understandings of the distinct culture and context of particular schools and the region. The intentional actions of the school leaders were seen to influence pre-service teachers' experiences prior, during and after a RRR placement, and this had implications for the significant nature of good fit. This study affirmed notions that school leaders understand the significance of partnerships and the valuable connections between RRR pre-service professional experiences and the potentiality for high quality teachers for the long-term. This study also suggests a shift away from traditional human resources recruitment endeavours towards school leaders driving innovative partnerships and multidimensional strategies to attract and retain high quality teachers to Far North Queensland. Implications are drawn in relation to how the school leaders create the partnerships and promote their school place intentionally.

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DR KIM WILSON, DR JANET DUTTON, MIKAHLIA HOLMES, ROSE GAROFANO

THE MID-CAREER TRANSITION TO TEACHING PROGRAM, PARTNERING WITH THE DOE TO SUPPORT ASPIRING TEACHERS AS THEY SHIFT FROM STEM PROFESSIONS TO A CAREER IN TEACHING.

The research focus or problem The teaching profession is facing chronic staffing shortages across Australian states, these shortages are amplified in STEM teaching areas. In response, a state education jurisdiction has established, in partnership with a selection of metropolitan and regional universities a transition to teaching program to support experienced industry professionals to retrain as teachers of mathematics, science or technological and applied studies. Program participants are given a training allowance, a completion bonus, and a guaranteed position in a state public school upon completion of study. Furthermore, participants are provided with support and mentoring to ensure they can meet the demands of teaching. Anonymised University, a partner in the transition to teaching program, has developed an Executive Mentoring Model with a strong focus on student agency, at-point-of-need mentoring and, job resourcing. Underpinning our model is the recognition that second-career teachers are a priori professionals upon entry to the classroom (Beaten & Meeus, 2016; Tigchelaar et al., 2008); however, they may face significant organisation socialisation challenges (Watters & Diezmann, 2013). Research indicates that job resources are more likely to facilitate positive work engagement (Bakker and Demeouti 2008, Bakker et al., 2014, Christian et al., 2011) and that work engagement is a useful pathway for successful and sustained organisational socialisation (Sak & Gruman, 2018). The Executive Mentoring Model addresses Beaten and Meeus' (2016) call for ITE programs to 'provide intensive mentoring support' and resources at the earliest. Conceptual framework informing the research Our conceptual frame is informed

by Hobfoll's (2001) Conservation of Resources (COR) theory that argues failure 'to gain sufficient resources following significant resource investment' is stress inducing (Hobfall, p. 342, 2001). Hence, to reduce stressors we are guided by the Jobs Demand-Resources (JD-R) model that identifies the provision of job resources as positively influencing worker's assimilation into an organisation (Saks & Gruman, 2018). Our research is investigating whether high-quality job resources (incl. intensive mentoring) affect successful and sustained transition to teaching. The research may also highlight moderator variables affecting mid-career transition to teaching. Research methods including ethics Our research seeks to contribute to the field of scholarship by investigating the relationship between the provision of job resources and mid-career teachers' engagement in professional practice in the short and longer term. We are also interested in the in-school experiences of mid-career teachers prior to in-service. Data collection instruments employed in this qualitative Ethics approved research study (Project ID 11231) include social labs, interviews, and focus groups. Participants have been recruited from the transition to teaching program, teacher education academics and mentors, and in-school supervisors and mentors. Key insights or findings and implications Key insights reported from Year 1 of the program indicate the pivotal role of profession connected mentoring for participant's ongoing commitment to transition. Moderator variables have been identified and findings indicate the need for further investigation into profession connected coursework.

DEBORAH HECK, DION RÜSSELBÆK HANSEN, PAUL MCFLYNN AND ELAINE SHARPLING

EXPLORING THE VALUE OF 'NEGATIVE UNIVERSITY' TO THEORISE OECD PERSPECTIVES ON TEACHER EDUCATION PARTNERSHIP

The OECD is a key influencer on international policy and practice regarding initial teacher-education partnerships through suggestions such as "Strong partnerships would go beyond regular discussions between schools and tertiary institutions on operational issues such as practical training placements" OECD (2019b, p. 17). Teacher education partnerships between schools and teacher education have been interpreted in the literature as serving various purposes, including preservice teacher education placements,

professional development for teachers and teacher educators and the opportunity to develop research (Green et al., 2020). However, Green et al. also assert that partnerships are often identified as the solution to the ubiquitous theory-practice divide. The theory or intellectual domain of knowledge being typically located in the university, and the experiential practical and professional skills of teaching being typically located in the school. But this divide between theory and practice is rarely questioned as it is assumed, for

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example, by politicians and policymakers to be a universal problem in teacher education. We can assert that the theory practice binary does not help explore the negative universal space at the site of practice – in the classroom.

In this paper, teacher education researchers from Australia, Denmark, Wales and Northern Ireland critically analyse the place of partnerships expressed as positive forms of universalism in teacher education. We argue for recognising negative universality as a space and source of teacher agency and autonomy. A key player in influencing particular universal goals around education is the Organisation for Economic Co-operation and Development (OECD). Hence, this paper examined key documents from the OECD Education Directorate to examine how partnerships are viewed (OECD, 2019a, 2019b, 2022). Our analysis identifies that the OECD is premised on universal neoliberal and

utopian ambitions focusing on positive views of universalism. We examine an alternative perspective and take inspiration from Ilan Kapoor & Zahi Zalloua (2022ab) and Todd McGowan (2020); our theoretical frame engages with the concept of negative universality – the idea that the actual universal sits at the points of social structure failure, absence and exclusion and not in the false claim of neutrality, unity and inclusion offered by positive universalism. In other words, we are united by the very different and unique things that are 'lacking' in the offer of positive universalism. We will elaborate on how negative universality can be understood and how it can be used to reveal the ideological fantasies attached to abstract and common forms of universalism in the context of partnerships in teacher education. Fantasies that come with many promises about improvement, quality and order and require teacher educator examination, reflection, and agency.

DR LORETTA BOWSHALL-FREEMAN

INITIAL TEACHER EDUCATION: INITIATIVES IN THREE AUSTRALIAN STATES

The efficacy of teacher education has been under a review spotlight for well over four decades and has increasingly become subordinate to business paradigms. In Australia, many reviews critique initial teacher education (ITE) as inadequate and in need of change. Repeatedly, recommended partial solutions continue to be implemented; however, it can be considered that these actions continue to fuel enduring arguments and create tensions in embracing partnerships with ITE. The entire education profession has been impacted upon and pressure continues to build in meeting political and business objectives. These pressures have particularly impacted the professional experience placement. As such, a need arose for me to undertake research, with a particular focus on the professional experience placement; an aspect of ITE that is considered to carry continued importance and directly establishes partnerships with the teaching profession and the broader community. Upon completion of a literature review focussing on teacher education inquiries relevant to this issue, the review established three re-occurring themes; scientific management, teacher quality, and pressures with the professional experience placement. Developed

understandings led to a two-part research purpose; investigating implications and outcomes of the Australian Commonwealth Government's increased involvement in ITE and secondly, whether changes in recent years to ITE, with a focus on the professional experience placement, were real change or solely policy change. Therefore, a three-fold triangulated approach for the research data and analysis was decided upon. Three sets of data were utilised; official documents regarding ITE initiatives, academics published views on the professional experience placement and ITE reforms, and in-depth interviews with leaders in ITE, approved through university Human Resources Ethics Committee and permission from the interview participants, themselves. A qualitative methodology applied to policy research was used, inclusive of Multiple Triangulation, Critical Discourse Analysis, and Framework Analysis. The methodology was considered suitable in order to thoroughly explore and understand the diversity of policy issues pertaining to ITE. Collectively, the methodology and sets of data identified that ITE academics' vision of teacher-quality was not in-line with the way in which the phenomenon of teacher-quality was being used by the Australian Commonwealth Government.

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LORRAINE GAUNT, ERIN WEATHERBY, MATTHEW WINSLADE

EXPLORATION OF AN INNOVATIVE PROFESSIONAL DEVELOPMENT PARTNERSHIP MODEL BETWEEN A REGIONAL UNIVERSITY AND A LOCAL SCHOOL: TEACHERS AND PRE-SERVICE TEACHERS IN COLLABORATIVE PD SESSIONS

Currently, limited research exists that examines pre-service teachers' and supervising teachers' experiences of shared professional development and the relationship that exists with the host university from an Australian perspective and more specifically from a regional perspective. This is significant given that in order to be a sustainable entity, a regional institution relies on positive relationships with the local community. This project investigates school and university participants' perceptions of the benefits, challenges and supportive factors related to their involvement in a shared professional development partnership between a regional university and a local school.

Research suggests that the university-school partnership is a significant aspect for teacher education students' professional and individual development (Butler-Mader et al., 2006; Lawson et al., 2015). Additionally, BOSTES (2015) suggested that best practice professional experience should include a focus on professional development, effective information and communication, a professional commitment, clear expectations, fair and ethical practice, and sound professional judgement. It is important for both supervising teachers and university-based teacher educators to develop a shared understanding of the expectations of student participation in professional experience. With the difficulties in staffing and retaining experienced teaching staff in regional schools (Burke, & Buchanan., 2022), this has implications for the readiness of practicing teachers to provide appropriate mentoring support to pre-service teachers.

Following Breakspear's (2021) Teaching Sprints framework, the school delivers professional sessions incorporating reflective practice both for practicing teachers and pre-service teachers attending placements in the final two years of study. Opportunities for collaborative reflection are provided for pre-service teachers and their mentors as part of the program.

The effectiveness of the professional development sessions are investigated following Guskey's (2000) guidelines for evaluating teacher professional development. These guidelines provide five levels of evaluation, the participant's reactions, the participant's learning, organisation support and change, participant's use of new knowledge and skills, and student learning outcomes. These guidelines work well with Breakspear's teaching sprints three phase process of prepare, sprint and review. The project utilises a mixed methods approach. Quantitative data from surveys will be used to gain baseline data, point in time data and post data on

- attitudes and information about professional development needs,
- mentoring relationships, both from mentor and mentee perspectives
- perspectives of university staff involved in WPL subjects
- the needs and perceptions of all stakeholders in ways of supporting pre-service teachers through their placement activities.

Pre-service teachers attending placement, teachers from the school, and university staff involved in the delivery of WPL subjects will be given opportunity to participate in semi structured interviews to provide further qualitative data about their needs and perceptions of these key concepts and the impact of the professional learning project.

Additionally, school documents and reports will be examined for evidence to support or reject the impact of the collaborative professional development project being implemented. Application for ethical approval is in progress. Early insights from the project will be the focus of this presentation. The team hope to share initial positive stories and present their learnings to apply to the program and continue this research.

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DOS SANTOS LUIS MIGUEL, KWEE, CHING TING TANY

SECOND CAREER TEACHERS' IDENTITY THROUGH SCHOOLS AND SUPERVISORS: A QUALITATIVE INQUIRY

Teachers' identity is one of the problems in teachers' education. Junior-level teachers, including fresh university graduates and second-career teachers, may face challenges to their self-identity as teaching is unique due to the nature of the profession. Unlike for-profit organisations, teaching requires a high level of individual work and self-management skills. However, many second-career teachers who have worked in the business industry may rely on teamwork for their projects. Unlike Bachelor of Education graduates who received extensive training from their university voyage, second-career teachers usually gain their teaching experience from partnered school and/or university training programme within a short training programme, such as PGCE. As junior-level second-career teachers may face challenges due to their expectations, it is important to understand how to offer supervision and help to second-career teachers in the secondary classroom environment. The purpose of this study is to investigate the relationship between junior-level second-career teachers and their identity in the United States. Based on the self-efficacy theory, this study was guided by two research questions, how do second-career teachers describe their identity and experience in the secondary school environment, and how

can the supervision from their school supervisors help them to overcome the challenges as second-career teachers? The general inductive approach was employed to recruit 14 second-career teachers who are currently teaching in the secondary school classroom environment in Indiana, United States. Focus group activities, remarkable item sharing, and member-checking interview sessions were used to collect data and materials from the participants. Based on the grounded theory approach, open-coding and axial-coding techniques were used to narrow the massive-sized data to meaningful themes. The findings indicated that 1) The school district's partnership offers supervision, 2) The peer-to-peer interactions and help programme: Teachers from the district can be connected, and 3) the CPD training offers supervision: Government-run and partnered-university-run training. The findings of this study second-career teachers admired the in-school, school district-based, government-run, and university-run supervision can help them to overcome challenges and build up their teachers' identity, particularly within the first few years of their teaching service. This study will contribute to the fields of school-university partnerships and challenges of second-career teachers.

GAVIN HAZEL

WHO HAS SKIN IN THE EDUCATION GAME? TRANSDISCIPLINARY PARTNERSHIP FOR COMPLEX PROBLEM SOLVING IN EDUCATION.

Has schooling ever been a practice that has truly occurred outside the domain of partnerships?

At the heart of the mass schooling enterprise there is a fundamental requirement for collaborative and relational action. While this may seem self-evident, we are nonetheless faced with the question of how well equipped are teachers (for the schooling contexts of today and the near future) when it comes to the skills and dispositions necessary for working effectively with other disciplines and professions invested in the Educational enterprise.

As the purposes, expectations and contributions of schooling shift and align with community, policy, and government priorities there is both a pragmatic and theoretical benefit in a transdisciplinary turn. Adopting a transdisciplinary perspective allows us to view mass schooling practice though

a lens that has been usefully applied to other key social systems that work with children, families, and communities.

Furthermore, a transdisciplinary position encourages us to reconsider the social structures, regimes and discourses that characterise mass schooling; and the degree to which these aspects enable or inhibit the transformative processes that are required to move us towards more progressive goals for schooling.

This presentation will examine key theoretical concepts that are implicated in the effective preparation of pre-service teachers for transdisciplinary partnerships and work; demonstrate the benefits of soft system methodologies in examining schooling systems from a transdisciplinary viewpoint; and provide lessons learned from both whole of school and sector transdisciplinary collaboration to support policy, practice, and reform for student wellbeing.

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JORDAN CLIFTON

THE ROLE OF THE SCHOOL LEADER IN SUSTAINABLE PROFESSIONAL EXPERIENCE SCHOOL-UNIVERSITY PARTNERSHIP MODELS

Research about school-university partnerships has outlined the benefits and challenges of school-university partnerships and provides case studies of different partnerships, models and approaches to professional experience partnerships (Authors, 2016). A key characteristic of successful school-university partnerships identified in the literature is the importance of having clear roles and responsibilities for all stakeholders involved in the partnership. To date, the literature has tended to focus on the roles and responsibilities of the professional experience triad, which includes pre-service teachers (Guitierrez & Nailer, 2021), mentor/supervising teachers (Allen, et al., 2013), and the university liaison (Manton et al. 2021). Aligned with the growth of partnership models in professional experience, there has been an increased focus in the research on the hybrid and boundary spanner roles (White, 2019) and the school coordinator/site coordinator (James et al., 2023). As others have noted (Le Cornu, 2012;

Nettleton & Barnett, 2016), absent from the discussion of school-university professional experience partnership models is the role of the school leaders (typically principals, deputy/assistant principals, and those in senior roles in the schooling context). This paper draws on semi-structured interviews with two school leaders about their experiences of being involved in a long-term school-university professional experience partnership. This research aims to learn more about the role of the school leader in implementing and sustaining school-university partnerships. Findings suggest that school leaders place considerable value on partnerships, and this value shifts over time. Trust, mutual commitment, funding and hybrid roles that facilitate the partnership were important to the ongoing success and sustainability of the partnership. The research highlights the importance school leaders have in beginning and sustaining school-university partnerships and the integral part they can play in initial teacher education.

LINDA MAHONY, CATHERINE THIELE, LINDA EAGER

IGNITING THE SPARK: THE ROLE OF INNOVATIVE PARTNERSHIPS IN SUPPORTING QUALITY GRADUATES IN REGIONAL RURAL AND REMOTE SCHOOLS

This paper explores the innovative partnership between Higher Education Institutions (HEI) and the Teacher Enhancement Centre (TECe). We report on a case study between one regional HEI in Queensland and the TECe that strengthens initial teacher education to deliver classroom ready graduates, a priority area of The National Teacher Workforce Action Plan 2022. The teaching profession is experiencing worldwide workforce challenges, and this is amplified in regional, rural, and remote locations. This paper is situated in attracting high potential preservice teachers to RRR schools. Innovative solutions that are mutually beneficial to preservice teachers and schools are needed.

Initial Teacher Education (ITE) providers deliver a service to the industry to prepare teachers for service to the profession. The teaching profession nationally is governed by the Australian Institute of Teachers and School Leadership (AITSL, 2014) that ensures graduate teachers are 'work ready'. Employers want, and expect, high potential graduates and graduates expect they will be well prepared for the profession. Being 'work-ready' aligns with Anderson's (2017) concept of the value

of learning, that is, that teaching and knowledge in context needs to be useful, usable, and used.

While preservice teachers engage in professional experience throughout their degree, often this professional engagement with schools pauses when their final professional experience ends and may not commence again until they begin employment. This regional Queensland university and the TECe have developed and nurtured a partnership to support preservice teachers transition into their career thus strengthening ITE and producing classroom ready graduates. The TECe enhance the work of the Higher Education Institution and assist the beginning teacher connect practice to their university work. In this presentation we overview the strategy and partnership initiatives between this regional Queensland university and the TECe. We draw on research data that showed the preparation program positively contributed to preparing pre-service teachers for RRR placements. We also draw on data from across seven years of the TECe program that showed how engaging in this program nurtured the initial sparks of preservice teachers and further enhanced

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their preparation for RRR teaching. Findings show that preservice teachers developed awareness of individualised RRR contextual understandings. A place consciousness was being established prior to commencing a placement, proving advantageous to enrichment when in the RRR community. We attribute this to the individualised mentorship that gives the preservice confidence to ensure a good fit for the placement experience, school, and community.

We reflect on the success of the partnership and impact for preservice teachers and RRR schools. Partnering with the TECE program provides the essential link to the profession. The university and TECE partnership provide a realistic pathway for early career teachers to confidently take up teaching positions in regional, rural, and remote locations.

ERIN SIOSTROM

EXPLORING INFLUENCES ON THE DECISIONS OF CAREER CHANGERS CONSIDERING TEACHING CAREERS USING SYSTEMATIC LITERATURE ANALYSIS AND EXPLORATORY FOCUS GROUPS

We present two phases of a larger research project exploring what influences the decisions of career changers considering entering initial teacher education (ITE) programs as secondary science, technology, engineering or mathematics (STEM) teachers. Ongoing global shortages of quality teachers, particularly prevalent in STEM subjects, have prompted increased policy interest into career change teachers (CCTs) as solutions to this problem. Although CCTs comprise a third of new entrants into initial teacher education programs, little is known about their motivations and decisions to teach or pursue alternate careers. Research into this issue is timely to identify partnerships and pathways to better attract and support this valuable group.

We completed a systematic literature review on the motivations and decision-making of career changers considering teacher education programs. Electronic searches of general and educational research databases, manual journal and reference list searches, and author communications uncovered 29 peer-reviewed journal articles exploring this phenomena in the past two decades. We found that prior experiences, changing circumstances, dispositions towards teaching, the status of teaching and support mechanisms influenced CCTs undertaking teaching pathways. Synthesis of these themes using social realist Margaret Archer's emergent properties identified that knowledge and understanding about teaching and self-

beliefs in relation to the profession mattered, as did the societal value of the role and structural factors including time, career conditions, support, and life events. Our literature synthesis uncovered sparse research into career changers who decided against pursuing teaching.

This gap was explored in the second phase of our study, which utilised qualitative focus group interviews to explore perspectives of prospective career change teachers, specifically those considering STEM teaching careers. Career changers at various stages of considering a STEM teaching career were recruited from STEM tertiary enabling courses at one Queensland university. Our focus group interview methods probed prospective CCTs' (n=12) perspectives on teaching as a career, to identify the factors that would influence their decision to either pursue or not pursue a STEM teaching career. We used focus groups to collect data and then analysed the transcripts using Reflexive Thematic Analysis (RTA). We deductively categorised these themes using social realist Margaret Archer's theorisations on emergent properties to identify the personal, structural enablements and constraints that influenced their decision-making. In the light of these findings, we make several recommendations for fruitful partnerships to promote recruitment of career changers into STEM teaching pathways.

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DENNIS ALONZO, HOA NGUYEN, NEVILLE ELLIS, GERALDINE TOWNEND

EMPIRICAL DIMENSIONS OF SUPERVISING TEACHERS' MENTORING SKILLS: CLARIFYING THE ROLES AND RESPONSIBILITIES OF MENTORS

Mentoring pre-service teachers (PSTs) requires a strong partnership between schools and universities. When pre-service teachers PSTs undertake professional experience in schools, effective supervising teachers (STs) and mentoring partnerships are crucial, often determining the difference between successful and failed practicum (Izadinia, 2016). However, this partnership is often problematic due to inconsistencies of expectations on the role and responsibilities of STs. This is due to the fact that the conceptions of what constitute a quality mentor remain undertheorised. There is unclear descriptions of STs' knowledge and skills in supporting ITE students (Banville, 2002). There were studies that explored effective mentoring practices, but there is no holistic framework that clearly defines the multidimensionality of this construct.

In addition, there is a lack of an assessment tool to measure the quality elements of effective STs' mentoring skills. Our scoping paper (Ellis et al., 2020) attempted to develop a body of knowledge by identifying elements of quality PST mentoring from 70 published articles. Although our paper provides a good conceptualisation of the knowledge and skills of effective mentors, there is no empirical evidence that support its dimensionality. Building on our theoretical paper, the present study fills the gap by developing a tool that can be used by PSTs to assess their STs' mentoring skills. We aim to provide empirical evidence for the construct's dimensionality. The elements identified in our previous work were used as indicators of the construct and used a six-point Likert scale (from strongly disagree to strongly agree). A pilot test was conducted with

40 students, and the results of the Rasch model were used to revise the tool. In the final stage, we recruited PSTs who have undergone professional experience in schools with STs assigned to mentor them. We followed the recruitment procedure and informed consent as outlined in our Ethics Approval (HC190939) and 454 PSTs completed the survey. The data were randomly split into two sets for exploratory factor analysis (EFA) and subsequent confirmatory factor analysis (CFA) using Mplus software (Muthén & Muthén, 1998-2012).

The CFA results show that the model fit statistics of the seven-factor model were all within the conventional cut-off values (RMSEA= 0.03; CF = 0.05; TLI = 0.91), indicating a good model fit. Further, the unstandardised loadings were all significant, as supported by the absolute values of the ratios between estimates and their corresponding standard errors, which were all greater than 1.96. Results support seven dimensions of effective mentors, including collaborating with the university, establishing an effective relationship with PSTs, providing direction & support, using a progressive mindset, sharing resources and experiences, developing a disposition & professional knowledge in mentoring, and facilitating PST's learning.

This 7-factor model of effective mentors has implications for building a strong partnership between schools and universities to effectively mentor PSTs. The framework, along the indicators of each dimension, clarifies the expectations of the roles and responsibilities of PSTs. Also, it can be used to inform the content and design of professional development for STs delivered by universities.

DR MELISSA CAIN, DR KATHLEEN MCGUIRE, DR REBECCA PAGANO

CONNECTING THE 'EDUSYSTEM' THROUGH PLACEMENT ENHANCEMENT WORKSHOPS. CREATING LASTING PARTNERSHIPS FOR PRE-SERVICE TEACHERS, EXPERIENCED EDUCATORS, AND RECENT TEACHING GRADUATES.

The 'Edusystem' project is an innovative initiative responding to pre-service teachers' (PSTs) self-identified needs via meaningful deconstruction of their professional experience placement experiences. The project capitalises on the time which has the greatest potential to enhance what is learnt during professional placements. In response to current stressors on the Australian education systems such as an acute teacher shortage and significant numbers of early career teachers leaving the profession, this presentation details the value and need for post placement workshops in

Initial Teacher Education (ITE) and explores the development and implementation of a series of pilot workshops conducted with PSTs after their first placement.

The project connects ITE PSTs with new graduates and experienced educators with a focus on addressing PSTs' self-efficacy, resilience, and teacher identity. The purpose of the project is to identify current issues that impact PSTs on placements and, through professional conversations and active learning processes, provide advice for negotiating

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expected and unanticipated situations, strategies for identifying strengths and goals, and scaffolding purposeful reflection on a range of self and peer experiences. The three main activities in the workshops include an 'expert panel' round table discussion with experienced educators, action learning processes related to developing teacher identities and boosting resilience, and personalised goals for professional learning aligned with the 37 Australian Professional Standards for Teachers (APST) descriptors. Experienced educators and new ITE graduates in their first teaching roles utilise their professional development hours and all attendees participate in all activities.

Initial results indicate that the workshops evidenced a range of tangible and meaningful impacts on end users. These include the need for a curriculum that connects the planned, enacted, and experienced curriculum and responds to

the needs of all stakeholders. Whilst PSTs were targeted for impact, unexpected gains emerged for mentors, schools/centres, and teacher education more broadly. To consolidate and further investigate these impacts, the presenters created a new term: the 'Edusystem', specifying continuity throughout the life of an educator incorporating their time in ITE, careers in schools/centres (including engagement in professional development), and working as mentors. This concept results in a greater understanding of how ITE graduates are trained (for schools/centres/end users) and a clearer understanding of current issues impacting schools/centres/other end users (for graduates). The presenter offers a conceptual framework which explains how post-placement workshops promote the transfer of educational knowledge along the educator continuum and back to the Higher Education Institutions. This in turn informs ITE design, thereby solidifying partnerships between the university and schools/centres.

MARGARET KETTLE, ANNETTE WOODS, JENNIFER SMITH, DO NA CHI

DEVELOPMENT OF A MULTILINGUAL GLOSSARY OF SCHOOL-BASED TERMINOLOGY: SUPPORTING PARTNERSHIPS BETWEEN SCHOOLS AND BILINGUAL LEARNERS AND THEIR FAMILIES

In the context of increasing enrolments of multilingual students in Australian schools, this paper focuses on partnerships and two-way communication between schools and multilingual families. It reports on a Queensland Department of Education Horizon project which in partnership with Multicultural Australia used collaborative design principles to develop a multilingual glossary of school-based terms for use by newly arrived migrant- and refugee-background families. The purpose of the multilingual glossary is to provide a resource for schools and families to communicate with each other about important school-related policies, activities, and programs. Moreover, it is an opportunity for school personnel and family members to gain mutual understandings of language, culture, and education.

School-family partnerships and second language lexis development guided the conceptualisation of the project. The research design involved corpus analyses of publicly-facing school websites, followed by design workshops with key stakeholders including Department of Education personnel and multicultural community groups and families. The process involved iterative cycles of building a definitive list of important school-based terms and definitions. The penultimate word list was translated from English into four key community languages – Arabic, Kurdish Kurmanji, Portuguese and Swahili. Families and community leaders

worked collaboratively with the research team to check the comprehensibility of the words and definitions in their respective languages. The finalised multilingual glossary is publicly available for use by schools, multilingual families, the Department of Education, and community organisations such as Multicultural Australia. The glossary presents digitally via a website which includes audio translations in Kurdish Kurmanji. It is also available in a downloadable pdf format in the different languages. All participating groups and partners were provided with a hard copy book version as well.

The key outcome of the project is the development of a research-informed, collaboratively-designed resource in five languages with written and audio functionality. The design process and list of 600 school-based terms provide a model for community groups and schools in other locations to develop a multilingual glossary relevant to their own contexts. Partnerships with school and Department of Education personnel, Multicultural Australia, and leaders and families from the Arabic-, Kurdish Kurmanji-, Portuguese- and Swahili-speaking communities were pivotal to the design and development of the glossary. The project highlights the power and potential of partnerships between departmental personnel, schools, families, and community organisations, and the co-commitment of all parties to the participation and engagement of multilingual students in schooling.

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MARK SELKRIG, SHARON MCDONOUGH, KIM KEAMY, ROBYN BRANDENBURG AND AMANDA BELTON.

RE/CONCEPTUALISING PARTNERSHIPS IN, FOR AND TOWARDS TEACHER EDUCATION: SEEING INSIDE THE WORK OF TEACHER EDUCATORS

Teacher educators work within a highly politicized and contested field, where policy drivers are entangled with broader political agendas. In this context teacher educators work with multiple stakeholders and partners, and yet despite this, much of the discourse and the representations of their work are framed by those outside the field, often in negative ways. Through engaging in a creative arts-based process with academics and others who work in the field of teacher education, the purpose of our research has been to represent and share understandings about the core and complex aspects of their work and counter the marginalisation or silencing that can occur for those who work in teacher education. Within this field, much of the discourse pertaining to partnerships relates to external stakeholders such as schools and government, and frequently involves aspects of transactionalism. We are also in a time where we are reconceptualising partnerships and where the relational dimensions are crucial. As a way to consider partnership possibilities in our presentation we explore Bagnall's (2007) notion of partnerships in, for, and towards teacher education.

Using a framework of supercomplexity, our work seeks to explore how those working in teacher education describe and navigate their identities and professional experiences. We generated data through a phenomenological approach, and a combination of arts-based and data-science methods. Each participant was invited to respond to a suite of short online surveys sent out at approximately 4-week intervals. For

each survey, participants were asked to complete a single stem sentence prompt with some text (of no more than 50 words) and provide an associated image. The prompts related to the troublesome, delightful, ambiguous, and hopeful dimensions of working in teacher education. In total, 126 responses were received with participants from Australia and overseas.

The findings from the research highlight the complexity of the work of teacher educators. The ambiguous aspects of their work included limited societal understandings of a teacher educator's work, the hidden dimensions of workload, insecure employment, and the demands of partnership work. The delightful and hopeful dimensions of their work included collaborating with colleagues, making connections and opportunities to explore future possibilities. One of the key implications of our work lies in the creative research methods we have used and the affordances this offers for sharing the outcomes of this research with others. This functions as a way of reconceptualising the professional practices of teacher education and challenges the invisibility of teacher educators in the partnership work they do. In our presentation, we will share a gallery of digital data portraits of teacher educators who participated in the research. We will use these portraits to prompt conversations and explore how our data representations influence our thinking about professional practice and notions of partnerships in, for and towards teacher education.

DR. TOMMY LAW YING LUN

STUDENT ENGAGEMENT, MENTORSHIP AND PARTNERSHIP IN NON-FORMAL LEARNING: DEVELOPING GENERIC ATTRIBUTES, CIVIC PARTICIPATION AND SOCIAL RESPONSIBILITY IN A NON-COURSE BASED SERVICE LEARNING PROGRAM.

Service learning is an effective strategy for university students to integrate the concepts and theories acquired in the classroom into real service contexts. Studies prove that participation in service learning activities enhances students' social responsibility, civic engagement, social justice, interpersonal skills, critical thinking, and communication skills. Courses that add on the components of service learning can create better learning outcomes than those do not. While service learning has been widely adopted by universities as innovative teaching pedagogy over the past two decades, peer learning is also another teaching strategy which has rapidly been gaining popularity in higher education. A typical form of peer learning is mentoring.

The research findings indicated that pre-service teachers who took up the role as mentors in a non-course based international service learning program not only developed their communication, collaboration and leadership skills, but also strengthened their cultural competency, social responsibility, civic participation and other generic attributes. By taking up the role as a mentor, pre-service teachers expressed that it provided them the unprecedented learning opportunities to serve as a communication agent between the partnered organization and student mentee, which are beyond the benefits of traditional service learning as it further facilitate them to strengthen their communication,

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management, relationship building, and negotiation skills. They were given the opportunities to work with the partnered organisations of the program co-create learning experiences to the student mentees.

Incorporating peer mentorship and partnership opportunities in service learning can provide valuable learning experiences and make learning a big difference, which are beneficial not

only to develop pre-service teachers to be whole-person, passionate, and committed educational leaders. Educators and student development practitioners can consider the model of aforementioned service learning program for future design and implementation of student development activities which contributed to the social, psychological, and intellectual well-being of university students nowadays. Strategies and adding

MELLIE GREEN, DEB HECK, HELEN GRIMMET, LINDA WILLIS

READING ALOUD AND METALOGUING FOR ENHANCED PRESERVICE TEACHER EDUCATION: PROPAGATIVE PARTNERSHIPS IN TERTIARY EDUCATION

In this presentation, we (the authors) work together in partnership to turn scholarly attention to acts of literature appreciation in the context of a tertiary co-teaching collaboration. Our work explores the educative transcendence of literature-based co-generative dialogue and meaningful interactions as dialogic practice in teaching and research. We assert that the co-teaching collaboration provided opportunity for preservice teachers' aesthetic engagement in children's literature. And that subsequent appreciative dialogue in the co-taught classroom offered important opportunities for rich critical thinking as an essential embedded component of preservice teacher education. Using metalogue as methodology, we explored the value of propagating partnerships in tertiary education. The wide-ranging affordances of using children's picture books to teach curriculum content are well documented. The research literature shows the significance of reading aloud as a powerful pedagogy in the school classroom. Recent work also highlights the positive impact of read alouds as purposeful instructional activity in the tertiary context. Slay and Morton (2020) present a convincing argument that "reading aloud as a deliberate and thoughtful act of instruction, is a powerful tool for learning" (p. 66), particularly for preservice teachers. Sharp et al. (2017) make the compelling argument for reading aloud to "model reading skills" (p. 13) and for incorporating children's literature to make connections across learning areas. Our research contributes to emerging literature on how to best use children's books to advance preservice teacher education through well thought out, purposeful selection of high-quality children's literature. Two key theories informed our research

project; Matusov's (2009) theory of dialogic pedagogy and Dewey's (1934) theory of aesthetic experience. A key assumption of Matusov's (2009) theory of dialogic pedagogy is that an ontological orientation is particularly important in promoting meaningful learning and critical thinking. A key assumption of Dewey's theory is that aesthetic appreciation is rooted in experience, and not limited to encounters with traditional art forms. Engagement in art, such as reading literature, provides opportunity for vital human experience. A common tenet of Matusov's (2009) and Dewey's (1934) theories, which was critical to our study, centred on the significance of shared experiences that offered opportunities for active participation and engagement in the learning process, as well as rich social interaction and collaboration. Aligned with metalogue as methodology (Authors, 2018, 2019), data generation included interviews with the preservice teachers and the co-teachers, metalogues amongst the research team, and the use of Leximancer software to make further meaning of the data. Our analytical conversations about the data created further metalogues that generated deeper theoretical understandings and insights. Our study highlights the significance of high-quality literature and dialogic pedagogy in tertiary teaching and research contexts. First, in the coteaching classroom, the course learning content hinged on text selection. Second, among the research partners, metalogue created opportunities for critical reflection on dialogic co-teaching pedagogy to generate innovative practice. The presentation makes practical recommendations to enhance preservice teacher engagement and engender inspired communities through partnerships in different teacher education contexts.

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BITA DWI RAHMANI, DENNIS ALONZO, CHRIS DAVISON, RIA ARISTA ASIH

STUDENT-TEACHER PARTNERSHIP IN FEEDBACK AMONG INDONESIAN EFL TEACHERS

One of the critical features of Assessment for Learning (AfL) is feedback (Black & Wiliam, 1998). Research evidence shows that eliciting and giving feedback enhances student learning as it provides information to students about learning goals, their progress, and suggestions on how to improve their learning (Hattie & Timperley, 2007). Thus, it is critical that teachers should be able to provide feedback by engaging students in dialogue and building a positive partnership with them. In Indonesian context, English as a Foreign Language (EFL) teachers face challenges in implementing feedback as an assessment approach. These issues include orientation of assessment culture towards high-stake testing, leading to the extensive use of corrective feedback.

This qualitative study aims to investigate how Indonesian teachers build student-teacher partnership to effectively implement feedback practices. This enquiry is part of a larger study exploring teacher feedback practices. Thirteen Indonesian EFL teachers were interviewed about their feedback practices, and subsequently observed in their actual teaching. They were recruited using convenient sampling following the inclusion criteria: EFL teachers in high schools and five years teaching experience. The interview

transcript and classroom observation data were analysed using thematic and cross-case analyses, following the steps outlined by Braun and Clarke (2021).

Through the lens of sociocultural theory, this study found that Indonesian EFL teachers extensively use their interactions with students to build a strong partnership with them to ensure effective feedback. Teachers ensure that their students understand the learning outcomes, share and discuss the success criteria, and build the capacity of students to understand and act on feedback. Teachers pointed out that open communication between them and students, where students are encouraged to ask questions or clarifications about the feedback they receive, develop the dialogic nature of feedback. Students do not see teachers as autorotative people in the classroom, but their partners for their learning who provide them support and expert input when needed. It was also found that the effectiveness of teachers' feedback practices is influenced by their assessment knowledge, skills, and dispositions, and their motivation for teaching. These findings have implications for developing professional development programs for EFL teachers in Indonesia to improve their feedback practices.

NOELENE WEATHERBY-FELL

CONTEMPORARY ACADEMICS AND STUDENTS AS PARTNERS: HELPING STUDENTS TO HELP THEMSELVES?

Discussions and recommendations concerning the ways in which academic staff and students can work together in a partnership model continue to evolve, moving beyond the academic association to one where relationships and connections are forged as co-creators of the learning journey. Orientation programs for commencing and returning students provide evidence of the collaborative nature of staff and students working together with common goals. In recent years the demand for support services has continued to rise in our higher education institutions, and academic staff can play a central role in identifying struggling students and encouraging them to access support. There is a challenge for these staff as they are often the first point of contact for students and there is no guarantee that knowledge about appropriate referral is held by these staff. Further, there is a concern they may be unprepared for the emotional issues that can arise.

Although universities may offer training in areas including wellbeing and mental health for all staff, this an opportunity to consider what is currently occurring for our students and our academic teaching staff and add our voice to discussions and recommendations regarding future steps beyond the theoretical 'students as partners' model. The experiences of living in these ongoing COVID-19 times and recognising the absence of cultural capital of 'how' to be a university student and adult learner is acknowledged.

This presentation will consider the literature surrounding the issue, the traditional role of an academic and the changes in expectations involving the aspect of 'care' in contemporary times. It will seek to explore approaches and activities that academic and higher education institutions can adopt and adapt to help students to help themselves in navigating their studies in the higher education context, to truly be partners in their learning and develop partnerships now and into the future.

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SUN YEE YIP

EXPLORING THE DEVELOPMENT OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN PRE-SERVICE STEM TEACHERS

Teachers are expected to draw upon their pedagogical content knowledge (PCK) to teach their disciplinary content effectively. Studies investigating the development of teachers' PCK tend to conceptualise PCK as tacit knowledge that pre-service teachers accumulate over time through personal experiences of teaching, reflection on teaching and observation of more experienced teachers. In this study, we examine the development of pre-service teachers' PCK by making explicit what is usually considered tacit knowledge of PCK through surfacing the thinking, reasoning behind, and enactment of pre-service teachers' pedagogical decision-making. Set in the context of pre-service teachers' school placement, this study employs a semi-structured interview

and a self-reflection questionnaire adapted from content representation (CoRe) to find out how STEM pre-service teachers develop their PCK, what experiences influence this development, and why they teach the way they do. Our study revealed that pre-service teachers' prior work experiences have a significant influence on their teaching orientations, which then shape their knowledge of the curriculum and instructional strategies. However, pre-service teachers' PCK development is impeded by their limited knowledge of the learners and knowledge of assessments. The findings suggest a need to reconceptualise the teacher education programme for career switch teachers as well as a rethinking of the school placement model.

KIM ANH DANG, MARIANNE TURNER, KRISTIE WILLIAMSON

EMBRACING INTERNATIONAL PARTNERSHIPS TO PREPARE ENGLISH LANGUAGE TEACHERS: AN INNOVATIVE WORK-INTEGRATED (SERVICE) LEARNING MODEL

Embracing International Partnerships to Prepare English Language Teachers: An Innovative Work-Integrated (Service) Learning Model

Notwithstanding the COVID-19 pandemic, the numbers of international students moving to study in Australia has recently slowly resumed its pace. Courses like 'Masters of Teaching English to Speakers of Other Languages' (TESOL) have typically hosted predominantly international students with significant numbers coming from China. Although work-integrated-learning (WIL), including professional practice or teaching placement, is a well-established way of providing students with rich learning experiences and preparing them to transition into the workforce, providing international students with access to discipline-related work experience/WIL emerged as a critical issue for Australian universities. In the field of education, school placements tend to be reserved for student teachers who are studying for official accreditation to teach in Australian schools.

This project aims to explore an innovative work-integrated service learning (WISL) model for MTESOL international students within a Master program at an Australian university. WISL broadens the aims of placements and offers students opportunities to develop capital they would not have in more traditional placements (Ferfolia, 2009), while also meeting the needs of a partner organisation (Parker et al., 2009). The model

resulted from an international partnership between a Masters of TESOL program at an Australian university and an American not-for-profit organisation teaching displaced Syrian students in and around Syria. The initiative provided opportunities for MTESOL students, all Chinese international students, to practise teaching English in a structured way to Syrian students affected by the Syrian conflict via an online platform.

This case-study research employed qualitative techniques, including teaching observations, teaching-related documentation such as lesson plans, individual interviews with five MTESOL students, recorded meetings with key stakeholders, and survey questionnaires with Syrian students. Data were cross-referenced and analysed using thematic analysis. Analysis drew on socio-cultural activity theory (Engeström, 1987; Vygotsky, 1978), especially the concepts of object-motive and contradictions, to investigate how the Chinese MTESOL students learned to teach English to the Syrian students via the online platform.

The findings reveal that the MTESOL students encountered several systemic contradictions relating to technology and teaching students at different levels of English proficiency with English being the only medium of communication. Whilst resolving these contradictions, they were able to work toward their object-motive to respond to their students' learning

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needs, transform their pedagogy from teacher-centred to learner-centred, simultaneously learn to link theory to practice as well as develop inter-cultural competence. The study has highlighted the value of the international partnerships and the

innovative WISL model in preparing international students to teach English while supporting language learners in conflict areas. The findings have research and practice implications for WIL provision for international education students.

NICOLE BRUNKER, SAMANTHA MCMAHON, JIA YING NEOH

REFLECTING WITH PRE-SERVICE TEACHERS THROUGH WRITING: MODELLING AS PARTNERSHIP FOR PRE-SERVICE TEACHER, TEACHER EDUCATOR, AND INITIAL TEACHER EDUCATION GROWTH

Developing critical reflection is an integral component of initial teacher education. It is critical reflection that has been shown to make the difference in teacher education transforming pre-service teachers from the teaching they experienced themselves at school. Another integral component of initial teacher education is modelling the practice we espouse. This paper shares a process developed over time with pre-service teachers to begin their development of critical reflection through writing, and how we modelled this practice through engaging in the process ourselves. We share insights to pre-service teacher learning through the process, and our own learning through formalising our reflective practice into our move to emergency remote learning and the ongoing impacts of the pandemic on pre-service teacher motivation and approaches to learning.

Our paper begins with an exploration of reflective practice in teaching and teacher education, before outlining the development of a writing process to guide initial development

of critical reflection with pre-service teachers. We then look to the experience of pre-service teachers as they worked through this process and the growth in their reflective practice. Our next move is to our modelling of this process and the contribution to both pre-service teachers and our own practice. Nikki and Sam share insight to their reflection on moving to emergency online learning, focussing on the shift in role for teacher educators and the positive and negative impacts for pre-service teachers; and adjusting processes for an ethic of care in teaching highly sensitive content in the online space. Ying and Nikki return to the process to investigate challenges that emerged in using this writing process with pre-service teachers amidst the pressures and constraints of the pandemic and the experience of significant resistance to reflection. This paper offers insight to benefits and challenges to engaging in and teaching reflection, and the need for reflection to sit within a much broader scope of understanding and partnership in teacher education beyond quick fixes to teacher shortages.

ANGELA BAEZA PENA

CHALLENGES TO DEVELOPING SCHOOL-COMMUNITY PARTNERSHIPS: FINDINGS FROM A CASE STUDY IN REMOTE INDIGENOUS COMMUNITIES

In recent years, policymakers and universities have debated how to improve the provision of Indigenous education. However, there is a lack of studies on Indigenous peoples' vision regarding schools and how to incorporate local knowledge into teaching. Contributing to social justice research, this paper explores community engagement, the relationship between Indigenous families and teachers, and the experience of the traditional educator in the context of Indigenous communities in the Atacama Desert of Chile. This study adopted a postcolonial Indigenous framework that emphasises the significance of traditional knowledge in identifying relevant solutions for local issues, especially for

minorities who have suffered from the effects of colonisation (Chilisa, 2012). By listening to the voices of Indigenous people, this paper aims to answer the question: How do Indigenous people and teachers perceive incorporating Indigenous knowledge and traditions into local schools?

This qualitative research employed a decolonising rights-based approach as the main methodology (Chilisa, 2012; Nakata, 2014; Rigney, 1999; Smith, 2012). Three methods of data production were used: semi-structured face-to-face interviews with local Indigenous people, life-story interviews, and field notes. Data analysis included interview

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transcriptions, open coding, organising categories, member checking, and focused analysis.

This research was carried out in the remote Atacama Desert of Chile, where eight small Indigenous communities live, mostly Atacameños or Lican Antai. The voices of ten participants were included in this research: five Elders and community members and five teachers from the local schools. Participants were recruited using snowball sampling, which is highly recommended to gain participants' engagement when researching in an Indigenous context (Braun et al., 2013; Chilisa, 2012; Wilson, 2007).

This research was part of a critical interpretative project, 'Indigenous education in rural and remote areas in Chile: Exploring teachers and community experiences', at the Queensland University of Technology, which sought ethical approval for the project from QUT's Human Research Ethics Committee. Findings disclosed Indigenous perceptions about the advantages and disadvantages of local community engagement with schools. For instance, they perceived that the collaboration of Indigenous families could lead to the improvement of school structure and local funding. They also realised that community engagement could

improve teachers' involvement. Nevertheless, participants also advised that working collaboratively with the local community might cause tensions between teachers and parents in school decision-making. However, teachers recognised the benefit of having an Indigenous ally who supported their teaching and helped them understand the local traditions. Finally, according to the findings of this study, traditional educators are seen as crucial for closing the gap between Indigenous families and schools. Therefore, traditional educators must be given more recognition.

Understanding Indigenous perspectives could greatly enhance pedagogical practices in local schools (Baeza, 2021). Enhancing parents' involvement in the community offers several advantages. First, families' involvement influences how long Indigenous students stay in school (Anderson & White, 2011). Second, it lessens instructors' isolation in the classroom and in the community (Gonzalez et al., 2005). Third, the community can become more prosperous and peaceful due to better relationships between Indigenous families and school workers, which helps improve learning outcomes (Anderson & White, 2011; Harrison & Sellwood, 2016).

SUSAN CHAPMAN

AMP IT UP!: AN INNOVATIVE SCHOOL-UNIVERSITY PARTNERSHIP USING ARTS IMMERSION

Although the Arts offer enriched opportunities for learning and engagement across curriculum areas, few generalist primary teachers (GPTs) in Australia have the capability or confidence to use the Arts in this way. Additionally, many primary arts teachers do not have expertise in all five arts subjects or in integrated learning. This study investigated an innovative, unique approach to professional learning based on a partnership between a university (QUT) and five Brisbane metropolitan primary schools. The Professional Learning Mentoring Chain was developed to build capacity in primary arts teachers and GPTs. Primary arts teachers completed an AMP It Up! drama module at QUT before engaging in on-the-job professional learning by co-mentoring with GPTs through using an Arts Immersion approach. AMP It Up! modules build teachers' capacity to be Arts Mentor Practitioners (AMPs) working alongside their colleagues in schools. An Arts Immersion approach uses the arts as a domain of learning and as unique languages across the curriculum for integrated learning.

This qualitative case study, funded by a QUT Early Career Research Grant, represents the third of three stages of research (Phase 1: co-design; Phase 2: delivery).

Research Questions:

- 1) How does the AMP it Up! training program prepare primary arts teachers to become AMPs in a primary school?
- 2) What are the benefits and challenges for GPTs and AMPs when co-mentoring in on-the-job professional learning?
- 3) How does an Arts Immersion approach influence teacher pedagogy in primary schools? Five AMPs engaged in one refresher workshop before their 4-week Professional Placement working with a GPT colleague in their primary school. Data collection:

For AMPs:

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(i) one short online survey (QUT KeySurvey) 5 months after completion of AMP It Up!

(ii) one online focus group discussion (via Zoom) after the refresher workshop (iii) one online individual interview (via Zoom) at end of professional placement For GPTs working with an AMP:

(i) individual interviews (via Zoom) at end of placement

Data was analysed through the theoretical lens of Practice Architectures: 'sayings', through participants' ideas and language; 'doings', through participants' actions and the resources; and 'relatings' through participants' professional relationships (QUT Ethics Approval Number 5144).

Earlier findings were replicated on a broader scale. Students showed improvements in their assessment results, engagement with learning, and confidence, and participants

reported developing closer professional relationships with their co-mentors, stronger connections to their students, increased confidence and expertise in arts pedagogy, and strongly recommended the placement of AMPs in primary schools as a time efficient, relevant and inspiring model of on-the-job professional learning. GPTs spoke of refreshing tired ideas through many new embodied teaching strategies which brought fun and deeper understanding for their students and had observed that more students engaged in these inclusive Arts Immersion strategies because of the broader language of drama compared to solely word-based text. All participants expressed the intention of continuing the professional relationship and using an Arts Immersion approach beyond the conclusion of the research project. Given the outcomes, this partnership process can be recommended for wider implementation in primary schools.

LOUGHLAND, T.; RYAN, M.; MANSFIELD, C.; COLLIE, B.; TANTI, M.; MONTELEONE, C.; GLYNN, R.

IMPACT OF THE JOB DEMANDS AND RESOURCES OF PRACTICUM ON THE WORK CHOICES OF PRE-SERVICE TEACHERS

This research is significant because much of the rhetoric in federal and state education policies across Australia has focused on making ITE providers of Initial Teacher Education (ITE) accountable for ensuring teachers are 'classroom ready.' However, schools also have a role in ensuring they are 'graduate ready.' In the current staffing shortages in Australian schools graduate teachers can choose where they work, it is increasingly important for schools to consider the ways they recruit and support new teachers, or risk starting and going through the school year short staffed.

This project uses job demands-resources (JD-R) theory (Bakker & Demerouti, 2007). JD-R theory proposes that every job has contextual factors that support or thwart employees' occupational functioning (Bakker & Demerouti, 2007). Job demands (i.e., hindering factors) are psychological, physical, social, or organisational costs of work that require the investment of effort (e.g., workload, time pressure; Van den Broeck et al., 2008). Job resources (i.e., adaptive factors) refer to psychological, physical, social, or organisational supports that help individuals to meet work goals, develop personally and

professionally (e.g., social support, autonomy; Van den Broeck et al., 2008). More recently, the role of personal resources has been recognised in JD-R theory (Bakker & Demerouti, 2007). Personal resources are malleable, personal aspects of the job reflecting an individual's potential to influence the environment (e.g., self-efficacy, adaptability; Collie & Martin, 2017).

This study employed job demands-resources theory (JD-R) to identify the job demands and job resources that influence employer choice for graduate teachers. The study's sample comprised 325 teachers from across Australia. Two thirds (67%) were female, 31% were male, and 2% were non-binary or used a different term to describe gender. On average, participants were 39 (SD $\frac{1}{4}$ 12) years of age and had 12 (SD $\frac{1}{4}$ 11) years of experience as a teacher

The evidence from the study has implications for the conduct of partnerships in professional experience courses in initial teacher education. Both university and school-based teacher educators need to work together to ensure the retention of pre-service teachers to graduation.

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STEPHEN HEIMANS, DION RÜSSELBÆK HANSEN, MATTHEW CLARKE

NOTES ON A FIRST NEW STANDARD FOR DE-STANDARDISING TEACHER EDUCATION

- The research focus or problem

We have prepared these notes for ourselves as teacher educators who have been contemplating the work of educating future teachers about how, and with what, to contest/ resist/ encounter/ neutralise/ prevent the ongoing havoc that the policy fetish of standardisation is having in places where education is supposed to be happening. We see this as an urgent, practical and ethico-political task that needs a wide range of resources and allies, so we discuss these notes to support an invitation to an ongoing conversation about changing the socio-symbolic order, including instrumental rationalities and mechanical logics, in education.

- The conceptual framework informing the research

In this paper, we will discuss some theoretical notes we made in the process of composing a new standard of dissensus about 'knowing' in teacher education as part of our attempts to -work against the overweening standardised conceptions we work in. There are six notes that we will discuss: 1. Sense, 2. Comparison, 3. Idiocy, 4. Divergence, 5. Dissensus, 6.

Ungovernability. We draw on a range of thinkers and ideas here including the radical anti-philosopher Rancière's 'axiom of equality', the feminist philosopher of science Stengers 'ecologies of practice', and Malabou's re-reading of the later Foucault on 'becoming ungovernable'.

- Research methods

We have undertaken, and seek to employ further in the paper, what Rancière calls the 'method of Rancière' which is an anti-method based on the presupposition of equality (this presupposition mean that methods do not make sense as there is always hovering in the background the possibility for new sense to emerge).

- Key insights or findings, and implications

We will outline in more detail in the paper, the first proposed standard of dissensus on 'knowing' in education that has the following five elements; 1. Know how the system functions, 2. Know 'education', 3. Know how to change the system, 4. Know education in relation to other governed entities, 5. Know what is sensible and what is not in education.

CHRISTINE PRESTON, CONNIE CIRKONY

OUR JOURNEY TOWARDS TEACHING INDIGENOUS AND WESTERN SCIENCES IN INITIAL TEACHER EDUCATION

This research focuses on the problem of how university science educators can integrate First Nations people's perspectives into their lessons to enhance learners' understanding of the diverse ways in which people make sense of the natural world. The conceptual framework informing the research draws on Etuaptmumk or Two-Eyed Seeing, a guiding principle where Indigenous and Western scientific ways of knowing are valuable, achievable, and can inform how we live in the world. The Two-Eyed Seeing for Science Education (TESSE) project team is a group of 12 experienced science educators working in Initial Teacher Education who are embedding First Nations perspectives into their respective university programs in Australia, Canada, and New Zealand. Through a Community of Practice approach (CoP) we aim to explore and co-create effective ways to bring First Nations perspectives into science education appropriate to our respective teaching contexts and communities. Throughout the project we will document and evaluate the approaches resources we use, how we adapt these, and how our own knowledge, attitudes and

practices change over time – alongside our respective education communities. The research design follows a participatory action research methodology with a case study approach drawing on multiple methods – with the intent of incorporating Indigenous methodologies (Wilson, 2007; Rix et al., 2019). The project design draws on methods that complement an 'Indigenous paradigm' (Wilson, 2001). These include a communities of practice model, the use of reflexive journals, open-ended survey questions, interviews, and the co-creation of outputs to improve the experiences of the learning communities. Integral to this project is the application of NHMRC indigenous ethical guidelines. This pilot project emphasises the need to build relationships among researchers, partners, participants, and communities. This involves tertiary science educators engaging with their respective First Nations communities to discuss the purpose and relevance of the research, mutual benefits, the project design, how they might work together, and protocols. First Nations stakeholders will be invited to participate as co-researchers, where they can engage with the analysis of

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the data, as well as the co-authoring of publications and presentations. In these ways, the investigators aim to embed equity and fairness in in the project. Our paper presentation will discuss the aims and processes related to the pilot phase

as we work to develop culturally responsive approaches and resources to support a strengths-based implementation of First Nations perspectives into science education.

ROBYN MOLONEY

HARNESSING LINGUISTIC DIVERSITY IN SCHOOLS: CREATIVE PARTNERSHIPS

This session introduces new practice in the harnessing of linguistic diversity in Australian rural and urban schools. Linguistic diversity in classrooms is increasingly yearly (37.2% of students from a language background other than English, CESE 2021). This project establishes linguistic diversity as a positive resource which can be pedagogically harnessed for the benefit of all students' critical thinking, wellbeing and achievement. To open up the linguistic knowledge of a school is a vital step towards opening up approaches to knowledge. It requires vulnerabilities and openness to others' knowledge. Partnerships are vital to this development. Partnerships in practice, in dialogue, and in planning towards new inclusive practice in building school cultures that are resilient against racism. The session offers many illustrative case study examples of innovative partnerships which are enabling the creative harnessing of linguistic diversity in schools: teacher educators/ preservice teachers, teacher/

student, teacher/teacher, staff/ principal, teachers/ families. Examples of partner voices, collected in this new project, will be part of the presentation. We look at classroom examples, in both primary and secondary schools, of opening up diverse knowledge sources, across four areas of the curriculum. We use the term linguistic diversity to include speakers and learners of Aboriginal and Torres Strait Islander languages (including New Indigenous languages and creole languages), of immigrant community languages, and of additional languages taught in schools. Our project maps these groups of students, showing the scale of our linguistic landscape and establishes a source of untapped educational potential in Australian classrooms. Teachers' active engagement with students' languages and knowledges is building new understandings of Australian literacies vital for equity and quality in in school experience.

SHARON LOUTH, LINDA MAHONY

COMBATting THE TEACHER SHORTAGE: PERMISSION TO TEACH (PTT) CONTRACTS FROM PERIPHERY TO AGENCY

Currently education providers are facing unprecedented staffing shortage where schools are struggling to employ qualified teachers to teach across early childhood, primary and secondary school sectors. A teacher shortage is being felt worldwide because of increasing population, declining initial teacher education (ITE) enrolments, an ageing teacher workforce, the competitive global teaching market, and the ongoing impacts of the COVID-19 pandemic.

One of the initiatives adopted across Australia to address the teacher employment problem is providing teacher registration prior to pre-service teachers (PSTs) graduating from their ITE course. With an absence of research, it is unclear how well-prepared PSTs are to embark on their teaching career prior to completion of their program of study, or what supports there are to ensure quality education is maintained for school students, and that PSTs are nurtured and inducted

into the profession. This is the aim of this study.

This project is an Ethnographic study of the experiences of PSTs undertaking early teaching contracts. Ethnography is useful for understanding ways of working and living as it studies social behaviours, dispositions and interactions between people and their environments in particular fields and generates rich descriptions of the everyday complexities of living and learning. This research will describe and interpret the stories of PSTs who are undertaking early teaching contracts. This research will specifically adopt the stance of critical ethnography as the researchers will take an advocacy perspective where they will support PSTs undertaking early teaching contracts as a marginalised group by sharing their stories, and empowering them by giving them voice. Participants were recruited through purposive sampling. Current PSTs on an early teaching contract were invited to

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participate. Data were gathered through a survey and semi-structured interview. Participants were invited to complete a short survey to rate and share their experiences of undertaking a PTT contract whilst simultaneously completing their ITE degree. Participants opted in to participating in a follow-up interview to share their experiences while on an early teaching contract. University ethics approval was granted (A231863).

Quantitative and demographic items on the survey were analysed using descriptive statistics to gain an overall picture of the participant sample. Phenomenological analysis of the qualitative data collected in the survey and semi-structured interviews were conducted using emergent coding and themeing to develop greater understanding of the challenges, benefits and needs of those pre-service teachers undertaking

an early teaching contract. Findings will add to the knowledge base regarding pre-service teachers entering an early teaching contract prior to completing their university studies.

Findings may inform policy and procedures of teacher registration boards and employers to successfully fulfil and negotiate positive ways to address the teacher shortage. ITE providers may be able to provide PSTs with evidence-based data to assist them to make informed decisions about a work/study balance whilst undertaking an early teaching contract. Findings may inform initial teacher education providers about potential ways to work with pre-service teachers on an early teaching contract while maintaining high quality ITE and high-quality education for school students.

DR JAMES DAVIS

TEACHING PARTNERSHIP CAPABILITIES IN PRESERVICE TEACHER EDUCATION

Background & Focus: Schools exist in local, regional, and international communities that may be described as interconnected and multi-layered ecosystems. Partnerships are essential to building school ecosystems for bringing together resources and aligning values around educational outcomes. Typically, frameworks for building partnerships are focused on top-down strategies where teachers in school leadership positions are often tasked with building connectivity with local and regional industry partners. Such approaches to partnerships can be limiting in that classroom teachers are often not encouraged to develop their own partnerships, which may benefit them in terms of innovation within their own teaching practices. The aim of this paper is to challenge convention by conceptualising foundational partnership capabilities as learnable skills and behaviours to be incorporated in the early career development of teachers in preservice education contexts.

Conceptual Framework: The initial conceptual framework for this study is informed by the non-academic capabilities for successful teaching identified in Australian teaching standards. Gaps in this framework are identified such as leading, strategic thinking, and managed risk taking. Such gaps are then addressed by incorporating a more comprehensive collection of enterprise skills, behaviours and attributes that have been successfully applied in international contexts for teacher education. Enterprise capabilities are grounded in the field of entrepreneurial education for higher education as cross-disciplinary capabilities. Furthermore, this conceptual extension of Australian teacher's non-academic capabilities is accompanied by key teaching

strategies for enhancing collaboration, engagement, and partnership building capabilities.

Research Methods & Ethics: This is a conceptual paper drawing on reflective practices and autoethnographic experiences of a teacher educator over the past 5 years who has documented the teaching of partnership capabilities of preservice teachers (PSTs). The author adopts heutagogical strategies to promote PSTs self-determined learning through innovation-led projects and learners' critical self-reflection. Learners are taught to identify their own enterprise skills, behaviours and attributes within project practices and experiences as a vehicle for reflective learning. Self-determined learning is essential as a core component of life-long learning, and to ensure PSTs focus on their own specific capability development needs. As a conceptual self-study of teacher education practices this paper did not require ethics.

Insights, Findings, Implications: This study demonstrates how enterprise skills, behaviours and attributes, coupled with novel teaching strategies may lead to a broadening of preservice teacher partnering capabilities. Via other empirical studies, partnering capabilities of teachers are known to support innovative thinking and to promote teacher determined professional learning for the benefit of students. The present study's conceptualisation of teacher partnership capabilities in preservice teacher education has implications for shifting beginning teachers towards greater autonomy in professional learning and in the development of innovation-led evidence to improve student learning.

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HAORAN ZHENG

“THIS IS BENEFICIAL FOR ALL CHILDREN”: TEACHING DIVERSITY THROUGH PICTUREBOOKS AND PARTNERSHIPS

Australian early childhood settings are culturally and linguistically highly diverse. According to the Australian Early Development Census (Department of Education, Skills and Employment, 2021), more than one quarter of children (26.8%) in Australia have a language background other than English. Alongside with their cultural and linguistic funds of knowledge, these children also experience the highest rate of developmental vulnerability in terms of their general knowledge and communication skills. According to the updated Early Years Learning Framework (Australian Children's Education and Care Quality Authority, 2022), it is important for early childhood professionals to work in partnerships with children, families, and communities to support all children's belonging, being and becoming.

Previous research shows that children's picturebooks are powerful medium to develop children's cultural awareness and sensitivity since picturebooks are “readily available, cognitively stimulating, and possess affective significance” (Wild, 2022, p. 2). In initial teacher education, Chen and Browne (2015) argue that it is essential for pre-service teachers to engage with multicultural literature which can support their understanding of diversity and multiculturalism. Nonetheless, in an analysis of the shortlisted picturebooks for the Children's Book Council of Australia, Caple and Tian (2022) found 89% of the main characters are of Anglo-Saxon backgrounds. This lack of diversity representation in

children's picturebooks could leave pre-service teachers with hesitation. Therefore, this paper builds on the current literature on engaging with diverse picturebooks in initial teacher education by presenting three pre-service teachers' experiences with a focus of their partnerships with children, families and communities.

The study is framed by Bourdieu's thinking tools: field, habitus and capital. The three interrelated concepts shed light on how early childhood pre-service teachers use picturebooks to support children's understanding of diversity through partnerships. Data was collected from open-ended interviews. The three early childhood pre-service teachers were undergraduate students who also worked as early childhood educators in Melbourne, Australia.

Findings in this study show that pre-service teachers' use of diverse picturebooks was influenced by their own habitus in terms of their intercultural experiences and understandings of diversity. Although all three pre-service teachers were keen to use diverse picturebooks, they struggled with finding picturebooks that were recent and available. However, through building effective partnerships with children, families and indigenous communities, these pre-service teachers were able to accumulate different capital. These resulted in receiving diverse picturebooks from families and re-considering pedagogical approaches and engagement with diverse picturebooks when working with children.

TRACEY SEMPOWICZ, PETER GRAINGER

PRESERVICE TEACHERS' PERCEIVED BENEFITS AND MOTIVATIONS FOR UNDERTAKING AUSLAN TRAINING

Preservice teachers in Australia are expected to graduate with a range of skills including awareness of diversity, inclusivity, and disability as formally mandated by legislation and articulated in the Australian Professional Standards for Teachers (AITSL, 2012). An understanding of the specific needs of students, in terms of first and second language ability, is becoming increasingly significant to the extent that the Australian Curriculum officially identifies Auslan as one of the Languages that can be offered to students in F-10 schools. The problem, however, lies in the capacity for such learning to be included in formal Education degree courses due to the regulated nature of course development imposed by QCT.

Our presentation describes a pilot project designed firstly, to investigate the motivation of preservice teachers at a regional university to undertake an introductory 6-week course in Auslan and secondly, to evaluate their perceived benefits of such learning. Our motivations also included determining whether participating preservice teachers and graduates would develop confidence and enhanced skills to communicate more effectively with students who are Auslan users, ESL/EALD users, and those with additional communication challenges. We also envisaged that differentiation skills and classroom management practices might be further enhanced.

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Partnerships were formed between the university's Engagement Office, Education Academics, and a first-language Auslan tutor from the local community, specifically recruited to collaborate on the course content and to deliver the pilot course. Education Academics and the community tutor collaborated on pedagogical practices for learning and teaching in a higher education short course and developed and implemented the research project. Human research ethics approval was gained from the relevant authorities (A211690) and subsequent seed funding was awarded by the university to further support the research project and to disseminate findings.

Fifteen participants completed a 6-week course, a pre- and post-course survey and Self-Assessment of Auslan Proficiency questionnaire. Seven preservice teachers participated in a 15-minute post-course individual interview. Results from the Self-Assessment of Auslan Proficiency data showed that all participants were at the Beginner level of learning Auslan prior to taking the course and perceived improvements in

their Auslan proficiency after taking the course. Initial surveys indicated that participants were inspired to participate in the course for both personal and professional reasons; for example: "I've always wanted to learn to sign" and "I want my classroom to be as inclusive as possible". Following course completion, surveyed participants unanimously described their experience in positive terms, such as, "Incredible! Learning Auslan has been a great experience ... I hope I can continue to progress my learning". As expected, post-course interview data repeatedly identified the benefit of learning from a first-language Auslan user, for example: "It was really helpful to have that conversation with the native Auslan speaker to be able to actually understand the language in its context".

Findings from the pilot provide a starting point for further investigations into the efficacy and development of university-run Auslan short courses for preservice teachers which utilise authentic teaching methods and partnerships for future impact and sustainability of such courses.

YOU MEN CHAABAN, HESSA AL-THANI

LEADING PROFESSIONAL LEARNING IN HIGHER EDUCATION: PARTNERSHIPS, CHALLENGES AND POSSIBILITIES

Numerous studies have revealed the challenges that threaten faculty wellbeing, including negotiating their professional identities, navigating teaching, research and community service requirements, and maintaining a healthy work-life balance. As part of its Education and Wellbeing initiative, the College of Education at Qatar University has embarked on several projects that collectively aim to create a culture of wellbeing that supports and enhances the professional learning and development of individuals (i.e., students, university faculty and administrative staff), and empowers them to reach their full potential.

Particularly for university faculty, the Qatar University Pedagogical Development Programme (henceforth PD programme) was launched at the College of Education in partnership with the Center for Excellence in Teaching and Learning, and involved faculty from eleven colleges. Before launching the programme and throughout its implementation, the coordinators of the PD programme relied largely on establishing rigorous partnerships horizontally across the participating colleges and vertically with senior leadership. From the onset, they acknowledged this need for complex commitments and collaborations among all stakeholders, and adopted a systems-thinking perspective

to better understand the partnerships, challenges and possibilities for change. This systems-thinking perspective proved useful in viewing the PD programme as a complex system in which simultaneous interactions among actors and elements occur to influence what and how faculty learn.

The purpose of the PD programme was to establish a cohort of faculty who would become change agents within their respective colleges and lead further change, while inspiring them to adopt a culture of wellbeing for themselves and their students. With this goal in mind, faculty from eleven colleges embarked on the long and intricate journey of revamping academic courses, designing authentic assessments and implementing innovative teaching approaches. Under the auspices of senior leadership, faculty met periodically in design teams to brainstorm viable solutions to enduring academic problems. They were able to share experiences about the students taking their courses and the challenges they faced. They were able to explain their perspectives about the nature of their diverse disciplines and how things work in their respective colleges. Most importantly, they were able to agree and disagree about how best to cater to students' academic and non-academic needs. Throughout this process, the partnerships among the colleges proved

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worthy; something which had never occurred previously, maintained by top-down and bottom-up support and momenta.

Despite some progress toward the goal of the PD programme, it was not without challenges. Analyzing anecdotal data and adopting the aforementioned systems-thinking perspective, the coordinators of the PD programme identified several challenges emerging within three dimensions: the intrapersonal (pedagogical beliefs, values, and goals), relational (curriculum committees, collaborative cultures and relationships), and contextual (resources, administrative

processes, and academic programme alignments). Across the three dimensions, professional capital became critical, particularly in the need for educational change to materialize into innovative teaching and learning pedagogies and practices. Such was, and continues to be, the complexity of the partnerships pursued in the process of constructing and implementing the PD programme as part of the Education and Wellbeing Initiative at the College of Education. This presentation offers a model of professional learning around emerging partnerships, including complexities and challenges, as well as possibilities for success when 'embracing partnerships.'

ALEX KOSTOGRIZ, DAVID BRIGHT

A PARTNERSHIP APPROACH TO DEVELOPING A METRIC OF TEACHER CAPABILITIES TO TEACH IN SUPERDIVERSE CLASSROOMS

This paper reports the findings of ARC funded project that aims to develop an original approach to building capabilities of teachers in conditions of 'superdiversity.' By focusing on teacher capabilities, we explore real opportunities that Victorian teachers have in order to teach responsively and inclusively. The focus on teacher capabilities has directed our attention, in the first instance, to developing a metric of capabilities that can be used then to explore (1) the opportunities that teachers have to achieve a socially just education and (2) the space of teacher functionings, where their professional agency and freedom can be enabled or constrained by personal, social and institutional conversion factors. A partnership with the key stakeholders in student diversity has been central in constructing a metric of teacher capabilities.

This research partnership has been built on the premise that teachers play a central role in the expansion of their students' capabilities. However, our work with partners has shifted a focus on the development of teacher capabilities as a necessary precondition of socially just and responsive education. By drawing on interviews with the key stakeholders in responsive and inclusive education, we identified and selected a set of valued capabilities that can be used for

the evaluation of professional teacher education (initial and ongoing) and of whether teachers have achieved a sufficient range and depth of capabilities. This metric of teacher capabilities differs significantly from the logic of the professional standards for teachers. It includes both basic and professional capabilities that reflect multiple dimensions of teachers' work in diverse classrooms.

In drawing up a metric of teacher capabilities, we used the following criteria – the capability list should be explicit and discussed with the profession and other stakeholders; the method should be defended and compared with other capability lists (in other fields) and checked with teachers; the teacher capability list should be sensitive to a local context; it should consider what is 'ideal' and what is more pragmatic; and should be multidimensional but dimensions should not overlap, ensuring that each capability is separate. The paper argues that this metric of capabilities helps us to move away from the standard-based model of teacher workforce development that prioritises the economically instrumental value of professional education in raising quality. Rather, we suggest a partnership-based approach that helps us identify what teachers value to achieve professional agency to function responsively and inclusively in diverse classrooms.

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SUSAN LEDGER, SUE GREGORY, TERRY CUMMING, WENDY GOFF, NATASHA RAPPA, STEFAN SCHUTT

SIMULATION IN INITIAL TEACHER EDUCATION: A VIRTUAL 'THIRD SPACE'

Drawing from research that theorises university learning and school-based learning in ITE programs as a third space (Zeichner, 2010; Forgasz et al, 2017), this paper positions simulation as a virtual 'third space' that enables university theory to be practiced before school-based experiences. With evidence that teacher quality is the most important school variable influencing student achievement it is important to focus on how we currently measure teacher performance. Typically, preservice teachers are assessed on their ability to meet and address national professional teaching standards during placement and final teacher performance assessment tasks. We propose that simulation offers a third or liminal space to practice and meet the professional standards in preparation for a successful school placement. Simulation provides iterative opportunities to

connect theory and practice and increases self-efficacy in a space that is controlled, non-threatening and repeatable. Our study captures the perceptions of staff and students on the affordances of simulation and its capacity to address the Australian Professional Standards for Teachers (APSTs). Our findings highlight specific APSTs that are well served by simulation and recommend that initial teacher programs explore simulation as a complementary preparatory tool for practicums. This session is presented by a team of collaborative academics from five ITE programs who will introduce a variety of research findings on simulation programs around the globe and in Australia, highlighting the important role simulation plays in offering a virtual 'third space' to link theory to practice.

JULIET TEIBOWEI(PHD), JAMES ONUKWU(PHD)

RE-THINKING TEACHERS' ROLE IN PARTNERSHIP FOR THE FUTURE FORMATION OF BLACKS ASIAN AND ETHNIC MINORITY (BAME) SCHOOL CHILDREN IN LONDON

The study investigated the factors limiting children from attaining that formative targets set by the school system and considered the new role of teachers in ensuring that the targets are met particularly for children from Black, Asian and Ethnic Minority (BAME) in London. Using secondary data and descriptive research methodology, the study noted that awareness, cultural interpretations, mental health disorders of parents that sometimes extends to children, unwillingness to discuss and open up to concern stakeholders, language barriers, financial/ socio-economic conditions and social

stigmatization are seriously confronting the formative progress of children from BAME. The study is advocating for the new role of teachers to include sequencing and incentivizing for these categories of school children. A step further by the teachers through conscious effort of partnership in sequencing and incentivizing would assist the situation. Just like the Black thrive in London policy, healthy lives and learning for children from BAME can also be advocated by teachers.

JENNIFER SHAND

TAKING INITIAL TEACHER EDUCATION TO THE WORLD: COLLABORATIVE ONLINE INITIAL LEARNING

The reach of globalisation into the Australian education system as a result of international PISA testing, shrinking of physical and technological distances and shifting populations and migration exerts an influence on all secondary learning areas. In particular, this has meant increasingly culturally and linguistic diverse secondary school populations, and a growing recognition of the importance of Australia's relationship with its Asian neighbours. This has presented

both challenges and opportunities for secondary Australian teachers. For teachers, this means the need for culturally responsive classrooms, and exposure to and understanding of resources and texts supported by contemporary and relevant pedagogies. Initial teacher education (ITE) programs play an important part in preparing students, including English curriculum students, for this changing environment. This presentation describes the implementation of a World

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Literature Collaborative International Online Learning (COIL) project involving ITE students at an Australian and an Indonesian university. The COIL approach to online learning involves educators and students from different parts of the world sharing a common focus and interest and presents the opportunity for international learning as a lived experience. The project employed Damrosch's (2013) conceptualisation of World Literature where readers step out of their localities, cultures, and ethnicities and into the larger context of humanity. Additionally, Choo's (2020) notion of the cosmopolitan turn based upon a tolerance of the views and experiences of others, and a study of literary works characterised by a moral responsibility beyond nation and family and for humanity was employed. The module involved reading and discussion of selected Indonesian and Australian

texts, synchronous and asynchronous online discussions and student led teaching activities. Using a thematic analysis research design, data was collected from student interviews, an online writing assessment and online writing activities. Key themes that emerged from analysis showed that learning about the culture and texts of others can be a lived experience, that the success of online COIL collaborations depend upon careful structures and facilitation and such collaborations have the potential to generate a sense of belonging and intercultural understanding. Overall, the project shows the value of international partnerships in teacher education, and the value of learning about culture and texts through a 'lived experience' and cosmopolitan pedagogies and the need for careful crafting of the international online learning experience.

ELLA WULANDARI, JULIANNE MOSS, CHRISTINE URE

EXPLORATION OF CONTRADICTIONS: A CULTURAL-HISTORICAL ACTIVITY THEORY ANALYSIS OF TEACHER EDUCATION PARTNERSHIP IN INDONESIAN CONTEXT

Collaborative partnership in teacher education requires participatory and collective endeavour to work on a shared object of getting future teachers prepared for teaching. Object attainment however by university and school partners however do not always agree on the common object due to the existing practice of theory-practice separation.

The paper aims to present the results of contradiction analysis of a teacher education partnership system that delivered a virtual teaching practicum in Indonesia. Cultural-Historical Activity Theory is adopted as theoretical framework and the discursive form of contradiction guides the exploration of sociocultural and institutional differences surrounding the delivery of partnership.

Data were gathered using online, individual Interviews with six preservice teachers, five mentor teachers, three academic supervisors, five practicum managers and two government officials. Transcripts were coded inductively following the framework of subject, object, tools, rules, community and labour division. Inductively, transcripts were coded to explore preservice teachers' learning experiences during the

practicum and participants' expectations about preservice teachers' preparedness for teaching. The two analyses were further interpreted using the discursive manifestation of contradictions such as dilemma, conflict or critical conflict. The results of analyses were checked with the participants for trustworthiness.

Findings of the analysis show that contradictions were found in the partnership delivery during the teaching practicum. Preservice teachers experienced dilemma, conflict and critical conflict and these affected their learning affordances and delayed their development as a teacher. Contradictions were found to root from different values on the object of activity for preparing teachers through practicum activities between the partnering university and associated schools. Implications for reforming teacher education curriculum and streamlining professional learning across university and school settings are highlighted. Recommendations are offered for teacher education providers in Indonesia to align the objective of partnership and share roles and labour division in supporting preservice teachers' learning to teach.

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KATHERINE MAIN, DONNA PENDERGAST, BERYL EXLEY, MIA O'BRIEN, ANNA DU PLESSIS

A CASE STUDY: INVESTIGATING THE ROLE OF RELATIONAL CAPITAL AND RECIPROCITY IN AN ONLINE TEACHER PREPARATION SPACE

Within their professional practice, teachers work within and across teams that are socially connected and who all add or take value in terms of the level of support provided. For teachers, an increase in either human capital (each individual's skills and capacities that can add value to an organisation) or social capital (the network of collective skills that work together for the effective functioning of a group or organisation) increase one's sense can contribute to an increase in student achievement. Although the high human capital of a few individuals will not raise the overall social capital of a community, strong social capital will raise the individual human capital. As such, it can be argued that

the sense of efficacy and growing identity of an individual teacher is, in part, dependent upon how socially connected they are to others and how well they can work in a team. Many of the skills necessary to work effectively within a team are regarded as 'soft skills' that can be explicitly taught. This project examined the explicit teaching of soft skills to preservice teachers working in partnership with the Department of Education, Queensland during their final professional experience placement when teaching online. Outcomes of this study have implications for understanding the importance of positive experiences when working in teams which can set the foundation for future work practices.

GEMMA SCARPAROLO, TRACEY CHAMLIN, KAREN GLASBY

FAMILY-SCHOOL PARTNERSHIPS, THE EDUCATIVE PROCESS, AND PRE-SERVICE TEACHERS: A SYSTEMATIC LITERATURE REVIEW

The Australian Professional Standards for Teachers include two standards relating to engaging and involving parents/carers in the educative process. While it is widely reported that parental involvement and engagement can positively impact students' learning and school experience, less is known about what effective engagement looks like between teachers, schools, and parents/carers and their families specifically relating to students' learning and how to prepare pre-service teachers for this during initial teacher education. The latest national review of initial teacher education in Australia identified that a key area for improvement is preparing pre-service teachers for family/carer engagement; therefore, it is relevant to investigate this further at this time. The aim of this study is to examine the literature on family-school partnerships

with a specific focus on how to prepare pre-service teachers to be able to work effectively, sensitively, and confidentially with parents/carers in the educative process. This presentation will share the findings of a systematic literature review of the last ten years of empirical research and identify implications for initial teacher education, teacher professional standards, policy, and future research. The findings relate to the variance of the terminology used, the nature and purpose of interactions between teachers, schools and parents/carers, and families, specifically relating to students' learning and pedagogical approaches for preparing pre-service teachers to meet the relevant graduate professional standards.

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KOLBER, STEVEN; HEGGART, KEITH

#EDUREADING: AN INNOVATIVE INTERNATIONAL PARTNERSHIP BETWEEN TEACHERS AND TEACHER EDUCATORS

Within Australia, and internationally, there are increasing calls for greater teacher accountability and increased educational standards. At the same time, workers in both schools and higher education are citing ever-increasing management expectations, precarious employment conditions and shrinking wages. Other threats include the incessant 'teacher-bashing' in the media, and the ongoing devaluation of teaching degrees via alternative pathways in order to alleviate ongoing shortfalls.

In such a charged atmosphere, it can be hard for teachers and teacher educators to find new and innovative ways of partnering to promote the importance of education and the work that they as educators do. However, never have such partnerships been more important than in the current time. If teaching is to gain the respect it deserves, and have its fundamental contribution to democracy recognised, then teachers and teacher educators need to work together more effectively.

This paper presents a case study of one such example: #edureading. This was a loosely connected reading group made up of teachers and teacher educators. The focus of the group was engaging with academic research and discussing the implications for practice. Unusually, the group worked across a number of social media sites and video-sharing platforms in order to make use of the various platform-

based affordances. Originally a small group, #edureading has now expanded to more than 500 members who regularly contribute, and includes participants from all over Australia, New Zealand and Europe.

But what effect does #edureading have - on both teachers, and teacher educators? Using network analysis to identify the 15 most active contributors, interviews were undertaken in order to determine how and why these teachers and teacher educators engaged with #edureading, and what value they drew from their involvement in the group. Adopting Mockler's (2011) framework of teacher identity, analysis of these interviews showed that the teachers in question were highly motivated 'boundary crossers' who used social media to both improve their practice but also to 'act as teachers' in ways that they felt they were not always able to do in schools. In addition, the different platforms of social media allowed them to act in different ways; their decisions about how to act on any particular site were a result of personal preference, their understanding of the site, and also the affordances of that particular tool. By outlining the ways that teachers voluntarily contribute and participate in self-driven education through this group, we hope to provide useful learning principles for all teachers educators seeking to establish communities of practice that extend beyond institutional walls.

CHRISSE MONTELEONE, LISA BOYS, PETER REGAN, DARREN COX, MONICA WONG, MIRIAM TANTI, JOANNE QUICK **BESPOKE UNIVERSITY/SYSTEM PARTNERSHIPS TO DEVELOP PROFESSION READY TEACHERS**

It is evident that school-university partnerships have played a crucial role in shaping initial teacher education (Babic, 2019). Additionally, producing profession-ready teachers has been a key priority for state and federal educational policy makers in recent years (Nguyen, 2020). The goal is to ensure that graduates possess the necessary skills and capabilities to meet the demands of the workforce and contribute to the economy. To achieve this, universities have been encouraged to align their curriculum with the needs of industry, and to provide pre-service teachers with practical experience through internships, and other work-integrated learning opportunities.

There is a growing trend of school-systems seeking to partner with universities to support the workforce pipeline and mentor

pre-service teachers to align with the ethos and morals of their schools (Monteleone et al., 2023). This is seen as a way to bridge the gap between theory and practice, and to ensure that pre-service teachers are prepared for the realities of the classroom. At the same time, these partnerships can benefit schools by providing them with a pipeline of well-trained, motivated teachers who are committed to the school's ethos and values. By working closely with universities, schools can help to shape the next generation of teachers, and ensure that they are equipped to meet the evolving needs of the education sector.

The theory that underpins this work is the Community of Practice (CoP) theoretical framework. This framework emphasises the importance of social learning and the sharing

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of knowledge and expertise among a group of individuals, at both university and within a school system, who share a common interest (Pyrko et al., 2019). The CoP framework is particularly relevant in the context of school-university partnerships, as it promotes collaboration and the co-creation of knowledge.

This lightning talk presentation will explore how three Catholic Education systems in NSW have partnered with one university

to build a community of practice that services their needs, increases the capacity of school-based mentors to guide and support the professional learning of pre-service teachers, and embeds bespoke system approaches. Each Catholic Education system will share insights into the incentive to partner with a university, how the partnership has grown and bespoke approaches that are embedded in their model.

ANGELINA AMBROSETTI

UNIVERSITY-SCHOOL COLLABORATIONS: EXPERIMENTING WITH A MODEL THAT MEETS THE NEEDS OF EACH PARTNER

Partnerships between higher education institutions (HEIs) and schools have always featured strongly in reviews into initial teacher education (ITE). Many existing partnerships between HEIs and schools are centred around the in-school placements (or professional experience), that pre-service teachers undertake as part of their program. Professional experience partnerships are not the only types of collaborations in the ITE contexts and there are many examples of specific purpose driven relationships. However, those involved in any type of university-school partnership know that they are difficult to set up, maintain and ensure that achieved outcomes benefit all partners.

The partnership described in this presentation is one that was experimental and emerged due to a campus closure. Knowing that our students valued the support the campus provided to them, we innovated on a previous partnership idea, one where we were located on a school campus and delivered our teacher education program from. As part of our partnership agreement, our students would be placed in classrooms for their professional experience placements and would have the opportunity to observe 'curriculum in action'

as an in-house component of their university units. In return, the academic team developed a schedule of professional development opportunities for the classroom teachers and initiated a collaborative program of research.

We are now in our second year of operation and there have been many challenges and tensions. Staff workloads, student motivation and scheduling logistics have arisen as key challenges. Changes to university policy have also impacted on the operation of the centre. There have been some successes. These include becoming critical friends for the implementation of school initiatives and assisting in the execution of classroom-based action research projects. However, like anything new, we have learnt many lessons along the way. We have learned that we need to be both agile and adaptable to meet the needs of the school, the students and ourselves. We have also learnt that partnerships are exciting and bring new opportunities and ways of working. The partnership journey we have embarked on continues in a regenerative format so that each party achieves the outcomes they want.

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MURNI SIANTURI, JUNG-SOOK LEE, THERESE M. CUMMING

SHIFTING THE BELIEF OF THE “HARD-TO-REACH PARENTS” TO “REACHABLE PARENTS”: PARENT-TEACHER COLLABORATION WITHIN SCHOOLS IN A POST-COLONIAL COUNTRY

Interacting with Indigenous parents effectively can be a challenge for primary school teachers, regardless of their teaching experience. Unfortunately, within schools in post-colonial countries, teachers often perceive that this challenge exists because Indigenous parents are hard-to-reach or unresponsive to their children's educational needs. With the intention of dismantling these destructive colonial views towards Indigenous groups, this phenomenological study explored how 22 Indigenous West Papuan parents perceived their roles in their children's education and how these parents and 8 teachers discursively established their own versions of parent-teacher collaboration. Parents

in this study believed that their role is critical for their children's educational success. Two types of parent-teacher collaboration were identified: transactional and culturally responsive. Although both parents and teachers understood the importance of their collaboration, this did not necessarily result in effective collaboration. Some parents reported that their collaboration with teachers was hindered by teachers' lack of understanding of the impact of discriminatory treatment, colonisation, and erosion of Indigenous culture on their communities and the implications of teachers' attitudes towards pedagogical practices. Further implications for practice are also discussed.

JANA VISNOVSKA, JOSE LUIS CORTINA

MAKING BETTER TEACHING POSSIBLE THROUGH PARTNERING TO DESIGN RESOURCES FOR TEACHING

In this contribution, we adopt a conceptual position that classroom teaching is a result of the ongoing professional relationship between teachers and teaching resources (physical or online textbooks and teacher guides) at their disposal. We argue that teacher-researcher partnerships are then essential in resource design if teaching resources are to adequately support teachers in their disciplinary and educational decision-making. On an example from our design research practice, we illustrate how such partnerships can take a variety of forms through successive stages of a resource research and design.

We build on conceptualisations that allow for taking teachers' educational agency seriously while elucidating the mechanisms by which an innovative instructional idea, advocated for via a teaching resource, could come to have bearing on teachers' agendas and repertoires. These conceptual affordances are evident in the perspectives where teachers' resource use is viewed as teachers' participation with the resource (Remillard 2005), and in the attention to teachers' documentational genesis (Gueudet & Trouche 2009, 2012), an adaptation of the instrumental approach (Rabardel 1995) to understanding teachers' professional growth through their interactions with resources. These perspectives (a) share the assumption that “teachers and [resources] are engaged in a dynamic interrelationship that involves participation on the parts of both the teacher

and the [resource]” (Remillard 2005, p. 221), and (b) highlight how both teachers and resources are transformed during such co-participation.

For instructional designers, this perspective then mandates to design teaching resources that would be well-suited for sustaining professional interactions with teachers, so as to shape classroom teaching positively. For example, mathematics textbooks should engage the teacher in conversations about design rationales and related teacher decision making in response to the needs that emerge in their classroom. However, mathematics textbooks have typically been designed as collections of tasks and tools (e.g., procedures) that students were expected to use. The research endeavour required for such design usually involves studies with individual students or student groups, upon completion of which the resource might be trialled by teachers in their classrooms. Unfortunately, lack of teachers' success with the resource would often be attributed to teacher limitations (i.e., wrong teaching beliefs), rather than to the limitations of the resource design itself.

In contrast, the perspective we introduced suggests that understanding students' responses to task collections, while important, is insufficient in producing a resource that could adequately support teachers in their teaching (Visnovska & Cortina 2022). Additional considerations have to be included in resource design such as manageability of teaching with

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the resource, and capacity of the resource to support the teacher's curiosity about the innovation and their gradual shifts in teaching practice once teachers come to deem such shifts educationally desirable. These additional elements of resource design require that researchers partner with

teachers during the multiple design research cycles. We offer our emerging insights on the forms and functions of partnerships we facilitated through the cycles of the design of a resource for teaching number in Mexican kindergartens over the past five years.

CHRIS MORRISSEY, EMILY HILLS

SCHOOL-BASED TEACHING CLINICS: AN INNOVATIVE APPROACH TO DEVELOPING CLASSROOM READINESS

Creating effective school-university partnerships for sustainable school improvement has been a key policy focus across many countries in recent decades. Research has evidenced that an effective school-university partnership can play a key role in overcoming the theory-practice dichotomy in initial teacher education by providing more clinical teaching practices and on-site learning (Dinham, 2013; Education & Training, 2007; Korthagen et al., 2006; Korthagen, 2010; Mayer, 2014; Zeichner, 2010). In addition, school-university partnerships can also support the ongoing development of professional learning communities for practising teachers, which can lead to school improvement (Lee & Louis, 2019). The ACT Affiliated Schools Partnership (ASP) was launched in 2019 and involves 26 ACT Education Directorate (ED) schools and the University of Canberra (UC) Faculty of Education. The partnership has three major components: Work Integrated Learning (WIL), Professional Learning (PL), and Community-Engaged Scholarship (research). Its distinctive elements include school-based clinics; university supported professional learning for schools; collaboratively designed school-university research projects, an intensive Master of Education course and the hosting of quality professional experience placements by schools. Conceptual frameworks informing the ASP model include Shulman's pedagogical content knowledge model (1986), Zeichner's 'third space' theory (2010), Bandura's self-efficacy theory (1977, 1986, 1997) and Lave and Wegner's situated learning theory (1991).

This presentation will report on the research outcomes of phase one of an 18-month study to evaluate the impact of the ASP since its initial implementation in 2019. The overall study seeks to better understand how the partnership has

demonstrated impact on the key stakeholders associated with its various elements' including PSTs and practicing teachers' and on the achievement of sustainable school improvement. The study comprises three phases, each exploring different elements of the ASP that are analytically separate but conceptually integrated for the purpose of investigating the ASP activities in the 26 schools. Phase 1 in the evaluation study consisted of three components – 1) a pilot study using a mixed-methods approach, 2) a quantitative survey in line with the pilot study, and 3) a qualitative study to complement the quantitative survey research. Quantitative data was analysed using exploratory factor analysis, latent mean analysis and regression analysis. Qualitative data was analysed using thematic analysis.

The presentation will specifically present and discuss the evaluation findings of Phase 1 of the study. This phase has been comprised of two elements from the WIL component of the partnership: school-based clinics and high-quality placements. Research questions addressed in this presentation include:

- What are the effects of participation in school-based clinics on preservice teachers' professional experience and classroom readiness?
- How do preservice teachers perceive their professional experience placements?

Key findings from the quantitative and qualitative analysis will be discussed to suggest that a learning community has not only been embedded in the wording of official partnership statements but is being realised in the experiences of participants, as expressed by school respondents and PSTs.

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SUXIANG (SUSAN) YU

EXPLORING RESEARCH-PRACTICE PARTNERSHIP WITH FAMILIES: AN AUTOETHNOGRAPHIC CASE STUDY OF CONDUCTING A REMOTE EDUCATIONAL EXPERIMENT OF CONCEPTUAL PLAYWORLD WITH INFANTS-TODDLERS IN FAMILY SETTINGS

Societal demands for improved educational practice in response to our fast-changing modern world have required enhanced implementation of educational research findings. As a result, educational researchers are required to rethink the relationships between research and practice, and are encouraged to explore innovative ways to build research-practice partnerships (RPPs), in which researchers and stakeholders work as co-researchers in research projects.

In this paper, an autoethnographic case study approach is used to explore what conditions a cultural-historical educational experiment research method afford for the building of research-practice partnership between the researcher and families which transforms families' STEM pedagogical practices, the phenomenon studied. Connections are made to existing research-practice partnership literature, especially regarding the principles and strategies for building research-practice partnerships.

Using an autoethnographic case study approach to explore the author's lived experience of conducting an digital educational experiment of Conceptual PlayWorld with 18 recruited families in her PhD research project, this paper aims to add to the literature with additional understanding regarding the potential of cultural-historical educational

experiment as an innovative research approach for building research-practice partnership between the researcher and families in order to generate research findings that help to deepen understanding of effective family pedagogy for young children's conceptual development.

The research experience explored in this autoethnographic case study is the author's PhD study project which is part of the broader Conceptual PlayLab Programmatic Research of "STEM concept formation in homes and play-based settings" led by Laureate Professor Marilyn Flear (Project ID 19778). Ethical approval for this PhD study discussed in the autoethnographic case study has been covered by the already approved ethics of the existing project, and amendments can be lodged when they are necessary.

Key insights or findings, and implications

- Educational experiment, when conducted digitally, enables effective remote collaborations between the research and families.
- Families are capable educators and co-researchers. When they are empowered with systematic and theoretically informed interventions, they are able to transform their family pedagogical practices and thus the phenomenon studied.

MATTHEW BROWN

MICROCREDENTIALING: ALTERNATE POSTGRADUATE PROFESSIONAL LEARNING PATHWAYS AND PARTNERSHIPS

The microcredentialing imperative

"We are facing unprecedented challenges—social, economic and environmental—driven by accelerating globalisation and a faster rate of technological developments" (OECD, 2018).

The conventional degree pathway does not meet postsecondary education and training needs (Fain, 2018; Manyika, J. et al., 2017). Debatably, the traditional postgraduate degree pathway fails to meet those same expectations. The Faculty of Education at the University of Canberra accepted that the postgraduate qualifications we offered teachers did not always respect and reflect an understanding and appreciation of these imminent changes.

The requirements and expectations of professional learning for teachers, schools, and systems is constantly evolving. School and system leaders have referenced the essential need for professional learning to meet both department and teacher accreditation purposes (Selvaratnam & Sankey, 2021). Classroom teachers also report that they are time poor (Grattan, 2022; Hunter, 2022), consequently, professional learning that is shaped to meet classroom teachers' calls for relevant professional learning which also fulfils accreditation requirements, is ideal.

The logical consequence was to ensure that we built meaningful partnerships with systems and schools responding to this microcredentialing imperative.

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Rationale

The Faculty of Education has established postgraduate pathways and partnership to ensure that our postgraduate program is more immediately relevant, competitive, and practical in nature and management. The value of the Faculty's microcredentialed postgraduate programs are now more readily evident and accessible to classroom teachers, aspiring school leaders and school leaders, schools and systems. And it is with systems that we have most closely developed partnerships that are sustainable and meaningful.

Microcredentialing has provided the Faculty of Education improved professional learning pathways for postgraduate students, raising the status of the Faculty and the University of Canberra with our key educational partners in the Capital Region and NSW.

Microcredentialing logic model

The postgraduate partnership pathways offered have flexibility, fidelity, clarity, and credibility. These four elements work in unison and have a clear and compelling logic in their purpose and in the implementation of our Faculty model with our school and system partners.

Essential Principles of Microunits

The professional learning we have offered as microunits are developmental in nature, emphasising their practical value by meeting the immediate needs of teachers and systems. There is an evident connection made to teacher career development and professional capacity. The microunits are highly relevant in a range of school contexts and meet system requirements and expectations.

It will be possible for a teacher to undertake a range of bespoke microunits which are delivered over time or as microunits. The emphasis is to meet and address the professional learning needs of individual teachers, schools, and systems. These microunits also meet TQI and NESA accredited (professional learning hours) expectations. The microcredentialed units are packaged and marketed so that individuals, schools, and systems can easily determine which microunits are most valuable and relevant. The microunits we have established have an information and accountability platform. For postgraduate AQF accreditation purposes, the microunits also have an assessment component.

RACHEL DUKE, LEAH CAMARSH, ANDREA DE CARVALHO, TOSCA GALLUZZO

LIGHTENING TALK: MASTER TEACHERS, INSTRUCTIONAL SPECIALISTS AND TEACHERS: AN INNOVATIVE PARTNERSHIP MODEL

The Sydney Catholic Schools (SCS) Master Teacher and Instructional Specialist initiative showcases an innovative model of partnership between an education system, its schools, and its teachers. Drawing on the 2020 Grattan Institute Report Top Teachers, Sharing Expertise to Improve Teaching, it leverages the expertise of subject leaders and experienced educators in partnership with teachers to improve classroom practice and boost student learning.

The Report outlined a collaborative partnership model offering new leadership pathways for expert teachers who want to stay in the classroom, and subject specialists who would support them. In this model, an Instructional Specialist (IS) progresses to a leadership position and builds teacher capacity within a school whilst retaining credibility as a classroom teacher. A Master Teacher (MT) is a subject expert who supports Instructional Specialists across several schools through provision of professional learning, modelling, and one-on-one coaching.

Recognising the transformative potential of this model, SCS began implementing recommendations from the Report

in mid-2020 by employing six MTs who designed the scope of the initiative, articulated key leadership strategies, and created professional learning and resources that would support it. Beginning with an initial cohort of fifty ISs in 2021, the initiative expanded with another thirty ISs and an additional 3 MTs in 2022.

Our MT/IS initiative has been informed by contemporary, evidence-based research throughout. A key driver of change has been The Impact Cycle coaching framework (Knight, 2017) to foster powerful improvements in teaching. This collaborative, respectful, and efficient approach to achieving instructional excellence has had a significant impact on the way ISs develop their teachers. The use of high impact teaching strategies (Victorian Education Department, 2017) has provided a framework for describing and improving pedagogical practice. SCS's own high impact leadership strategies ensure data is used effectively and collaborative networks of professionals are being built within and across schools.

The model reconceptualises the capacity-building process.

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Instead of a 'top down' approach, it honours the expertise of lead teachers within their school contexts. It simultaneously addresses the two key recommendations of the 2018 Gonski 2.0 Report: better teacher career paths and more effective teacher professional learning. As an example of a 'practice architecture' model (Kemmis, 2019), our initiative affirms the value of job-embedded, holistic professional learning, over traditional, passive, externally-delivered models.

Every student in Australia deserves to have the very best teachers in their classroom by design; not by chance. Whether supporting early career teachers, subject faculty members, or

contributing towards collective teacher efficacy at the whole school level, collaborative partnerships between MTs, ISs and teachers are raising expectations and reducing variance between classrooms. With some ISs now in the third year of their roles, we welcome an opportunity to share our findings and reflections with the broader educational community.

Our three 'Lightning Talks' will incorporate Master Teacher, Instructional Specialist and teacher perspectives to demonstrate the power of their innovative partnerships as we reimagine ways to lead the future of teaching and learning through research.

HELEN M. G. WATT, PAUL W. RICHARDSON

LOOKING AHEAD, REFLECTING BACK: EARLY CAREER TEACHERS ASSESS THEIR PREPAREDNESS TO TEACH

Teacher education (TE) in Australia has attracted scrutiny and increasing criticism from politicians, the media and policymakers. Earlier reviews focused on recruitment and selection, teacher quality, professional experience, professional status, attrition and shortages. Recently, TE quality is in the spotlight, including the Teacher Education Expert Panel chaired by Mark Scott. How teachers are prepared has been repeatedly contested, reformed, redefined and reframed. Our study systematically examined what beginning teachers nominated as feeling most and least confident about at the point of completing their qualification, and their evaluations of their TE preparation during early career.

Drawing on Bandura's social-cognitive-theory we analysed teachers' self-efficacy as a potent precursor to professional practice. Unlike other careers, teaching demands that a novice immediately assume full responsibility and proficiency. Given the job complexity we did not seek to determine levels of general self-efficacy or pre-determined facets, adopting an ecological approach to develop a multilevel taxonomy of participants' open-ended responses concerning what they had most and least confidence in. Themes from the literature were included with emergent themes from inductive coding. Participants' evaluation of TE in early career, was based on the principle that experience of teachers' daily work is necessary for a useful evaluation.

Longitudinal surveys and interview data were at the end of primary/secondary TE at four universities across NSW/Victoria, and subsequently in early career (Human Ethics approvals from each university). Among the 514 participants, 453 were subsequently employed as teachers whereas 61 had quit. Time-2 interviews were conducted with 75 secondary and 45 primary graduates. Those employed as teachers were predominantly

in suburban schools, then metropolitan, rural, inner-city and remote schools. Time-1 surveys asked open-ended questions about most and least confidence for which frequencies were calculated for primary/secondary, for those teaching vs. quit. Time-2 surveys asked how with hindsight, participants rated their TE. Concurrent telephone interviews elaborated the most and least helpful aspects, what they wished had been included but was missing, or not sufficiently included.

Most common elements for which participants nominated 'most confidence' were similar for primary/secondary participants who were teaching at Time-2 - knowledge (predominantly subject and pedagogy), relationships (especially with students) and personal resources (mainly psychological skills). 'Least confidence' was most common for classroom management among secondary, versus knowledge (particularly assessment and reporting) among primary future teachers. Intriguingly, among those who had quit by Time-2, the pattern for 'most confident' was similar, and there was no pronounced element for 'least confidence'. There was also no statistically significant difference between those teaching versus quit, on reflective evaluations of either the quality of their TE coursework or practicum (neither were there significant differences by primary/secondary, or university attended). This suggests factors other than self-efficacy or TE quality turned them away from teaching. TE was rated mainly as 'adequate'. Interview data suggested aspects that could be improved through findings of research designs such as ours that partner with beginning teachers and sustain them into their professional careers. Most emphasised was better linkage of theory and abstraction to practice and concrete situations.

ABSTRACTS

JOSHUA BRYERS, DR ADAM HENDRY, DR DANIEL BATEMAN

LIGHTENING TALK: COMMUNITY PARTNERSHIPS PROMOTING ENGAGEMENT IN STEM

Partnerships with Community and Industry

This talk will explore the numerous partnerships that the school (de-identified for application but can be identified for the presentation) has established with the local community, industry and government agencies in our Stage 4 & 5 STEM classes. We will provide an overview of a specific case study which explores how students developed a deeper connection with the course material, promoted agency and engagement within the learner and improved soft skills not explicitly identified in the curriculum including collaboration, critical and creative thinking along with enhancing their communication skills. More explicit details about the partnerships and units of work will be covered in the presentation.

Partnerships with Tertiary Education

This lightning talk will explore the seasoned relationship established between the school (de-identified for application but can be identified for the presentation) and multiple tertiary education institutions. A snapshot of the collaborations include:- Erasmus University Rotterdam (two PhDs have come out of doing research within school, focusing on Self-efficacy, interest and pioneering new psychometric measures)- Researchers from Erasmus University Rotterdam and Lee Kong Chian Medical School, Nanyang Tech Uni (Sg) conducted research into situational interest at the school- WSU research partnership ongoing for 8 years (paper published 2020; another study being written up now). Studies into self-, proxy- and collective efficacy in a group learning based environment - School coordinated research with WSU and Diocese into self-efficacy, computer use and task strategies during COVID - Participation in the Australian

Catholic Bishops Conference research into learning during COVID (school had 'best' HSC results in 2020)- Facilitate PhD student from Newcastle uni looking into collective teacher efficacy at schools with substantial learning gain at HSC over more than a 5 year period - Institutional research conducted in the following areas at the school: longitudinal study of PBL educated alumni into work related competencies; situational interest- 5 papers have been published from research; 2 more submitted to journals; 5 more in writing phase. - Research findings presented at PBL2016 Zurich; AERA 2017 and will be at EARLI 2023 (amongst others)

How External Partnerships Promote Interest in Further Studies

This talk will explore how the aforementioned partnerships have promoted student interest and engagement with STEM related subjects in Stage 6. Through statistical analysis, we have found that there is a significant improvement in the uptake of students expressing interest in studying STEM related subjects owing to the constructivist pedagogical approaches of the school and the through the opportunities for students to develop their understanding of industry and collaborate with real world mentors. Coinciding with the increase in uptake of STEM related subjects, performance in state mandated standardised testing (Higher School Certificate) has significantly improved. This effect has been conclusively attributed to the constructivist pedagogies implemented by the school, within which, problems closely linked to real world problems whereby students engage with industry representatives to further aid in the problem solution process is standard. The methods of statistical analysis along with determination of significance will be explored in further detail during the talk.

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STEPHEN HEIMANS, MICHELLE OCRICIANO, TAKENORI SAGARA

FOR 'SLOWED PARTNERSHIPS' IN TEACHER EDUCATION: THINKING WITH AN ECOLOGY OF PRACTICES ABOUT WHAT MATTERS, TIME, AND THE (IM)POSSIBILITIES OF DIVERGENCE

This symposium includes three papers. Each paper discusses one concept arising from philosopher of science Isabelle Stengers' work on 'an ecology of practice'. This ecological approach to practices, offers teacher educators, we argue, a way to become 'slowed down' with respect to who and what makes sense, and how, in teacher education and in partnerships. Our goal therefore, is to discuss concepts that may allow those people who do not usually have a part in 'making sense' to take one. The 'slowedness' we attempt to adumbrate here aims to link together questions about temporality, rationality and the political aesthetics of sense-toward theorising a slowed aesthetic-ration-tempor-ality.

Overall, the symposium attempts to explore some theoretical bases for 'slowed partnerships' that may support; 1. Fostering resistance to the 'outputs orientation' and instrumentalization of teacher education (and) partnerships, 2. Putting into question who makes sense about what and how in teacher education (and) partnerships, and further, therefore 3. Intentionally foregrounding placing at the heart of the purposes and foci of inquiry the desires of people whose only part in making sense in teacher education is none.

Each paper details one concept;

1. Divergence (paper one),
2. What matters (paper two),
3. Time (paper three).

Each paper explores the concepts in relation to Isabelle Stengers' other writings, to the questions that taking an 'ecology of practices' approach raises, and to the problem of (partnerships in) teacher education. We take it as given that any valorisation of partnerships needs to be investigated and we offer our work on each of these three concepts as ways into this process, albeit from slightly different angles.

Diverging teacher education partnerships? Instrumentalism, subjectification, and the presupposition of equality

In this paper, we discuss three questions related to why and how divergence in teacher education partnerships might be fostered; 1. With regard to the first question, we discuss what we mean by divergence and why we would nurture it. We discuss here Stengers' work on divergence and how and why it may be of interest in education to and to teacher

education research and partnerships as a counter to instrumentalization? 2. We focus here on how subjectification (Biesta, 2014) might 'operate' in/ as divergence in order to resist the kinds of convergence of practices (standardisation, datafication, commodification and so on) that globalising capitalism produces, especially in education in the form of the Global Education Reform Movement (Sahlberg, 2007), 3. The final question concerns how the presupposition of equality effects how partnerships can be understood and enacted as operationalising dissensus (drawing on Verran's and Rancière's diverging theorisations of this concept) and link here to divergence. The question of the relation between divergence and dissensus in teacher education partnerships will be discussed.

What matters in an educational work of divergence?

This paper pays particular attention to what matters to the work of the teacher educator, when/if one wishes to instigate divergence. It will be outlined how the prime focus of the work is not on some achievements of individuals, but rather on what is 'becoming able', which was 'being unable' before within a collective. It is argued that an event that invites such divergence happens, when the protagonists become more intelligent about and through the educational process with others, so that, eventually, the members learn to accept the need to exist with common concerns, and that these may incite a creation of rapport. Such lines of thought, following Stengers, have nothing to do with creating affectionate relationships nor teaching some legitimate knowledge. Rather, one of the prime challenges of the teacher educator is to create an artful culture where paying bodily attention, not careful attention, becomes feasible. This educational work that matters could be phrased as "how might it become feasible for protagonists to learn to allow themselves to be touched by (muted) reality?", and this will be discussed.

Slowing down: on partnerships and time in teacher education

Focusing on the concept of time, this paper discusses the often artificial settings in which partnerships are set. This will be done by bringing two divergent philosophers to the debate: Isabelle Stengers and Byung-Chul Han. Stengers (2018) argues that time is not an objective, universal phenomenon but rather a product of human experience and imagination.

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For her, different cultures may have different conceptions of time which is likely to reflect their unique ways of life and understanding of the world. She also emphasizes the importance of recognizing and respecting the diversity of temporal experiences and the need to resist the imposition of a singular (and often) Western notion of time. For Han (2017), modern societies are characterized by an obsession with productivity and efficiency, which has led to a "time-pressure" culture. This time-pressure culture is characterized by a constant sense of urgency and a need to be always "on" and available. A good example of that is the current and

abundant frameworks around the professional development and life-long learning in education in general and in teacher education curriculum. While Han highlights the negative consequences of our fast-paced, technology-driven society, Stengers emphasizes the importance of recognizing the cultural and subjective dimensions of time. Both Han and Stengers offer important insights into the nature of time and the ways in which it shapes our lives. Together, their ideas can be very fruitful to help us reflect on our relationship with time and how we spend it in teacher education partnerships.

WAYNE COTTON, WILLIAM LETTS, MATTHEW WINSLADE, SUSAN LEDGER, ELENA PRIETO, JORDAN SMITH, KATE FERGUSON-PATRICK, DAVID ROY, DEBRA DONNELLY, JANET DUTTON

MID-CAREER CHANGERS: TRANSITION INTO AND THROUGH INITIAL TEACHER EDUCATION PROGRAMS

There is a growing need for career changers to enter the field of teaching. Several compelling reasons support the claim and current research provides evidence to support these reasons. Career changers bring a wealth of transferable skills and experience to the profession. They can help to address the shortage of teachers in high-need subjects and bring diversity to the teaching profession. Moreover, research has shown that career changers who enter the teaching profession are often motivated by a desire to make a difference in the lives of their students.

In NSW, the Department of Education has addressed this need through its Mid-Career Transition to Teaching program. This program supports experienced professionals to become teachers, helping to meet the needs of NSW public schools now and into the future. This symposium will present three papers associated with this program. The first paper will focus on the findings of a systemic literature review, which looks at the enablers and barriers for career changers as they enter and progress through an initial teacher education program.

The second paper explores the reasons why career changers choose to enter the teaching profession during such a turbulent time within the ecosystem of education in Australia. It captures personal influences impacting their choices, analyses their performance within an on-entry simulated learning experience, and discusses the changes these career changers believe they bring to the profession.

The third paper reports on the initial findings of a project that implements 'social labs' as both a data collection method and an ongoing support mechanism for mid-career changers

who are transitioning to teaching. It also describes a self-sustaining support structure for them as they navigate the first five years of teaching.

A major theme of these combined papers is the need for stronger partnerships between universities, schools, and mid-career changers.

Barriers and Enablers for Mid-Career Change Student Teachers: a systematic review

Mid-career changers entering teaching profession bring valuable experience and perspectives to the classroom, often enriching the educational experience for students and fellow educators. However, it is a big commitment for career changers to head back to university, as they often have more commitments than younger students (Varadharajan et al, 2019). Thus, it is important to make their transition as seamless as possible. This study investigates the research informed barriers and enablers for career changers as they enter and progress through Initial Teacher Education. A systematic review was considered an appropriate method for examining barriers and enablers that these student teachers face because it involves a comprehensive and rigorous approach to identifying, evaluating, and synthesizing all relevant research studies on the topic. To achieve the objective of the study, seven online, education-focused, databases were searched to identify relevant peer reviewed articles published between 2011 and December 2021. These publications were systematically reviewed, resulting in 46 individual publications being included in this study. Relevant data were extracted from these 46 publications. The Mixed Method Appraisal Tool (MMAT ver.2018)

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was used to appraise the methodological quality of the studies included. A thematic analysis of the individual publications identified multiple barriers and enablers which support or hinder careers changers as they enter and progress through Initial Teacher Education. Identifying the barriers and enablers for career change student teachers is crucial for developing effective policies, programs, and interventions that support their successful transition into the teaching profession. By identifying the factors that hinder or facilitate their career change, stakeholders can develop targeted strategies that address their specific needs, challenges, and aspirations. Furthermore, understanding the barriers and enablers for career change student teachers is important for ensuring that the education sector attracts and retains a diverse range of qualified and experienced professionals, thus enhancing the quality and equity of education.

Mid-Career Teachers – Who and why are people entering a profession under pressure?

Social environments exert an important influence on decision making processes, particularly for the teaching workforce. Currently, the attraction and retention of teachers is facing multi-levels of societal pressures and systemic sabotage. With global teacher shortages at critical levels (UNESCO, 2022), teachers leaving the profession within three to five years (McConney et al., 2012), increased compliance and administrative burden on teachers (Australian Institute for Teaching and School Leadership, 2020), ongoing pedagogical 'wars' (Cuban, 2006), rising violence against teachers (Billet et al. 2019), deteriorating health and well-being of our teachers (Heffernan et al., 2022) and media that has denigrated the profession systematically over the last two decades (Mockler, 2022), it is no wonder universities are experiencing reduced numbers entering teaching and high attrition rates. To mitigate these compounding factors, a range of innovative government policies and program reforms have been developed. The Midcareer Transition to Teaching (MCTT) program introduced in NSW in 2021, was designed to attract people into the profession from other careers. This study explores the reasons why people chose to enter the profession and the MCTT program during such a turbulent time within the ecosystem of education in Australia. It captures personal influences impacting their choices and analyses their performance within an on-entry simulated learning experience. Combined, this qualitative data set provides insight into factors impacting midcareer decision making to transition into the teaching profession and what they bring to the profession. These insights inform recommendations for future policy and practices to raise the

status of teaching and those thinking about choosing to be teachers.

Social Labs, a data collection method that gives participants a voice whilst supporting their mid-career transition to teaching

The teaching profession is facing chronic staffing shortages across Australian states. Current political discussion is focused on finding solutions to this urgent problem and attracting mid-career professionals into a teaching degree is one of several responses. However, once in, how do we retain mid-career professionals in their degree given the often-complex demands on their time and resources? And how can we set up beginning teachers to stay in the profession beyond the first five years of in-service? This research seeks to (i) find out more about this group of professionals who are transitioning to teaching mid-career and (ii) set up a self-sustaining support structure for them as they navigate the first five years of teaching. Hence, we are using 'social labs' as both a data collection method and as an ongoing support mechanism for our mid-career pre-service teachers. Social labs are part of an emerging field of practice (Mackenzie, 2015), as a way of dealing with 'wicked' (Lake, Fernando & Eardley, 2016) or complex social problems. They seek to bring a diverse range of stakeholders together to develop new approaches to solve complex issues. The labs seek to widen perspectives, open possibilities, sharpen ideas, shape attitudes, build trust and alignment, and identify opportunities for intervention (Mackenzie, 2015). In this Ethics approved research study (Project ID 11231) participants meet face to face to engage in research facilitated professional dialogue in response to a series of career-related questions and activities. Social labs have been chosen in this study to provide pre-service and beginning teachers an opportunity to voice their experiences of their transition to the profession whilst at the same time, providing a formal peer network to support them in their newly emerging career. Our research seeks to contribute to the field of scholarship by investigating the relationship between the provision of job resources and mid-career teachers' engagement in professional practice in the short and longer term. We are also interested in the experiences of mid-career teachers during their periods of in-school professional experience prior to commencing work as graduate teachers. Key insights reported from Year 1 of the program indicate the value of peer support and networking for professionals transitioning into teaching mid-career. Moderator variables have been identified and findings indicate the need for further investigation into profession connected coursework activities, fiscal supports, and the nature of paid in-school work for pre-service teachers.

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RACHEL WHITE, LOUISA PERALTA, CHRISTINE PRESTON, MARIA KARIMULLAH, GEORGE HARB, DAMIAN MAHER, ALYSON SIMPSON WHAT'S THE EVIDENCE: REFOCUSING THE EDUCATIONAL RESEARCH AND POLICY AGENDA ON TEACHER QUALITY THROUGH COLLABORATIVE PARTNERSHIPS

The What's the Evidence [WtE] team is a collaboration between initial teacher educators, measurement experts and HDR students who undertake translational research. We believe teacher's work is a complex undertaking based on professional judgements informed by bodies of educational knowledge and are committed to supporting teachers through research informed advocacy. As a team, we value teachers as key contributors to the formation of a just society.

We recognise that teachers contribute to the public good in difficult circumstances by supporting the learning needs of all students. As educators we note that the concept of 'teacher quality' is a contested space. We take a stance to speak back against the negativity continually promoted about teacher quality and to promote shared understanding of a holistic conceptualisation.

Our goal is to reposition the current deficit discourse by exemplifying a process to identify and measure indicators of teacher quality that provides the profession with a framework for recognising and developing teacher quality. We are committed to working on a national agenda to change policy that will drive support for a more holistic view of teachers and their work.

To do this, we have partnered with the national body responsible for promoting the Australian Professional Standards for Teachers, a State based education system, and local teacher education professionals, including discipline professional associations, and teachers. Together we are exploring a construct of teacher quality that encompasses intellectual, interpersonal, affective, and intrapersonal indicators. Findings demonstrate both advantages and challenges of negotiating the needs of disparate stakeholders to address policy issues and support teachers. In these papers, we emphasise the benefits gained when collaborative partnerships are established and data is collected using quantitative and qualitative methods through focus groups, online surveys, and document analysis.

Aligning the indicators of quality teachers with the Australian Professional Standards for Teachers

Paper 1 will address the following question: How could a revision of the APSTs, encompassing the essential indicators of teacher quality, support the development of quality teachers and the teaching profession? Paper 1 describes

the processes and results of how the findings of the What's the Evidence (WtE) research study could inform the current Australian Professional Standards for Teachers (APST). The APST were officially endorsed by all state and territory education ministers in 2010, after a lengthy consultation process. They provide guidance for the expected knowledge and skills teachers need for each stage of their professional career. They also underpin the professional development of teachers, from initial teacher education through to highly accomplished and lead teacher (HALT) certification. While they provide valuable explication of the work teachers do, the APST are prime for review. The WtE research study aims to provide a comprehensive understanding of what it means to be a quality teacher by focusing on the teachers themselves, rather than just the work teachers are engaged in on a daily basis. The literature refined in the WtE scoping review includes empirical research from around the world exploring ways in which the indicators of teacher quality can manifest in practice. This research was collated and analysed in order to provide expanded descriptions of teacher quality indicators, revealing the ways in which teacher qualities are explicitly and implicitly present in the current Standards. The indicators of quality extracted in the WtE research study characterise a quality teacher to be motivated and committed, reflective, resilient, and an effective communicator who respects the diversity of the teaching and learning environment. By aligning the APST with indicators identified as essential for quality teachers, we propose the APST standard descriptions are expanded to become more meaningful for teachers and the education profession. A more explicit connection with the research informed indicators of teacher quality could help teachers to better see themselves reflected in the Standards and understand that who they are affects the quality of work they do.

Determining the indicators of teacher quality across subject disciplines

Paper 2 builds on our previous WtE scoping review of the literature, which includes empirical research from around the world exploring ways in which the indicators of teacher quality can manifest in practice. This paper describes the process and results of comparing the indicators of teacher quality found in the WtE scoping review, within specific

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subject teaching areas (i.e., English, Mathematics, Science, Human Society and its Environment, Creative and Performing Arts, Technology, and Physical Education and Health). The prime purpose was to investigate idiosyncrasies of quality teacher indicators relating to subject teaching area. A second aim was to describe apparent differences in the quality indicators across subject areas to understand more about teacher quality. Having a deeper understanding of the indicators of teacher quality in specific subjects could provide direction in informing policy, future research and defining practice. Starting with the 1,004 articles from the original scoping review we undertook further analysis of literature on the indicators of teacher quality. First, publications focusing on research in subject-specific practice (eg. studies that interviewed English teachers) were identified, with their extracted indicators then coded into that specific subject area (eg. English). This allowed the researchers to discern the prevalence of certain indicators within specific subject areas and determine which publications would be valuable for deeper analysis. The identified publications were then scrutinised to establish if patterns existed in relation to the four teacher quality indicator sets - intellectual, interpersonal, affective and intrapersonal – as well as the specific indicators within the overall sets. Research on the prevalent indicators in each subject were then examined by subject as well as across disciplines. For example, the interpersonal quality of collaboration and relationship building was a common indicator across all subjects, but how the research described its manifestation in a classroom varied according to subject area. Understanding how the indicators of quality manifest within subject areas can inform what is both valued by educational research, and what may be valued by the profession but is currently missing in the literature. The identification of subject specific quality teacher indicators may also contribute positively to teaching and learning practices across subject disciplines by informing ITE programs, in-service professional learning, subject specific professional associations and education regulatory bodies about what it means to be a teacher in each discipline.

Partnering with stakeholders to confirm the construct of teacher quality and build a consensus view of essential indicators for ECTs: A modified Delphi process

Paper 3 will present results from the two stage Delphi process undertaken as part of the What's the Evidence study. The Delphi process had two purposes. One was to confirm the construct of teacher quality that was based on our scoping review. The second was to ascertain the views of stakeholders about which of the indicators of teacher quality included in our construct were viewed as essential for early career teachers. Stakeholders connected to our study included leaders from national policy bodies, State based education systems, teacher unions, professional associations, and teachers. Forming partnerships with all groups took complex negotiations and was both invigorating and challenging because, while everyone is interested in teacher quality, politics, processes, and protocols get in the way of talking about it. Our Delphi process ran two phases. Results from phase 1 confirmed the construct emerging from the scoping review as valid. The results from phase 1 also showed which indicators stakeholders in three different groups - system leaders, professional associations, and teachers - thought were essential for early career teachers. After the first iteration items below the cut score of 80% were removed from the survey. Results from phase 2 of the Delphi process reveal the final set of indicators viewed as essential for Early Career Teachers. These findings provide insight to the view that stakeholders have in relation to what matters most for a teacher in the early stage of their career. The qualitative data also demonstrates the complex views of teacher quality that are in circulation. Our process has revealed the depth of investment all stakeholders have in supporting early career teachers to thrive in the career of teaching. The outcome of this partnership is leading to a greater understanding of the qualities of the contemporary teacher, which can be used to inform initial teacher education program design and professional development for early career teachers.

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MEGAN ADAMS, ROSIE WELCH, GERALDINE BURKE, ELIZABETH TUDBALL, NIKKY BROWNE, LAURA ALFREY, AISLINN LALOR, KEITH HILL, BLAKE CUTLER, LOUISE JENKINS, RICHARD PRINGLE

INCLUSIVE PARTNERSHIPS: EXPLORING INTERNATIONAL, NATIONAL, LOCAL, CROSS-DISCIPLINARY AND CROSS-CULTURAL LEARNING

Echoing the sentiments of the TEMAG report (2014), The Next Steps 2022 report outlines the importance of the government mandated partnerships between universities and schools. The main aim with these partnerships is to improve the 'classroom readiness' of initial teacher education students; better connect theory with practice; advance reciprocal sharing of knowledge and experience; and support supervising teachers. Traditionally, these are recurring themes in the literature (see Manton et al, 2021) and, although important, overlook other partnerships that support innovative practices and partnerships that are initiated to support both teacher and initial teacher education programmes. Missing from the literature is acknowledgement of the complexity and flexibility that Teacher Educators require and commit to when forming, maintaining and sustaining industry partnerships which often cross disciplines, local and international borders and include, but are not restricted to schools. Furthermore, some partnerships are formalised with signed agreements and include some form of remuneration however, many are not funded, which adds to the complexity of sustained impactful practices.

In this symposium we include and move beyond partnerships with schools to reconceptualise our understanding of what it means for Teacher Educators to be innovative, flexible and impactful with their work. To do this we report on three varied projects that bring together diverse partnerships two have been sustained and extended year on year. The third is newly conceptualised and builds on previous iterations of partnerships. We present and examine varied aspects of Teacher Educators professional practice that have proved important in developing and conceptualising partnerships. aimed at providing. The aim is to provide hybrid learning environments for university students, and working with heterogeneous groups to deliver international, national and local, cross disciplinary and cross-cultural groups. Many of these partnerships outlined would not be sustainable without support of professional staff. We bring together three discrete projects with different theoretical frameworks and report on an international teacher immersion programme; a cross-disciplinary, intergenerational arts-moving-well-being programme and a programme that brings together practicing teachers from the LGBTIQ community with preservice teachers. Each partnership acknowledges and

contributes to the changing nature of education and in particular the diversity within our society, which is often reflected but not made visible in classrooms. We report on the professional challenges, encountered and the implications for future research as the partnerships operate across pedagogical, linguistic and cultural lines.

Paper 1: International partnerships: Narratives of Saudi Arabian teachers' immersive school experiences in Australia

In recent years, the Saudi Arabian government has prioritized improving their education system as it is understood to be central in developing a sustainable, adaptable and stable workforce and economy, leading to an increased engagement with global education providers. Reforming education requires engagement and forming strong partnerships with education providers who are able to provide quality and targeted professional learning for practicing teachers. To meet these requirements, the Saudi Arabian government has partnered with worldwide international education providers and sponsored Saudi Arabian teachers and education leaders, and their families to be involved in year-long international school immersion and professional learning programs as part of national reform agendas. Such programs require formation of partnerships at varied levels, including but not limited to professional staff organising the administration that is required to support such projects, Teacher Educators who are leaders and mentors, schools both private and public, Departments of Education, Curriculum development organizations and outside organisations who provide education programs such as museums and science works who are adept at providing education programs.

We focus on the partnerships built between four Australian Teacher Educator mentors and four Saudi teacher participants as they participated in a year-long school immersion and professional learning program situated at the university in Australia. Drawing on Mezirow's (2001) notion of 'disorienting dilemmas', we provide narratives of Saudi Arabian teachers' lived experience as partnerships developed with their Teacher Educator mentors as they learned about the Australian education system. Once ethical permission was granted from the university ethics committee,

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data were gathered through semi-structured interviews, incidental conversations and discussions during group presentations. We use narrative inquiry (Clandinin & Connelly, 2000), to reflect on a range of disorienting dilemmas that arose during the program and discuss their varied impacts on the participants and their mentors. The main tensions were related to cross-cultural challenges, and prior experiences of education concepts and processes that acted as enablers or barriers to professional learning. Emerging dilemmas were informed by the teachers' views on issues including religious and secular schools, the use of learning spaces and resources, and views about general capabilities such as critical thinking and creative learning. Implications for such programs highlight the need for cultural sensitivity and understanding when developing partnerships at all levels of involvement with immersion programs.

Paper 2

World-wide, universities are strategically working towards engaging interdisciplinary and industry partnerships to enhance student outcomes, access funding and to solve wicked research problems that impact communities. One such problem is how to conceptualise and enact a multi-cultural, cross discipline, intergenerational art-moving-well-being project focused on building social connections with diverse partners.

The aim of the study was to investigate an intergenerational art-movement-well-being project through an *a/r/tographic* lens, which relationally positions participants as artists (by making artwork in relation to movement-well-being), researchers (by exploring aspects of movement-well-being through their art) and teachers (by teaching others about their movement-wellbeing practices through community connections). Our approach is to acknowledge that each partner and participant is able to provide assets and/or support for positive practices. The aim is to connect salutogenesis, (supporting 'healthese' instead of 'disease') and art-moving-well-being practices as a theoretical lens to explore ways intergenerational and intercultural partnerships may ameliorate loneliness and improve social connectedness across generations, and communities.

In this methodological paper we draw on Edwards' (2010;2017) three interwoven theoretical concepts of 'relational expertise', 'common knowledge' and 'relational agency', to examine a complex web of partnerships that draws together members from diverse communities. We

explain the protocols and processes of drawing together First Nations artists, and knowledge holders, three teacher educators, two members of the School of Primary and Allied Health Care, members from the University of the Third Age (U3A), preservice teachers, students from the School of Allied Health, and primary school children. Theoretically, we examine the constraints and enablers of forming partnerships with members from diverse communities.

Implications for the research include understanding the precarious nature of bringing together large groups from diverse backgrounds, which are initially reliant on goodwill for time commitments until funding is successful. Further implications include portraying the complexity of conceptualising cross discipline, cross cultural and multi participant partnerships, and then simplifying the process into everyday language to gain funding. A final implication is the ability for flexibility and the relational expertise that is required when forming, maintaining and sustaining industry partnerships across disciplines, cultures and institutions. Ethical permission is pending from the Department of Education and the University Ethics committee.

Paper 3: Supporting pre-service teachers' queer-inclusive practice: Reflections on a partnership between academics, queer beginning teachers and teacher allies.

Formal partnerships are increasingly becoming a central aspect of pre-service teachers' (PSTs') experiences of learning to be a teacher. For example, the Australian government has mandated formal partnerships between universities and schools. The graduates of Initial Teacher Education (ITE) programs are also required to provide evidence of engaging with colleagues, parents/carers and the community as outlined in the Teacher Standards (7.1 and 7.3) of the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership, [AITSL] 2017). Despite these mandated policies, there are claims that ITE graduates require more learning to be 'classroom ready' specifically when working with diverse student populations. One area that is often missed in ITE programs includes working with students of diverse genders, sexes and sexualities (collectively referred to here as queer). Even when these topics are included, partnerships and initiatives often focus on fostering dispositional changes in PSTs' attitudes and perspectives, with little consideration regarding their understanding of the complexities surrounding queer-inclusive practices (Kavanagh, 2017).

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Informed theoretically by Vygotsky's notion of *perezhivanie* (lived experience), this paper adopts a narrative approach (Clandinin & Connelly, 2000) to explore the learning from an informal partnership between teacher educators, queer graduate teachers, teacher allies and school leaders that aimed to bring queer-inclusive topics into the ITE classroom. The partners came together during interactive tutorials and workshops with PSTs enrolled in an inclusive Master of Teaching unit and shared their lived experiences including their joys, challenges and the complexities of engaging in queer-inclusive practices.

The data for this study is drawn from reflections shared by partner educators as part of their involvement in the unit (n=6) and a focus group with PSTs (n=4) that examined the participants understanding of the complexities surrounding queer-inclusive practices. Findings indicate that PSTs' emotions and dispositions about queer young people were

not separate from their learning about queer-inclusive practice, but rather played a central role in developing understanding about working with queer young people. Further findings indicate that although the partnership was formed outside the government-mandated formal agreement for university-school partnerships, PSTs critically reflected on the social, political and institutional factors that influence queer-inclusive work.

Implications for this study indicate the value of informal partnerships for bringing queer-inclusive topics into ITE programs in ways that move beyond a sole focus on fostering changes in PSTs' dispositions. Further studies into informal partnerships that widen PSTs' experiences outside mandated government-school partnerships is required so PSTs are able to better understand ways of creating and maintaining supportive and safe learning environments in partnership with colleagues, parents/carers and the community.



WORKSHOPS

KERY O'NEILL

QUESTIONS FOR CATALYSTS

In a world where there is so much controversy and stress associated with Education Systems; where there is a teacher exodus and apparently greater student disengagement than ever, where there is committee after committee coming up with suggestions - why are we still asking the same questions if the research is supporting us? What are we missing? Are there better questions to ask and better partners to be asking?

Does the Brennan Report give us the opportunity to become catalysts to ask better questions?

Developing a shared understanding of how all the pieces fit together within the big picture helps us to ask the right questions and the right people. As teacher educators we are committed to finding our part in the future solution, not just for a term of government, but for future generations.

This workshop includes discussion, movement, planting seeds, engaging hope

- a human centred systems thinking approach to simplifying the complex system

- a both/and approach rather than either/or decisions

- the chance to be heard

- action orientated communication tasks and groupwork

- application of current and ongoing neuroscience research

It gives a framework to investigate innovative partnerships for research and, importantly, also a framework for findings to be shared with teachers on the ground. It allows us to voice passion, concerns and questions so that we are excited for possibility.

In order to create impactful, innovative and solutions-focused educational initiatives for the 21st Century we have found that it is essential to build a deep understanding of all the stakeholders.

That has to start with truly understanding ALL the parties and processes involved in developing teacher readiness for the classroom.

Using a Human Centred Design Thinking approach we work in groups to complete stakeholder maps with a difference, identifying both deeper connections and places where there are gaps in the current communication of needs, of research and of the very goal of education. This will be used to generate questions.

To support the review of the mapping and the question bank, findings from previous teacher interviews will be shared and examples of current partnerships for teacher education are discussed. Working with Childrens Ground (MK Turner) for education by teacher immersion has been particularly positive.

Our time involves clean communication practices, intentional questions and a big picture framework. These all recognise the research into the way the brain learns best, and are used as a model for best practice.

Meeting the goals of the Melbourne Declaration should not be as hard as it presently is. With all the tools and understanding we now have, we are equipped to be the catalysts for future change. We can use frameworks to identify future partnerships that can develop and sustain best practice and keep teachers sane and the next generation skilled for empowered 21st century lives! Starting is the first step.

WORKSHOPS

MICHELLE OCRICIANO, STEPHEN HEIMANS, TAKENORI SAGARA

KNOWLEDGE GROUPS AND TEACHER EDUCATORS: DISCUSSING THE PURPOSES OF TEACHER EDUCATION IN A POSTGRADUATION SETTING

Nearly every university in Australia has both a master of education and a master of teaching. Whereas the focus of each of these programs is different, some students are unaware of their differences. To a few, especially international ones, it is their first encounter with the field of education, so we could argue that, in some cases, both courses are catering to not only teacher education in general but, in fact, initial teacher education. With classes around the world - and Australia is an example of that - increasing the ration teacher-student, it is possible that education might be lost, and we end up with merely vacuous teaching.

Some schools of education try to solve the issue of teacher-student ratio by splitting classes artificially into lectures and tutorials. In this context, a few questions arise such as how much of a partnership is there between a teacher educator and their pre/in service teachers (if any)? What are the expectations from academics in relation to students? What are the purposes of postgraduation education for pre and in service teachers? What is it that we – teacher educators – are

trying to achieve in postgraduation courses? These are broad and yet important questions that need to resurface from time to time. To address some of these questions and help with this reflection, Sarah Whatmore's (2009, 2011) work might be useful. Inspired by Isabelle Stengers (2000), she explores how different knowledge groups, including scientists, policymakers, and citizens, construct and use knowledge. She argues that these groups are not value-free, but are shaped by their own perspectives and interests, and that it is important to recognize and address these differences in order to promote more effective and equitable policy-making.

For this session, drawing on Whatmore's (2011) knowledge groups, I'd like to make an initial knowledge group of teacher educators to start discussing the purposes of postgraduation studies for both pre and in-service teachers. The plan is to take this rather homogenous initial knowledge group suggestions and create a different one with some of the diverse actors – including students - involved in this context.

TESSA KEENAN, NINA ROSS

WORKSHOP: BE A VOICE FOR GENERATIONS: RECONCILIATION AND THE ROLE OF INITIAL TEACHER EDUCATION

Historically, the formal education system in Australia has served as a tool of colonisation. First Nations peoples, pedagogies and perspectives have been systematically excluded from, and silenced within, mainstream education institutions, policies and frameworks. Education institutions have contributed to a lack of historical acceptance; deepening inequalities and inequities; and disrupting pathways towards strong relationship-building and unification processes across generations.(1)

Launched in 2015, Reconciliation Australia's Narragunnawali program was designed to instead leverage education as a tool towards reconciliation. Narragunnawali is a Ngunnawal word meaning 'alive,' 'wellbeing,' 'coming together' and 'peace' and is used with permission from the United Ngunnawal Elder's Council.

Aligned with the education sector's strengthened standards and expectations relating to reconciliation, the Narragunnawali platform comprises an online platform with professional learning and curriculum resources for individual

teachers and educators to engage with; a whole-scale Reconciliation Action Plan (RAP) framework to facilitate change towards reconciliation within Australian schools and early learning services; and an Awards program to acknowledge outstanding commitment to driving reconciliation in the classroom, around the school/service and with the community.

This workshop will explore the concept and context of reconciliation in Australia, with a focus on the role of Initial Teacher Education and the wider education ecosystem in driving a stronger future of reconciliation across the nation.

While providing a walk through the tools and resources available via the Narragunnawali platform, this workshop will highlight the unique role that teacher educators play in ensuring graduates are equipped to engage deeply in reconciliation when they enter the classroom, and in embedding a continual commitment to reconciliation and Aboriginal and Torres Strait Islander self-determination within the education ecosystem.

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The workshop will share learnings and recommendations from the ANU-CSRMs longitudinal evaluation of Narragunnawali, which has demonstrated both the importance of, and positive through-time impacts of, reconciliation in education. (2)

The 2023 theme for National Reconciliation Week, Be a Voice for Generations, calls on all Australians to act today to

tackle the unfinished business of reconciliation. For teacher educators, this means amplifying the calls of past generations of Aboriginal and Torres Strait Islander peoples that have fought hard and paved the way for change, and using your power and positionality, words and actions to foster, a more just and equitable future for all.

DR CHRISSE MONTELEONE, DR MICHELLE GORZANELLI, DR MONICA WONG, DR AMANDA ISAC, DR CATHY LEMBKE, DR MATTHEW WINSLADE, DR ANNE MCLEOD

THE INITIAL TEACHER EDUCATION FEEDBACK REPORTS: A FRAMEWORK TO STANDARDISE QUALITY AND IMPACT

The AITSL National Program Standards (AITSL, 2019) attests that Initial Teacher Education (ITE) providers must work with their placement school(s)/systems to achieve a rigorous approach to assessing Pre-Service Teachers (PSTs) against the Graduate Teacher Standards (GTS). AITSL (2019) policy requires ITE providers to assess the 'impact' of their courses. Therefore, it is an expectation that ITE providers devise methods that assess the positive impact a PST has on student learning even though there are 'measurement challenges' as part of the evaluation process (AITSL, 2019). Commonly, the data-gathering mechanism used by ITE providers across the sector is an interim (mid-point) and final (endpoint) professional experience (PEX) report, whereby the mentor teacher is responsible for gathering and assessing the data to evaluate the PST.

The priority and mandated policy are for ITE providers to design report and feedback forms aligned to the guidelines and resources provided by state regulator bodies to ensure requirements for (re)accreditation are met. However, a comparative analysis of report books from ITEs highlighted consistencies and discrepancies between ITE providers nationally. For instance, report forms were found to be universally organised around the GTS, yet there were variations in the exclusion of certain GTS descriptors from assessment during PEX, especially during the early placements. There were also notable differences between the report forms and supporting documents in relation to the reporting of: moderation procedures, results, impact, continuum, or progression table for PST performance based on the stage of PEX; and the nomenclature used for grades and/or levels of performance during PEX.

The cross examination of ITE feedback reports across the sector highlighted an opportunity to standardise the design of the reporting forms and feedback across ITE providers by devising a best practice framework to reflect effective feedback and evaluation practice. The proposed framework draws on the literature of effective feedback, specific to the context of the delivery of feedback to pre-service teachers in ITE courses, which will support mentor teacher and schools' knowledge and practice through the evaluation process of PSTs. The framework will have impact by a) encouraging both formative and summative dialogic feedback approaches facilitating the professional development of PSTs; b) offering flexibility to current report books by differentiating mentor teacher evaluation forms over the course of PEX; c) articulating performance-based indicators (i.e., demonstrating 'impact' on student learning) for measurement beyond APSTs, reconceptualising current priorities of ITE report forms catering for all (or most of) the Standards, but which were not all equally 'important in the real world of school' (Leonard, 2012, p. 60).

This workshop invites attendees to critically evaluate the proposed ITE reporting framework and the feedback will be considered as part of a wider cross-institutional project to establish a National Report Framework and Templates for ITE Professional Experience. In turn, the innovative framework will promote best practice in the field of education by providing ITE report forms that move beyond 'subjective professional assertions of performance' to identifying more concrete and verifiable data of impact; thus promoting consistency across universities, schools, and PSTs.



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