

## Main activities:

- Getting a clear overall view on RDC-activities.
  
- Regular meetings with the ATEE-secretariat in Brussels and the AC to discuss strategies and to keep one another informed.
- Chairing the meetings of the RDC-chairs.
- Newcomers' meeting to introduce the RDCs during Winter Conference and Annual conference
  
- Planning and programming of the RDC-sessions during the annual conference. Making sure that RDCs' activities are given enough focus and are embedded in the conference programme
- Secure good timing/schedule of the RDC-sessions during annual conferences
- Clustering of presentations in the parallel sessions around RDC-topics
- Chairing of the parallel sessions by chairs of the respective RDCs
- Reviewing abstracts
  - New review form
  - Chairs as reviewers
  
- ⇒ Follow up and analysis of the RDC-reports after the conference (new template for reporting)

**Current state of affairs:**

**Number of active RDCs at this moment: 13**

- 1. Methods and Theories Applicable in Teacher Education Research**
- 2. Technical and Vocational Teacher Education (TVTE)**
- 3. Education for Social Justice, Equity and Diversity**
- 4. Global Education**
- 5. Science and Mathematics Education**
- 6. Teacher Education and Digital Technology**
- 7. Curricula in Teacher Education /Teacher Education Policy**
- 8. In-Service learning and the Development of Practice**
- 9. Professional Development of Teachers**
- 10. Health, Environmental and Sustainability Education**
- 11. Professional Development of Teacher Educators**
- 12. Enabling Teachers for Entrepreneurship Education**
- 13. Enabling Teachers for Teaching English as a Second Language**

### **Reactivated RDCs:**

- TE for Teaching English as a Foreign Language

### **RDCs in danger of disappearing:**

- Primary and pre-primary education asked for disbandment
- Secondary education

### **To be voted during the GA in Bath:**

- Disbandment of the RDC 'Teacher Education Psychologies'
- Disbandment of the RDC 'Leadership & Management in Education'
- Merger RDCs 'Curricula in Teacher Education' and 'Teacher Education Policy'
- Merger RDCs 'Inclusion & Special Needs' and 'Social Justice for Equity & Diversity'

## MEMBERSHIP SURVEY:

	DUBROVNIK			GAVLE		
	CORE members	PARTICIPANTS (average)	CONTACT members	CORE members	PARTICIPANTS For 3 sessions	CONTACT members
- Methods and Theories Applicable in TE Research		9		8	4/4/4	8
- Technical and Vocational Teacher Education		15		3	0/0/0	15
- Education for Social Justice, Equity and Diversity		15	128	7	15/8/6	150
- Global Education		8	19	5	5/5/3	18
- Science and Mathematics Education	6			5	6/8/8	26
- Teacher Education and Digital Technology		15		?	15/12/6	25
- Curricula in Teacher Education	4	12	24	4	5/4/0	25
- In-Service learning and the Development of Practice	12	20		6-10	6/14/0	20-30
- Professional Development of Teacher Educators	20	30	195	20-25	25/30/20	195
- TE for Teaching English as a Foreign Language	3	16				
- Professional Development of Teachers				15	27/24/16	25
- Health, Environment and Sustainability Education	4	6	6	No meetings		

## Major challenges/concerns of RDCs:

- **Securing enough regular members**
- **Continuing collaboration in between Annual Conferences**
- **Engaging newcomers for a longer, more permanent commitment**
- **RDCs would like to get more attention in conferences. RDCs should be a key part of conference planning**
- **Find funding, support for more ambitious (research) projects**
- **Sharing ideas and good practices**

## **Work ahead:**

- ⇒ Analyzing reports after Bath Spa
- ⇒ Updating list of chairs after this year's elections of chairs
  
- ⇒ Updating the website
- ⇒ Making more use of social media
  
- ⇒ Guidelines and criteria for the use of internal ATEE-support fund of 8000,- euro for RDC-activities that was created in the budget.
  
- ⇒ Develop strategies to promote and secure the role of the RDCs in the future