



BOOK OF ABSTRACTS

ATEE WINTER CONFERENCE

TEACHER PROFESSIONAL DEVELOPMENT IN
TIMES OF GLOBAL AND GLOCAL
TRANSFORMATIONS: INTERNATIONAL
PERSPECTIVES AND CHALLENGES



26-28 OCTOBER 2023

INSTITUTE OF EDUCATION, UNIVERSITY OF MINHO, BRAGA, PORTUGAL



Universidade do Minho
Instituto de Educação
Centro de Investigação em
Estudos da Criança



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CONFERENCE THEME

The ATEE Winter Conference in 2023 will focus on teacher professional development in times of global and glocal shifts. The conference will offer a platform for the scholars from around the world to present and discuss research on teacher education and teacher professional development considering various social, psychological, and pedagogical challenges. Current research in teacher education that addresses teacher professionalism, issues associated with migration, peace, diversity, equity, inclusion, interculturality, climate, and digital innovations in education will contribute to the conference goal related to fostering inquiry into the complex challenges encountered in education. The pandemic and post-pandemic concerns in curriculum and instruction worldwide highlight the critical need for international perspectives on teachers' and teacher educators' identities and professional development. Remote teaching, for instance, led to many challenges for teachers around the globe. Teachers worldwide were asked to continue to teach in new scenarios that challenged their usual ways of teaching with implications for their professional learning and development. While these recent crises were associated with difficulties related to conditions for teaching and

- Perspectives and practices in teacher professional development
- Teacher learning and teacher professionalism
- Digitalisation and Teacher Education
- Interculturality in Teacher Education

The focus areas of the conference will include inquiries on the threats but also the possibilities for teacher professional development in the digital era with implications for teacher

learning (e.g. equipment and resources, access to internet, technical problems), opportunities to reinvent practices to meet the demands of distance learning also emerged. Teachers' digital competences and new ways of communicating and interacting have been prevalent as well as the promotion of further relevant professional development opportunities involving ICT. This conference aims to provide a space for sharing research and experiences with a particular focus on the challenges and opportunities for professional learning. The conference will offer a forum for the scholarly exploration of international perspectives emerging from latest research and trends in teachers' professional development worldwide.

The conference aims to engage inquiry on pressing matters for teacher professional development at this time and explore the implications of these matters for educating teachers. The proposed theme is "Teacher Professional Development in Times of Global and Glocal Transformations: International Perspectives and Challenges" with sub-themes around

- Innovative research in Teaching and Teacher Education
- Internationalisation and international mobility in Teacher Education
- Migration, diversity, inclusion and Teacher Professional Development

professionalism. Sub-themes will facilitate the conference participants to further explore other pertinent topics.



ORGANISING AND SCIENTIFIC COMMITTEE

ORGANISING COMMITTEE

Cláudia Pinheiro, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Cristina Parente, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Diana Pereira, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Eva Fernandes, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Fernando Ilídio Ferreira, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Luís Costa, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Marília Gago, Institute of Education, University of Minho, Portugal

Teresa Sarmento, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

Teresa Vilaça, Research Centre on Child Studies, Institute of Education, University of Minho, Portugal

SCIENTIFIC COMMITTEE

Ainat Guberman, The MOFET Institute and David Yellin College of Education, Israel

Äli Leijen, University of Tartu, Institute of Education

Anja Swennen, Vrije Universiteit Amsterdam, The Netherlands

Cendel Karaman, Department of Foreign Language Education, Faculty of Education, Middle East Technical University, Ankara, Turkey

Eline Vanassche, KU Leuven, Belgium

Hanife Taşdemir, İstanbul University-Cerrahpaşa, Turkey

Jesús Manso, Autonomous University of Madrid, Spain

Joanna Madalińska-Michalak, University of Warsaw, Poland

João Costa, University College Cork, Ireland

Johannes König, University of Cologne, Germany

John Paul Mynott, University of Aberdeen, UK

Juanjo Mena, University of Salamanca, Spain

Laura Agrati, University of Bergamo, Italy

Lucía Sánchez-Tarazaga, UJI, Spain

Magdalena Kohout-Diaz, University of Bordeaux, France

Manuela Keller-Schneider, Zurich University of Teacher Education, Switzerland

Maria Assunção Flores, University of Minho, Portugal

Maria Inês Marcondes, Pontifícia Universidade Católica, Brazil

Maria Teresa Vilaça, University of Minho, Portugal

Marie-Christine Deyrich, University of Bordeaux, France

Marija Sablic, University of Osijek, Croatia

Merve Gangal, Trabzon University, Turkey

Monika Skura, University of Warsaw, Poland

Ramle Gül Hazar, Bolu Abant İzzet Baysal University, Turkey

Roman Švaříček, Masaryk University, Brno, the Czech Republic

Salomėja Šatienė, Klaipėda State University of Applied Sciences, Lithuania

Sarah Earle, Bath Spa University, UK

Selda Aras, Hacettepe University, Turkey

Sumru Akcan, Boğaziçi University, Turkey

Sylvia Tang, Education University of Hong Kong, Hong Kong

Tammi R. Davis, Missouri State University, USA

Vasileios Symeonidis, University of Education Freiburg, Germany



FINAL CONFERENCE PROGRAMME

DAY 1 - OCTOBER 26th

08:30 | 09:30 Registration of Participants

09:30 | 10:00 Opening Ceremony

Maria Assunção Flores, Chair of the ATEE Winter conference and Director of the Research Centre on Child Studies, Institute of Education, University of Minho

Michiel Heijnen, President of ATEE

Beatriz Pereira, Dean of the Institute of Education of the University of Minho

Carla Sepúlveda, Representative of the Mayor of Braga

10:00 | 11:00 Keynote address 1 - *Ian Menter, Oxford University, UK*

“Getting it all together?”

Teacher education and professional development in a post-Covid era of glocalisation”

Chair: Maria Assunção Flores, University of Minho, Portugal

11:00 | 11:30 Coffee Break

11:30 | 13:00 Session 1 of Parallel Papers, Symposia and Workshops

13:00 | 14:00 Lunch

14:00 | 15:30 Session 2 of Parallel Papers, Symposia and Workshops

15:30 | 16:00 Coffee Break

16:00 | 18:00 Session 3 of Parallel Papers, Symposia and Workshops

18:00 | 19:00 Visit to Braga City Centre

19:00 | 20:00 Welcome Reception

DAY 2 - OCTOBER 27th

08:30 | 09:00 Registration of Participants

09:00 | 09:30 Newcomers' Meeting

09:30 | 10:30 Keynote Address 2 – *Cheryl Craig, Texas A&M University, USA*

“The «Best-Loved Self»: Learning from Stories «Given Away» and «Given Back»”

Chair: Cendel Karaman, Middle East Technical University, Turkey

10:30 | 11:00 Coffee Break

11:00 | 11:30 Poster Session

11:30 | 13:00 Session 4 of Parallel Papers, Symposia and Workshops

13:00 | 14:00 Lunch



- 14:00 | 15:30** Session 5 of Parallel Papers, Symposia and Workshops
- 15:30 | 16:00** Coffee Break
- 16:00 | 17:30** Session 6 of Parallel Papers, Symposia and Workshops
- 17:30 | 18:00** EJTE Best paper 2022
- 19:00 | 22:00** Gala Dinner

DAY 3 - OCTOBER 28th

- 09:00 | 09:30** Registration of Participants
- 09:30 | 11:00** Panel Discussion *“Teacher Education and Development: International Perspectives”*
Ee Ling, National Institute of Education, Singapore
Joanna Madalińska-Michalak, University of Warsaw, Poland
Maria Teresa Tatto, Arizona State University, USA
Vasileios Symeonidis, University of Education Freiburg, Germany
Cendel Karaman, Middle East Technical University, Turkey
- 11:00 | 11:30** Coffee Break
- 11:30 | 12:30** Keynote Address 3 – *Geert Kelchtermans, KU Leuven, Belgium*
“Zipping and negotiating: a metaphorical understanding of professional development”
Chair: *Maria Assunção Flores, University of Minho, Portugal*
- 12:30 | 13:00** Closing Session
- 14:30 | 18:30** Tour to Guimarães (for participants who have registered)

Chair:



KEYNOTE SPEAKERS

CHERYL CRAIG, TEXAS A&M UNIVERSITY, USA

Cheryl J. Craig is a Professor, Endowed Chair of Urban Education, Programme Chair of Technology and Teacher Education, and the Founding Director of the Collaborative for Teaching and Innovation for Teacher Education at Texas A&M University, USA. Her research takes place at the intersection where teaching and curriculum meet. She is an AERA Fellow, a winner of AERA's Division B (Curriculum) and Division K (Teaching) Outstanding Career Awards, AERA's Exemplary Research Award and the Michael Huberman Award for Outstanding Contributions to Understanding the Lives of Teachers. This year Cheryl Craig won the Texas A&M University Distinguished Achievement Award for Research, a cross-college/school honour.

The "Best-Loved Self": Learning from Stories "Given Away" and "Given Back"

This lecture revolves around the 'best-loved self' of teachers and how it animates teaching and learning. The 'best-loved self' has to do with Eros—longing to do and be one's best. It surfaced as a catchphrase, developed into an image, and spread in the research, teaching, and teacher education arenas. Its trajectory crossed disciplinary boundaries and found strength in unexpected quarters. Its fruitfully blends emotion and cognition and overcomes dead spaces. In fact, "given back" stories of the 'best-loved self' appear to be as powerful (or more) as those "given away." Critically important questions the 'best-loved self' raises are taken up. Queries posed by preservice teachers are particularly paid attention—with an eye to the future held closely in view.

GEERT KELCHTERMANS, KU LEUVEN, BELGIUM

Geert Kelchtermans studied Philosophy and Educational Sciences at KU Leuven (University of Leuven), where in 1993 he got his PhD with a dissertation on teachers' professional development from a narrative-biographical perspective. He is now a Full Professor at KU Leuven, where he chairs the Centre for Innovation and the Development of Teacher and School (CIDTS). His research focuses on understanding educational practices as resulting from the interplay between the agency of educational professionals on the one hand and the organizational working conditions on the other. He has published widely on his work and has been involved in the editorial board of several international journals (a.o. Teaching and Teacher Education, Teachers and Teaching: Theory & Practice, Educational Researcher). His international commitments further involved visiting professorships in Australia, Austria, Finland, Norway, U.S.

Zippering and negotiating: a metaphorical understanding of professional development



IAN MENTER, OXFORD UNIVERSITY, UK

Ian Menter is a Fellow of the Academy of Social Sciences in the UK and was President of the British Educational Research Association (BERA), 2013-15 and is also a past-President of the Scottish Educational Research Association. He is Emeritus Professor of Teacher Education and Emeritus Fellow of Kellogg College, at the University of Oxford.

He previously worked at the Universities of Glasgow, the West of Scotland, London Metropolitan, the West of England and Gloucestershire. Before that he was a primary school teacher in Bristol, England. He is now a Visiting Professor at three UK universities.

His main research interests are in research, policy and practice in teacher education, including comparative studies of this topic. Recent edited and co-edited publications include *Teacher Education in Russia* (Routledge) and *Teacher Education in Central and Eastern Europe* (Palgrave-Macmillan). His monograph, *Raymond Williams and Education*, was published by Bloomsbury in 2022. He is Editor-in-Chief of the *Palgrave Handbook of Teacher Education Research* (Palgrave-Macmillan, 2023).

Getting it all together?

Teacher education and professional development in a post-Covid era of glocalisation

Drawing on practice and research over a period of thirty years, this talk considers the links between teaching, teacher education and professional development. In so doing, I examine the relationships between teachers, teacher educators and researchers and their respective relationships with policymakers.

Comparative research has identified a number of critical themes that must be considered when developing policy and practice in teacher learning. These include not only the processes of learning and the curriculum of teacher education programmes, but also the nature of partnerships between schools and higher education, the control and governance of the key institutions and the approaches taken to educational research. Each of these themes has been impacted upon by the continuing influence of 'neoliberalism' and globalisation, but in each particular setting, local cultural and historical factors have had a significant influence, thus manifesting what has been called 'vernacular globalisation' or 'glocalisation'. Among the global factors to be discussed are the COVID-19 pandemic, migration and diversity, climate change and regional conflicts.

The conclusion reached is that professional learning for educators should be undertaken within communities of enquiry which bring together (at least) university staff, school staff and beginning teachers. It is important that these communities of enquiry are in constant dialogue with policymakers.



ABSTRACTS

A COMPARATIVE STUDY OF TEAM CREATIVITY AND ENTREPRENEURIAL SKILLS OF STUDENTS' IN TECHNICAL COLLEGES IN SOUTH WEST NIGERIA

Olumuyiwa Viatonu, M. K. Olagunju, Lagos State University of Education, Nigeria

The high level of unemployment in Nigeria calls for concern and entrepreneurship training for youths as it is capable of stimulating growth; encouraging new ventures and entrepreneurship aspirations as well as rapid economic development in the country. The study made a comparison between team creativity and entrepreneurship skills of students in technical colleges in Southwest Nigeria. The population of the study comprised students in all the technical colleges in Southwest, Nigeria while a total of 180 (121 male and 59 female) respondents randomly selected from three (3) technical colleges in Southwest Nigeria constituted the sample of the study. The 180 respondents were further divided into ninety (90); those with high aptitude scores and ninety (90) with low aptitude scores. Two research instruments: Entrepreneurial Aptitude Questionnaire (EAQ) and Entrepreneurial Skill Test (EST) were used to collect data (they were used in a previous study). Data collected were analysed with Analysis of Covariance (ANCOVA). Two hypotheses were stated and tested at 0.05 level of significance. Findings revealed that there were no significance effects of gender on team creativity. Also, there were no significant effects of gender on entrepreneurial skills of students in technical colleges in Southwest Nigeria. Based on the findings of the study, it was recommended that school administrators and counsellors in technical colleges should help to develop team creativity skills in students as this will promote entrepreneurial skills of students.

Keywords: Comparative study, team creativity, entrepreneurial skills, technical colleges, Southwest Nigeria.

AN EXPLORATION OF COLLABORATIVE PRACTICES AND STRATEGIES TO DEVELOP THE SCHOOL-UNIVERSITY PARTNERSHIP IN INITIAL TEACHER EDUCATION

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The school-university partnership aims to create good models for teaching practice for pre-service teachers and to increase opportunities for partners to collaborate in identifying further rich learning that reside primarily with classroom-based practice. Creating good rapport and partnerships to support the wider introduction of cooperation in teacher education is a major challenge. Teacher preparation institutions and schools need to contribute to the conditions required for a collaborative work culture by building up mutual trust and respect. Furthermore, the theory-practice gap must be founded on a close partnership between teacher preparation institutions and schools. This study draws on theoretical perspectives and findings from the literature on school-university partnership in initial teacher education. The purpose of this study is to understand the views of faculty and school management staff, teacher educators, mentor teachers, and pre-service teachers of two of Kosovo's public universities and four elementary schools about the current school-university collaborative practices, strategies, and possible improvements, but also to offer a framework of characteristics of school-university partnership that can guide the organization and inclusion of joint activities within the context of teacher education. This study will use a qualitative research approach, and the interview data will be analysed through the thematic analysis method. The study should be useful for teacher



preparation programmes and policy developers to advance the school-university partnerships for teacher quality in the changing schools.

Keywords: collaborative practices, school-university partnership, initial teacher education.

AN INVESTIGATION ON SCHOOL-BASED PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

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Ramle Gül Hazar, Bolu Abant İzzet Baysal University, Turkey

It is asserted that school-based professional development contributes to the provision of goal-oriented learning by interacting with colleagues working in conditions similar to teachers and with similar student profiles. Teachers may advance in several ways with the help of feedback from their peers in addition to fulfilling the professional development goals that are needed and decided for school-based professional development. This approach can provide a strong professional development opportunity as it contains the effective professional development principles stated in the literature. Within this study, it is aimed to examine the views and experiences of early childhood teachers on a school-based professional development model. The study group of the research, which is planned as a case study from qualitative approaches, will be composed of 5 teachers, through purposive sampling method. The major data collection tools are interviews, focus group interviews, and observation for this study. First of all, a needs analysis will be carried out through focus group interviews and individual interviews, and a professional development plan will be created in line with the needs analysis. The researchers aim to conduct observations throughout the process. At the end of the implementation process, focus group and individual interviews will be repeated. In this study, the thematic analysis guidelines of Braun and Clarke (2006) will be applied during the analysis of the data. In this direction, it is aimed to find a continuous solution environment for the common professional needs of participating teachers with the school-based professional development model in this research.

Keywords: School Based Professional Development, Early Childhood Teachers' Professional Development, Professional Development Model.

ASSESSMENT IN TEACHER EDUCATION: AN INTERVENTION PROJECT WITH STUDENT TEACHERS

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This paper draws on a broader study entitled “The use of alternative methods of assessment: a study of university teachers and students”. The conceptions that future teachers develop throughout their initial teacher preparation are key as they will affect their practice and ways of being a teacher. This is even more crucial in relation to assessment. The ways in which they experience assessment influence their learning. The goals of the intervention project were the following: i) to develop and assess a peer review experience; ii) to understand the learning experience, assessment and feedback during the intervention project; iii) to build and to validate formative assessment and monitoring instruments for online environments. Data were collected in one curricular unit within the context of a Master’s degree in Teaching History. In total, 82nd year students participated in the study. Data were collected through online questionnaires. Findings suggest that the teaching methodology adopted by the



instructor was the most appropriate for the online teaching context and that the topics covered were relevant to their education as future teachers. However, students also consider that the online classes were too transmissive. In terms of their feelings about the online teaching-learning experience students felt comfortable expressing doubts and difficulties, were motivated to participate and encouraged to take part in online classes. Yet, students felt demotivated to attend online classes and to be involved in the teaching and learning process throughout the semester. The intervention project has led to positive results, especially with regard to the frequency and quality of feedback and monitoring processes through more active participation on the part of students. In the case of Master's in Teaching History, there is a need for greater isomorphism between assessment practices developed during initial education and in the school context, namely during practicum as such experience has an impact on assessment concepts and practices of future teachers.

Keywords: Assessment, teacher education, student teachers.

“BACK TO SCHOOL”: THE ETHICO-POLITICAL IDENTITY OF THE NEWLY QUALIFIED IRISH PRIMARY SCHOOL TEACHER

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Paul F. Conway, University of Limerick, Ireland

We utilise a Foucauldian framework of ethico-political identity vis-à-vis teaching in the context of newly qualified teacher learning and development during their first year in the profession. We consider four axes of ethico-political self-formation: (i) ethical substance i.e., the ways that NQTs constitute themselves (ii) the mode of subjection i.e., the sources of authority through which NQTs come to know what is expected of them or what they expect from themselves (iii) ethical work i.e. the work the NQT conducts on themselves to understand their ethical substance vis-à-vis experiences and (iv) the telos of the ethical subject i.e., the mode of being the NQT aspires toward. Framed within the interpretivist paradigm and using semi-structured interviews, the study examines the ethico-political teacher identity of the Newly Qualified Irish primary-school teacher (n=3) in terms of telos, ethical substance, discursive authority sources and self-practices. Data was analysed thematically using Clarke's (2009) axes of teacher identity. Findings illuminate NQT identity as: (i) an unstable ethical substance arising from pedagogic, professional and micropolitical tensions (ii) the discursive authority of school micro-politics (iii) four dynamic 'looking-glass' self-practices and (iv) a sequenced telos that emphasises three valuation endpoints. We argue for the generativity of ethico-political identity analyses in terms of understanding newly qualified teacher learning, socialisation and professionalism during their first year in the profession.

Keywords: Ethico-political teacher identity, School Micropolitics, Teaching learning and socialisation.

CAN A TEACHER BE HUMAN? NA AUTOETHNOGRAFIC STUDY OF A TEACHER EDUCATOR GRASPING TO MODEL A PROFESSIONAL, SUSTAINABLE TEACHER ROLE

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The aim of the research is to explore how we through dialogue can build a bridge between theory and practice, where the goal is to inspire and model a reflexive and sustainable teacher behavior that meets the school's post-pandemic needs. The escape from the teaching profession is linked to the feeling of being powerless in the encounter with the not-curricular parts of the teaching profession. Key figures from several studies show that young people experience a lack of mastery in their lives,



and the feeling of unsafe classroom environment put young people today in a weaker position for learning. This is reflected in teachers who experience almost inhumane demands and expectations of the role they should fulfil in young people's lives at school. Our research question is: How can autoethnography approach contribute to promote the development of a sustainable teacher education? Recognizing oneself in a text can provide valuable contextual insight, at the same time it can provide comfort to know that others are facing the same difficulties as yourself and thus provide a sustainable dimension by being almost therapeutic and healing. Sustainability in this text is therefore primarily about social sustainability in everyday school life. Bandura (1977, p. 195) promotes both model learning and vicarious experiences as two of the four most important contributors to promoting self-efficacy. Together with a 10th grade class in secondary school and their teacher, we have explored through critical action research how learning can take place in arenas other than a classroom and how teacher educators can contribute to develop educational plans, with the goal to secure pupils' psychosocial environment, boost engagement and improve learning results. We argue that our research contributes to valuable insight on how autoethnographic pedagogy conceptualize and argue for how close collaboration between the teacher educator and the teacher practitioner can provide and transform general knowledge into specific and context competence.

Keywords: Sustainable teacher role, autoethnography, reflexivity.

CO-CONSTRUCTION OF COLLEGIALLY BY EFL TEACHERS DURING THE COVID-19 PANDEMIC

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This qualitative case study explores the co-construction of collegial collaboration and support among teachers of English during the COVID-19 compulsory online teaching period at an English Language Preparatory School of a public university in Turkey. With this study, the aim is to understand the nature and the extent of the collegiality that teachers have been engaging in since the outbreak of the pandemic and what roles collegial relations play in their lives in relation to their professional and emotional well-being. The data was collected through semi-structured interviews with individual teachers. The findings indicate that all the participants had a collegial relationship although there were some variations among them with regard to how they engaged in collegiality depending on their personal needs, perspectives, and current living conditions. The findings also reveal how collegiality impacted the participant teachers' emotional well-being and their self-efficacy.

Keywords: Collegiality, teacher identity, online education.

COLLABORATIVE ALIGNMENT OF MULTIPLE INITIAL TEACHER EDUCATION PROGRAMME STRUCTURES TO NATIONAL ACCREDITATION STANDARDS AND UNIVERSITY COLLEGE CLARK'S ACADEMIC STRATEGY

João Costa, Wesley O'Brien, Mark Prendergast, Declan Kennedy, T.J. O'Ceallaigh, Alicia Curtin, Kathy Hall, University College Cork, Ireland

This case study shares the strategic approach adopted by UCC's School of Education (SoE) towards "innovations in teaching and learning" in collaboratively aligning and updating three undergraduate B.Ed. programmes of Initial Teacher Education (UG-ITE) (Irish language, Physical Education, and Sciences), comprising around 450 students, to the national accreditation standards (Teaching Council of Ireland, 2020) and UCC's Academic Strategy. This cross-programme collaborative alignment aimed at harmonising and consolidating the three curricular structures towards an improved student



experience, through conceptual and academic coherence and rationalisation, while updating each individual programme to the new accreditation requirements. This process entailed frequent meetings between programme directors and administrators to coordinate a common response to the requested standards that illustrate and justify all programmatic elements (school placement, research, subject-specific studies, and foundation education modules) across curriculum, assessment and pedagogy. In particular, this case study, within a contextually complex environment, describes the collegial alignment process where school placement element is a core pillar of commonality across the three UG-ITE programmes. The impact from this collaborative alignment process is already visible in a) enhanced multidisciplinary collaboration through shared values, understanding, experience, and resources; b) streamlined and rationalised management of school placement across the three programmes, contributing to the external profile and standard of the institution; c) cross-programme delivery and assessment of aligned common modules; d) implementation of strategic staff recruitment and workload distribution; and e) identification of future opportunities for cross-programme shared learning and research collaboration on teaching and learning.

Keywords: Systemic Alignment; Accreditation; Teacher Education.

COLLEGIAL PARTNERSHIP COACHING – ENERGISING TRUE COLLABORATION AND SHARED THINKING IN IRISH EDUCATION

Joseph Moynihan, Coran Swayne, University College Cork, Ireland

An abundance of international research literature informs that peer coaching in education has the power to foster the creation of professional learning communities (PLCs) which cultivate shared learning environments, develop a purposeful sense of interconnectedness and support a contextualised Professional Learning (PL) design responsive to the multifarious challenges facing teachers who are operating within hyper complex school organisations and societies. Underpinned by these key principles, an innovative pilot project introducing teacher-to-teacher coaching to one primary and one post-primary school in Ireland, supported by ongoing action research, illuminated the rudiments of a culturally responsive model for teacher peer-coaching with the real potential to be scaled up nationally and internationally. The essential aim of the project was to investigate the implications of implementing peer-coaching as a tool to encourage, support, and sustain deep collaboration and connectedness among teachers. Teachers were trained in the fundamentals of peer-coaching to: support them in their learning; create an interconnected culture of peer classroom observation; and support teachers to formally reflect on their experiences and learning from the overall collaborative coaching process. This subsequently facilitated their contribution to the co-construction of the Collegial Partnership Coaching (CPC) model intended to guide skilled collaborative coaching among colleagues and to support effective on-site PL. Qualitative data was collected using surveys and semi-structured interviews at various points during the pilot programme. A reflexive thematic analysis of the data revealed a desire among participants to engage in collaborative and internal PL and an increased proclivity among participants to review and change their practice. The study also highlighted the central role of school leadership in creating the professional space and time in which peer-coaching can be allowed to flourish. This research aligns perfectly with the conference theme of teacher professional development in a time of global and glocal shifts and particularly with subthemes 1, 2, and 5.

Keywords: Peer-coaching, professional learning, collaboration.



CRITICAL THINKING IN THE DIALOGIC CONTEXT: PERCEPTION AND DISCURSIVE STRATEGIES

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The current teaching practice requires constant adaptation. The fourth industrial revolution poses complex challenges, as it requires adapting didactics to the academic-work context and students' profiles. Fostering critical thinking, a complex, multidimensional macro-skill recommended by leading educational organizations, enhances dialogic interaction through the diversification of oral discourse strategies used by teachers. The aim of this study was to contrast the perception of secondary school teachers in Language and Communication and Science subjects regarding what critical thinking is and how they promote it through oral discourse strategies in the classroom. The methodology employed was qualitative, descriptive and non-experimental. It involves semi-structured interviews and non-participant classroom observation. The sample consisted of six teachers from Granada, Spain, and Santiago, Chile, who teach 1st year of ESO and 1st year of high school, respectively. The corpus included six semi-structured interviews and 12 classroom observations. The analysis was structured into transdisciplinary categories: cognitive, discursive and pragmatic, as well as emerging categories, using NVivo software. The results demonstrated that all teachers perceive critical thinking as highly relevant. However, the majority either lack knowledge of or confuse the skills that comprise critical thinking, often associating it with personal reflection or opinions. Additionally, while they feel they teach it adequately, the oral discourse strategies they predominantly use focus on literal and content-based questions. On some occasions, strategic and reflective approaches are employed. The relevance, situated in the real context of teaching and learning, lies in proposing pertinent oral discourse strategies for enhancing critical thinking and in developing a line of improvement in discourse and didactics that enhances teachers' critical thinking and the design of flexible, inclusive and student-centred lesson plans.

Keywords: Critical thinking, dialogic interaction, discourse strategies.

DESIGNING PRE- AND PRIMARY SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA: INSIGHTS FROM A TEACHER DEVELOPMENT PROGRAMME

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Recent cultural and linguistic diversity, the advancement of digital multimodal communication and the rampant information economy brought along a call for a transformation of literacy pedagogy in early years. In this paper, we present a teacher training programme designed to develop new pedagogical understandings and practices of multiliteracies education in the early years in Portugal. Our main question is: what can we learn about teachers' professional development in the digital era from a Teacher Development Programme? We begin by situating the programme in the research project in which it has emerged. We then present the rationale and the contents of the teacher education programme, which include, among others, multimodality, digital literacy, and intercultural learning. We also describe the collaborative action research methodology followed in its enactment, involving theoretical meetings, sessions for sharing experiences and reflections on pedagogical practice and meetings for critical reflection on the newly implemented pedagogical practices. Finally, we present evidence of the effects of the programme. We collected teachers' perspectives about their professional learning and learning process through a final anonymous questionnaire, participant observation and selected instances of the transformed pedagogical practices that have been enacted as a result of the learning experience. These instances have been subjected to content analysis. The analysis of the data revealed the teachers' acknowledgement of their professional learning and practice renewal about cultural diversity as well as the digital multimodal communication, although



also unveiling constraints to the enactment of new pedagogical understandings and practices of multiliteracies in the early years, especially concerning the informed use of digital tools. Altogether, our results support indisputable opportunities and very relevant challenges when enacting teacher education programmes that aim to address the challenges of interculturality and digital innovations in education.

Keywords: Professional Development; Literacy Pedagogy; Digital Literacy.

DEVELOPING COMPETENCIES TO BUILD PROFESSIONAL AUTHORITY AND SOCIAL RECOGNITION – A CHALLENGE FOR TEACHER EDUCATION

Joanna Dobkowska, Małgorzata Żytka, Anna Zielińska, University of Warsaw, Poland

Can academic training impact the prestige of the teaching profession? Social transformations at the global and local levels and political changes in Poland since 2015 have significantly affected the social perception of the teaching profession, as well as the degree of respect shown to teachers. In accordance with the categories of authority described by Weber, the importance of authority based on tradition or law, which until recently shaped the school system of norms and values, is diminishing in favour of charismatic authority, which many teachers find challenging to create. Nowak-Dziemianowicz, referring to Honneth's recognition theory, emphasizes the importance of social approval for human identity. Its absence in professional life leads to suffering and, consequently, to a decrease in motivation to work. 828 online questionnaires, completed by young teachers (up to five years of employment) from Warsaw kindergartens and primary and secondary schools were used to collect quantitative and qualitative data. The Oldenburg Burnout Inventory was also applied. In the second phase of the study, five focus interviews were conducted to deepen the findings from the survey. Teachers reported a lack of social respect and recognition for their profession. They highlighted that their work, despite involving a great deal of responsibility and requiring unique competencies and a great deal of preparation, is neither appreciated by politicians, nor recognized by parents. It also attracts little respect from students. A factor that also plays an important role is the low salaries paid to teachers, which affects the public perception and the rank of the profession in society. Correspondingly, the teachers admit in their statements that they lack the qualities necessary for personal prestige and charismatic authority, such as self-esteem, soft skills and communicative competencies, or teamwork skills. Therefore, in the university courses for future teachers these areas should be addressed as essential parts of the curriculum. The professional development of teachers, including academic curricula in teacher education, should respond to the real needs, which relate not only to their knowledge of the subject and teaching skills, but also to soft competencies for enhancing professional authority and prestige.

Keywords: teachers' professionalism, prestige, recognition.

DEVELOPMENT OF A POLITICALLY COGNISANT TEACHING PROFESSION TO NAVIGATE GLOBAL AND GLOCAL AMBIGUITIES AND TRANSFORMATIONS

Alison Mitchell, Margery McMahon, University of Glasgow, Scotland

Educationalists worldwide are navigating a complex policy landscape in which volatility and inequity have heightened. Political astuteness and political literacy, as leadership attributes, are promoted in many systems globally, where articulations of the principal's role are underpinned by social justice, and a recognition of the power of education to challenge pervasive political and social injustices that undermine inclusion and equity. This paper reports on an innovative university/district partnership in



Scotland; the Enhanced Political Awareness (EPA) programme. Designed to develop school leaders' political astuteness and the knowledge, confidence and capacity to foster critically conscious school communities that will advance and enact positive social change, EPA strengthens participants' understanding and interrogation of the political foundations of education and social policy, and how policy can support or undermine social justice and equity, in education leadership and in society. Through three participant perspectives (a local authority/district lead, a school principal, and a school curriculum lead) the impact of the EPA programme on inclusive education leadership practice is explored. The expansion of critical consciousness has led to deeper understanding of complex glocal and global challenges to education, including the intersections between poverty, inclusion, race and all protected characteristics. It has also increased confidence in nurturing critically conscious school communities that will challenge discrimination in all its forms. The paper concludes with a proposition to the ATEE community around the importance of supporting professional learning and leadership that will enhance school communities' capacity to recognise, understand and critique social injustices, to prepare our communities for courageous and ethical living, learning and leading in politically and socially volatile times

Keywords: Social justice; principals; political literacy.

DIGITAL CAPABILITIES AND PEDAGOGICAL DECISION MAKING OF TRAINEE TEACHERS

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The disparities between teachers and the level of integration of technology within their pedagogy is evident through decades of literature. Simultaneously, the approach to professional learning is also under scrutiny. This small-scale study aims to challenge the accepted approach to professional learning of educational technology. It delves into the lived experiences of the teacher to explore what can be done to future proof the digital capabilities of the trainee teacher within a post-compulsory educational setting. Situated in the messy world of practitioner-based research, this insider-research uses a social constructivism epistemological framework, through an interpretivist ontological lens. This research uses semi-structured interviews to walk a mile in the shoes of the further education teacher. It considers what has shaped the use of educational technology within their pedagogy, and what support can be implemented to allow the creating, using and managing of these technologies to flourish. Emerging themes within this PhD thesis suggest that educational technologies should be selected based on their ability to adapt to the context and subject specialism of the teacher. Furthermore, the learning to use such technologies should be undertaken in an exploratory manner. Finally, how to support trainee teachers in their pedagogical decision making will be discussed. It will explore barriers that prevent teachers making decisions that reach beyond their pedagogical comfort zone to fully embrace educational technologies.

Keywords: EdTech; Professional Learning; and Pedagogy.

DOGS ASSISTED THERAPY IN FACULTIES: A PROMISING APPROACH TO PREVENT ACADEMIC STRESS

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Academic stress among students has become a growing concern in higher education institutions, affecting their well-being and academic performance. This abstract presents an overview of the application of Dogs Assisted Therapy (DAT) in faculties as a promising approach to prevent academic stress and explores the potential research avenues it offers, including cortisol analysis and stress tests. Moreover, we present the current development of DAT StressLess project at the Library of the Faculty of Education, University of Granada. Dogs Assisted Therapy involves the presence of trained therapy dogs in academic settings to provide emotional support and alleviate stress among students. Research has shown that interactions with dogs can significantly reduce stress levels, promote relaxation, and enhance overall well-being. This abstract examines the benefits of DAT in faculties and its potential impact on academic stress prevention. Furthermore, this abstract highlight the research opportunities that DAT presents in the field of stress analysis. Cortisol, a hormone associated with stress, can be measured to assess the physiological impact of academic stress. The presence of therapy dogs in faculties provides an opportunity to study cortisol levels before and after DAT sessions, enabling researchers to explore the potential stress-reducing effects of dog interactions. Additionally, stress tests (STAI or DASS21) and self-perception assessments can be conducted to evaluate the subjective experiences of students before and after engaging in DAT, further contributing to the understanding of its efficacy in stress reduction. We emphasize the importance of implementing DAT programmes in faculties as part of a holistic approach to address academic stress, and explores the potential benefits of DAT, including improved student well-being, increased engagement, and enhanced academic performance.

Keywords: DAT, Academic Stress, Higher Education.

EARLY CAREER TEACHERS' MOTIVATION TO BECOME A TEACHER, TEACHER BUOYANCY AND ENGAGEMENT IN TEACHING

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The adaptive values of intrinsic and altruistic motivations to teach have been represented by their positive relationships with engagement in teaching for preservice teachers, e.g. planned effort, planned persistence, satisfaction, commitment, etc. Wong et al. (2021) argue for the importance of teacher buoyancy which refers to “teachers’ capacity to deal with the everyday challenges that most teachers face in their teaching” (p.281) for early career teachers (ECTs) who experience difficulties in beginning teaching. It would be useful to examine the role of teacher buoyancy in the positive relationships between ECTs’ intrinsic-altruistic motivation and engagement in teaching. This study investigated (1) the relationship between early career teachers’ (ECTs’) motivation to become a teacher, teacher buoyancy and planned engagement in teaching; and (2) the dynamic interaction between the three variables in the everyday challenges in ECTs’ teaching. The study adopted a concurrent mixed-methods research design. A total of 218 ECTs taking a postgraduate, part-time initial teacher education programme completed three quantitative measures: Motivation to become a Teacher; Dual Component Teacher Buoyancy Scale; and Planned Engagement in Teaching. Structural Equation Modelling (SEM) analysis was conducted to examine the relationship between the three variables. Qualitative data via semi-structured interviews were collected from 14 survey respondents and were interpreted through a case study approach. The quantitative findings showed that perseverance in dealing with difficulties as a teacher buoyancy resource factor fully mediates the relationships of intrinsic motivation – perceived competence in teaching with (a) teacher engagement and (b) teacher buoyancy outcome respectively. The qualitative findings showed two cases that exemplified how the dynamic interaction between intrinsic motivation and the personal resource



dimension of teacher buoyancy contributed to the planned engagement in teaching and teacher buoyancy outcome in ECTs' professional lives.

Keywords: Teacher buoyancy, teaching motivation, teacher engagement.

EARLY COMMUNICATION INDICATOR (ECI-PORTUGAL): CONTRIBUTIONS TO THE VALIDATION AND USE IN PROFESSIONAL PRACTICE

Sandra Ferreira, Anabela Cruz-Santos, Leandro Almeida, University of Minho, Portugal

The current world demands that professionals intervening in inclusive education understand child and youth development taking into account all the diversity and interculturality of contemporary society, and communication is one of the most important skills for life in society. In Portugal, the Early Communication Indicator (ECI-Portugal) has been recently adapted, which allows the assessment of the development of expressive communication in children at an early age, the monitoring of the child's development over time, as well as support in decision making for the design of appropriate intervention strategies for each child. The sample of the ECI-Portugal study included 480 children between 6 and 42 months of age, distributed nationally (Continental Portugal and the Autonomous Regions of the Azores and Madeira), of which 35 were identified as bilingual. The results obtained with the ECI-Portugal showed that there are no differences between the groups of bilingual and typically developing children. The ECI-Portugal is a tool that provides evidence that it can be used with bilingual children, since it assesses the child in all languages, becoming innovative and relevant in the inclusive practices of early childhood educators and other professionals who intervene with bilingual children at an early age. The ECI-Portugal has an easy cross-cultural adaptation structure and presents the necessary criteria for the development of international standards, which translates into an advantage for the professional practice of educators and other professionals related to education and health, taking into account the globalization trend and the increase of multiculturalism currently existing in the various daycare and kindergarten settings that include, receive and support these children.

Keywords: Inclusion, Bilingual Children, Expressive Communication.

EVIDENCE-BASED DIALOGIC REFLECTION IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION

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Exploring a micro teaching course at a pre-service English language teacher education programme, this study analyses the aspects and dynamics of evidence-based dialogic reflection after pre-service teachers plan lessons and implement them as micro-teaching tasks. The participants are 27 pre-service teachers who design a 45-minute-long lesson on any language areas or skills for language learners at various ages and language proficiency levels. In groups of three, the pre-service teachers teach the full lesson with each member teaching for the same or similar amount of time (around 15 minutes). And the micro-teaching session is recorded. In a week, they receive the recording and watch it as many times as they like. Based on these, they write a reflective report and prepare a mini presentation on their video-recorded teaching. Each one of them brings snapshots, 2-minute-long video footage of their teaching that they would like to discuss with the course members. As a group, they have 20 minutes to receive feedback on their teaching from their classmates. Mainly, this study focuses on the video-recorded sessions of micro-teaching tasks and follow-up reflective sessions



where pre-service teachers evaluate the recorded lessons and discuss their strengths and challenges through collaborative feedback. Then, it looks into pre-service teachers' written reflective reports on their teaching considering all the discussions in the course. The findings report on the topics pre-service teachers problematize in reflective sessions, the tools and strategies they use to give and receive feedback like offering alternative practices, referring to the literature, building their arguments on their own experiences and opinions and such. We hope that this study will present implications for the possible uses of data-led, dialogic and non-written forms of reflection.

Keywords: reflection, pre-service teacher education, micro teaching.

EXAMINING TEACHERS' PERSPECTIVES ON SKILLS IN TASK-BASED LEARNING ACTIVITIES FOR COMPETENCY-BASED EDUCATION

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Curriculum reforms worldwide prioritize student-centred, competency-based learning, but planning activities without considering the necessary skills poses a challenge. To address this, an interpretive research study examined the skills involved in three short texts outlining instructional designs for an experiment, a performance task, and a competency task. This research aimed to bridge the gap between activity planning and skill integration, facilitating the development of effective competency-based learning approaches. By understanding the specific skills required, educators can align activities with learning outcomes, better preparing students for an ever-changing future. The study surveyed 171 teachers who attended competency-based curriculum design workshops. Results showed that the experiment design was perceived as a traditional lab activity involving lower-order cognitive skills. Conversely, the performance task was viewed as a real-world application that integrated various skills, including social and emotional competencies, though it presented some challenges. The competency task, in contrast, was considered a well-defined, competency-based activity that effectively integrated diverse skills and greatly boosted student motivation for learning. The study's findings sparked discussions on the importance of identifying and integrating specific skills in competency-based learning activity design. It emphasized aligning activities with desired outcomes and highlighted how clear expectations foster student engagement and motivation. In summary, the study offered valuable insights into teachers' perspectives on skills in task-based learning activities, contributing to curriculum reforms and guiding the development of student-centred, competency-based approaches. Understanding the skills needed for each activity enables educators to design learning experiences that foster holistic skill development and prepare students for the future.

Keywords: task-based activities, performance task, competency task.

EXAMINING THE STORIES OF UNLIVED SELVES IN THE CAREER TRAJECTORIES OF LANGUAGE TEACHERS IN RELATION TO AGENCY: NA EXPLORATORY STUDY

Melike Demir Bektaş, Nurdan Özbek Gürbüz, Middle East Technical University, Turkey

Teaching has become more difficult and stressful today as the lives of teachers are harder with the external demands of performance, surveillance and accountability, affecting the way they do their jobs and build their professional identity trajectories. As a result of changing curricular needs and student profiles, as well as the pressure of changing technological innovations that teachers have to adapt to, increased level of stress and loss of morale reported internationally take a toll on teachers' sense of professional identity, autonomy, agency and self-efficacy. Building on the concept of social nothingness, this study aims to expand the current research on teacher agency and professionalism by



turning the spotlight on an unexplored aspect of it: the un-lived, unformed, failed or non-existent identities that teachers perceive in their current sense of themselves, and how such reverse identity development impacts their individual agential power. To this end, semi-structured interviews were conducted with tertiary-level EFL teachers working at a public university in Turkey in order to explore the things they haven't done or that haven't happened in their career trajectories, as well as absences that they perceive in their work. The findings reveal that the missed opportunities or the unfollowed career paths of teachers are, to a large extent, shaped by the changing realities of their environment and wider macro systems. Lack of resources, time and ongoing professional support, together with factors like less power and autonomy over curricular issues have the cumulative effect of silencing highly capable and qualified teachers and restricting their agency to create their future ideal selves. As a result, the findings suggest that their career trajectories are being mostly shaped by non-doings and absences instead of intentional goal-oriented professional acts, and some already perform silent quitting.

Keywords: Teacher agency, identity, social nothingness.

EXPERIENCED EFL INSTRUCTORS' IDENTITY TENSIONS AND THEIR COPING STRATEGIES

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Whether an instructor is at the beginning or the middle of his/her career or not, it is possible that s/he may experience identity tensions or conflicts. The literature abounds with studies concerning pre-service or early career teachers' identity tensions, while there are relatively few studies in the context of in-service teacher education. In this presentation, the findings of a study on experienced EFL instructors' identity tensions will be reported in order to gain a better insight into what they experienced in their professional lives after starting to work in a new context. In addition, findings regarding the instructors' coping strategies will be shared. The data for the study were collected through semi-structured interviews and coded thematically using MAXQDA software. The findings of the study have implications for both administrators and teacher trainers in in-service education contexts as they reveal that experienced instructors are not immune to identity tensions, and they may struggle in their career, especially when they are in the process of adapting to a new institution.

Keywords: Identity tensions, experienced EFL instructors, in-service teacher education.

EXPERIENCE REPORT: PATHS FOR TEACHER TRAINING AND RESEARCH STRATEGIES

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This text represents a report and aims to highlight an experience characterized as continuing teacher education, in a reflective and investigative process based on studies on active methodologies. The experience made it possible for teachers to reflect on their practices, based on everyday problems experienced at school, with emphasis on didactic-pedagogical actions. The research took place in a private school, located in the city of Pedreiras, State of Maranhão, through the project called CSF MEETING. This project aims to provide opportunities for reflections based on the practices shared by the teachers, and thus propose new paths for practices developed in the classroom. During four meetings, data related to school performance - students' grades and evaluations - were analysed, which allowed identifying a considerable number of students with low performance, and difficulties in writing, reading, and textual interpretation. From these instruments, teachers had an investigative and reflective posture, as they sought answers to problems in the school context itself. In order to reflect



on the practices that developed during the classes, the teachers were invited to identify the positive points and areas for improvement. The results showed the teachers' lack of knowledge about active methodologies, which required studies and discussions that propelled an action plan based on the concepts of the aforementioned approach and on how to use it for the benefit of educational quality. It was possible to observe that the investigative and reflective posture of the teachers corroborates their professional development and the improvement of the teaching and learning processes.

Keywords: Continuing education; teacher learning and professional development; active methodologies.

EXPLORATION OF CHANGING TEACHER PRACTICES IN RESPONSE TO A PROFESSIONAL LEARNING PROGRAMME FOR PRIMARY SCIENCE

Sarah Earle, Bath Spa University, United Kingdom

In England, primary science is fighting for time in an increasingly crowded curriculum and schools are requesting stronger evidence of impact to justify the time and money that could be spent on any professional learning programme. This means that programmes like the one described in this paper need to be clearer than ever about how teacher practice can change as a result of taking part in professional learning. The Teacher Assessment in Primary Science (TAPS) Focused Assessment approach proposes that one focus is selected within the context of a whole inquiry, to support teaching and assessment. A three-day Focus4TAPS professional learning programme has been developed to support teachers to implement this approach in primary science. The course has been delivered face-to-face and online, and has been the subject of a large-scale Education Endowment Foundation (EEF) randomized control trial in England. The EEF independent evaluation found a statistically significant impact on pupil learning. This paper will explore teacher survey data from the EEF evaluation, together with qualitative surveys completed by the course attendees during the programme to consider the process of implementation of the training and described impact on practice. It is proposed that the TAPS Focused Assessment approach provides a manageable way for primary school teaching and assessment of science inquiry, but that a sustained professional development programme is necessary to support teacher understanding of primary science and practical inquiry, together with formative use of assessment information gained from interaction with the children. This study provides insights into both the challenges and impact of professional development that can inform implementation in other contexts.

Keywords: Professional Learning, Impact, Teacher Practice.

EXPLORING STUDENT AUTONOMY IN VULNERABLE CONTEXTS OF SECONDARY EDUCATION

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Student autonomy is a skill demanded by international organizations and legal frameworks to face the age of uncertainty. However, despite being considered relevant by all educational stakeholders, particularly at vulnerable context in the secondary level, there is no bibliographic consensus on what specifically is. Therefore, the aim of this study was to propose a definition of student autonomy that allows to delimit, operationalize and contrast with the perception of secondary school teachers. The definition was generated through an interparadigmatic dialogue, considering contributions from different perspectives such as constructivism, social-cognitive theory and cognitive sciences. These perspectives make possible to reconcile a framework with concepts like self-regulation, agency,



lifelong learning and learning to learn, among others. The methodology of this research was qualitative, descriptive and non-experimental. Therefore, eight focus groups and sixteen interviews were conducted with secondary school teachers from Spain and Chile, all of whom teach at the same level with high risk students and within the context of regulations that demand the promotion of student autonomy. The results demonstrated that teachers identify student autonomy as a well-known competence that is indispensable in their students' education and promoted in their classrooms. However, when contrasting the definition of student autonomy with the teachers' statements it was possible to note that it is vaguely known and not extensively promoted in secondary school classrooms, which contradicts the requirements of the legal framework and the expectations of educational communities. Consequently, the relevance of this study, from the perspective of teacher professional development, lies in clarifying the concept of student autonomy and contributing some classroom practices to enhance it in vulnerable contexts.

Keywords: Student autonomy, teacher improvement, high risk students.

EXPLORING TEACHER ROLES AND PROFESSIONAL DEVELOPMENT IN A COMPETENCY-BASED CURRICULUM DESIGN COURSE: A CASE STUDY IN TAIWAN'S EDUCATIONAL REFORM

HsinJu Lin, Hsiu-Lien Lu, National Tsing Hua University, Taiwan

Teacher Professional Development (TPD) plays a crucial role in the success of educational reforms. This study focuses on the implementation of the 108 new curriculum guidelines in Taiwan in 2018 and the subsequent growth of various TPD programmes. Specifically, it examines the System of Competency-based Curriculum Design (SCCD), developed by a prestigious university's K-12 Centre. While previous research has explored TPD through career development or models of professional development, this study investigates the impact of a well-designed course on teachers' professional change. The roles of a target teacher in a career-planning course are explored to gain a deeper understanding of professional development, as roles reflect individuals' expectations and behaviours. Additionally, the study includes the perspectives of 23 students and 7 observation teachers. Data sources include teacher reflections and interviews, student works, reflections, and questionnaires, as well as classroom observations and after-observation meetings. Zimmerman's Cyclical Phases Model (2002) and Guskey's Teacher Change Model (2002) serve as theoretical frameworks for qualitative data analysis. Findings reveal that the teacher plays multiple roles throughout the course design and implementation process, including course designer, task analyser, knowledge deliverer, motivator, facilitator, resource provider, and evaluator. These roles result from a well-organized design and systematic in-class operation. Furthermore, the study demonstrates that a teacher's professional development is linked to changes in beliefs, which are influenced by students' growth. As students' learning effectiveness increases, the teacher gains confidence in designing SCCD courses and remains committed to professional development. This research contributes to the understanding of TPD within the context of educational reform in Taiwan, highlighting the importance of well-designed courses and student impact on teachers' professional growth.

Keywords: Teacher Roles, Teacher Professional Development, Competency-based Curriculum Design.

FOSTERING INCLUSIVE SCHOOLS: A TRANSFORMATIVE LEARNING COMMUNITY APPROACH TO STUDENTS' DIVERSITY

Luís Tinoca, University of Lisbon, Portugal



This study focuses on the development of a Transformative Learning Community (TLC) in a school cluster to promote inclusive education and address issues of diversity. The researchers aimed to analyse the process of inclusive education within the policy framework, explore the perspectives and practices of teachers and students, and understand the impact of the TLC on teachers' professional development. The concept of diversity in schools encompasses various aspects such as learning styles, readiness for learning, interests, linguistic and sociocultural resources, and diverse values and expectations. Inclusion requires transforming school cultures, policies, and practices to create collaborative communities that embrace diversity and support the success of all students. The involvement of students in these processes helps identify barriers to their participation and learning, leading to improved school environments and student engagement. The study draws on Mezirow's transformative learning theory (1997), which emphasizes critical reflection, discourse, action, and assessment to transform frames of reference. TLCs are proposed as collaborative contexts that empower all community members, fostering shared research, critical reflection, and changes in conceptualizations and practices. TLCs aim to promote equity, behavioural changes, and student learning by creating participation structures and effective collaborative processes. The research methodology employed a Design-Based Research approach that integrates empirical educational research with theory-driven design of learning environments. Collaborative development of instruments, including questionnaires, focus group interviews, and observation field notes, facilitated data collection. The study sought to produce usable knowledge, encourage inclusive practices and student participation, promote reflection on diversity, and contribute to teacher professional development and school improvement. The findings highlight the positive recognition of the affective school environment by students and the importance of collaborative networks. Classroom management emerged as a barrier to inclusion, and teachers recognized the potential of the TLC to develop a culture of research, innovation, and exploration.

Keywords: Design Based Research, Educational Inclusion, Learning Communities.

FROM HOW TO TEACH TO WHY TO LEARN IT: FUTURE TEACHERS' IDEAS ABOUT TEACHING, EDUCATION AND ITS "USES"

Marília Gago, University of Minho, Portugal

Teacher Education has to respond to various challenges, underlining here the way in which the theoretical and conceptual knowledge of Educational Sciences is articulated with teaching practice in teacher education courses, as well as the articulation of the specific disciplinary knowledge area (History) and the usefulness of the knowledge developed for practical life: personal, academic and professional lives. Anchored in a social constructivist vision of education and a complex, democratic professionalism, the aim is to understand the (initial and "final") ideas of the students of a teaching master's degree about: What a good class is like? What are their purposes as teachers'? How they justify their decisions of curricular selection, articulating their glocal context to the global one? This is a qualitative, interpretative and descriptive study, with 23 participants from a teaching master's course at a university in the North of Portugal, in a longitudinal logic (at the beginning and in the end of the academic year). In the beginning of the academic year, the majority of students' ideas are focused on resources, techniques and pedagogical strategies in line with their neo-Behaviourist experiences linked with a management professionalism. At the end of the academic year the majority of these students present more complex ideas focused on how learning occurs. They also reflect and question on the why of learning and teaching. Their purposes seem to be aligned with a democratic professionalism, articulating the glocal with the global context.

Keywords: Teacher Education, teacher learning, teacher professional development.



FROM PERCEPTION TO PRACTICE: UNRAVELING CREATIVITY IN PRE-SERVICE TEACHER EDUCATION THROUGH MIXED-METHODS RESEARCH

Rory McGann, Angela Canny, Brendan Barry, Mary Immaculate College, Ireland

Creativity is regularly touted as a pivotal component in contemporary skillsets, largely due to a perceived capacity to yield significant benefits in the professional sphere, societal progress, and personal wellbeing. This assertion is also mirrored among educators and education policy developers. However, consensus is lacking when it comes to the definitions, approaches, outcomes, and evaluation processes related to creativity. Utilising Csikszentmihalyi's Systems Model of Creativity as a lens, coupled with an embedded mixed-methods approach, this study attempts to explore specific elements of interconnected subsystems represented by the individual (preservice teachers, $n=327$), the domain (teacher education practices), and the field/gatekeepers (teacher-educators, $n=6$), and in so doing attempts to develop "a more complete picture of a social phenomenon that includes both trends and individuals' experiences". The findings offer preliminary insights into diverse aspects of creativity-related convictions and practices (quantitative) in preservice teacher education, while also delving into the qualitative (reflective journal) findings to further illuminate themes such as definitions of creativity, subject-specific biases, creativity-fostering behaviours, and the perceived impact of practicum experiences on nurturing same. The use of constructionist technologies as a tool to support creative problem-solving approaches will also be explored. This research suggests some significant implications for improving the understanding of creativity in educational policy, research, and practice within preservice teacher education, and its interconnectedness with future professional practice.

Keywords: creativity, pre-service education, constructionism.

GUIDING TEACHERS' PROFESSIONAL DEVELOPMENT ON MATHEMATICAL PROBLEM SOLVING: THE DIAGNOSIS OF DIFFICULTIES

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Problem solving is an important aspect of the teaching and learning of mathematics. Accordingly, it is crucial to lay the foundations of the students' skills in solving mathematical problems during their primary school education. As a result, primary school teachers should be able to (a) solve mathematical problems successfully (b) teach problem solving to their students effectively. The study reported here aims to provide a tool that can diagnose obstacles in the teachers' performance as well as teaching of problem solving. Such a diagnosis can then inform the design of professional development that addresses the obstacles in question. A literature review revealed that there was a lack of comprehensive instruments containing questions on teachers' teaching attitudes as well as tasks for teachers to solve. In order to address the gap in the relevant literature a new, as inclusive as possible, questionnaire was constructed. This was piloted in a sample of 32 teachers. After collecting and analysing the research data, it was concluded that the instrument fulfilled its purpose. It provided a full portrait of each teacher concerning his/her attitudes towards problem selection, problem solving as a teaching strategy and utilizing the appropriate knowledge while teaching as well as solving problems themselves. Such an instrument is proposed as a valuable tool for teacher education and teacher professional development.

Keywords: Teacher Learning, Teacher Education, Teacher Professional Development.



HISTORY IN THE MAKING: INNOVATIONS IN TEACHER PROFESSIONAL LEARNING AND DEVELOPMENT FOR SOCIAL, PERSONAL AND HEALTH EDUCATION/ RELATIONSHIPS AND SEXUALITY EDUCATION IN IRELAND

Kay Maunsell, Dublin City University, Ireland

Given the recent and wide-ranging changes in social and educational landscapes, the role of teacher professional learning and development in the preparation of teachers to teach comprehensive, inclusive sexuality education has been nevermore important, and warrants increased attention within Teacher Education scholarship, practice, and policy. The focus of this paper is on the development and delivery of an innovative, landmark Level 9 Graduate Diploma in the area of Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE). This GDip SPHE/RSE programme is the first of its kind in the context of teacher professional learning and development in Ireland. Notably, the programme is funded by the Department of Education (DoE), under an initiative that is seeking to redress the gap in teacher education provision in the area of SPHE/RSE. In their supporting the development of this programme, the DoE indicated their intention to provide pathways for progression for post-primary teachers interested in developing their skills in teaching SPHE/RSE and in so doing build capacity and leadership within the teaching profession in relation to the teaching of SPHE/RSE. The paper will explore how the enhancement and upskilling of teachers' knowledge, personal development and skills in the teaching of SPHE/RSE can have the transformative potential to effect lasting positive change for teachers themselves, their schools, young people and their families. It is envisaged that teachers' engagement with the programme will positively enhance their students' experiences of SPHE/RSE, with concomitant positive impact on these young people's health and wellbeing, now and across their lifespan.

Keywords: Teacher professional learning and development; Sexuality Education; Innovation in programme design and delivery.

HOW TO DESIGN AND ASSESS MULTIMODAL ASSIGNMENTS: LESSONS LEARNED FROM A TEACHER EDUCATION INSTITUTION

Maria Skotte Wasmuth, Cathrine E. Tømte, University of Agder, Norway

In a world where AI increasingly challenges grading of exams and assessment practices, multimodal assignments may serve as fruitful avenues. These types of assignments may offer more personalized and active roles from the students involved and may thus be highly relevant for schools and teacher educators. However, due to their complex nature, there are some challenges related to the design and the assessment of them. Here we report from an ongoing study on these matters. Multimodal assignments may involve various formats and media, such as posters, podcasts, video-recordings, and may include a mix of modalities e.g., photos and graphic elements, videos, sound clips and written text. Students can work on these types of assignments on individual basis, or in smaller groups. Due to this complexity, multimodal assignments cause some new challenges. For example, what types of criteria are needed? In addition to measure academic content knowledge, should teachers also include students' digital competence, their creativity, communication, or collaborations skills? These are dilemmas that teachers have to cope with when designing new and innovative multimodal assignments. Based on a literature review on multimodal assignments, and qualitative analyses of two cohorts of pre-service teachers and in-service teachers' responses/deliveries from various types of multimodal assignments from one teacher education institution in Norway, we further explore and discuss how to design and assess multimodal assignments. Contributions from our study include new insights on how to design and assess multimodal assignments in schools and in teacher education.



Keywords: Multimodal assignments, assessment practices, digital competences for teachers.

IMPROVEMENT OF KINDERGARTEN STAFF AGENCY THROUGH LONG-TERM IN-SERVICE TRAINING FOR KINDERGARTEN TEAMS

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Inclusion and equity is the cornerstone of contemporary education agenda. Still, kindergarten teachers experience challenges in applying inclusive education and it might come from the lack of agency that are not in line with inclusive pedagogy. Teacher agency have seen as one important indicator for promoting inclusive education. According to pragmatistic approach the ecological model of agency was developed which consists of three dimensions: iterational, projective, and practical-evaluative. This model was somewhat specified by Estonian researchers in order to increase the practical relevance of this model for teacher learning settings and our study bases on this version of the model. The support of agency is essential for implementing inclusive education as agentic teachers are more responsible taking actions to make changes and they have courage to benefit the children they teach. In our study we focused on supporting teacher agency for inclusive education. Our approach to inclusive education was drawn from the model for implementation of inclusive education. We developed the in-service training programme to support for all three dimensions of agency across different domains outlined in the model of implementation of inclusive education. The aim of this study was to explore improvement of agency in the in-service training programme and assess change in different dimensions of agency related to implementation of inclusive education. We applied quantitative study aiming to explore the change of kindergarten staff agency. We used pre- and postquestionnaires for exploring agency of kindergartens staff members who attended the in-service training. The results showed some statistically significant changes in kindergarten staff agency which I'll introduce in my presentation.

Keywords: inclusive education, kindergarten teams, teachers' agency.

INCLUSIVE MEDIATION IN MATHEMATICS TEACHING AND LEARNING: TENSIONS IN FACE-TO-FACE RETURN IN THE POST-PANDEMIC CONTEXT

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The study aims to report the reflections of a mathematics teacher on an inclusive pedagogical practice involving the study of fundamental operations with students from a socially vulnerable context in the post-pandemic period. The pedagogical approach began with the return of face-to-face classes in 2021, in a Brazilian municipality, after several challenges and tensions during the remote teaching period. This study is classified as participatory, exploratory, and qualitative research. Data collection took place through observation of classes, dialogue with those involved - students, teachers, school staff, family, and structured interviews with open questions use of manipulable didactic material. Data analysis was based on the theoretical basis regarding inclusive mediation, the studies by Lorenzo Tébar and Aline Amorim, complemented by Zerbato's assumptions regarding the Universal Design for Learning - UDL proposal. The main notes emphasize the importance of considering the social reality of the classroom and the school environment in teaching to overcome challenges in learning basic mathematical concepts and develop a sensitive and non-judgmental look to make knowledge accessible to students in situations of social vulnerability.

Keywords: Inclusive mediation; Fundamental operations; Learning difficulty.



INFLUENCE OF PROFESSIONAL DEVELOPMENT AND ICT ADAPTATION ON TEACHER TRAINERS' PRODUCTIVITY IN UNIVERSITIES OF EDUCATION SOUTH WEST IN NIGERIA

Osisami Rashidat Adenike, Lagos State University of Education, Nigeria

The peculiarity of Teacher Education as a blend of professions in different fields of study and professional training in education suggests the position teacher trainers occupy in the scheme of things, particularly as it relates to their roles in moulding the 21st-century teachers in the global context. The goals of the study were to; examine the contributions of professional development on teacher trainers' productivity, assess the contributions of Information Communication Technology (ICT) adaptation on teacher trainers' productivity; determine the composite contribution of the independent variables on teacher trainers' productivity and lastly confirm the moderating influence of age and years of experience on the variables under study. The study examined the influence of professional development and ICT adaptation on teacher trainers' productivity in Universities of Education in South West Nigeria. The research adopted a survey research design and used proportionate stratified random sampling techniques to select a sample of 150 Lecturers from a population of 660 Lecturers in the two Universities of Education in Nigeria. Three instruments were adopted and revalidated for the study namely: the Teacher Trainers' Productivity Questionnaire (TTPQ), Professional Development Questionnaire (PDQ) and Information Computer Technology Adaptation Questionnaire (ICTAQ). The data were analysed using the Pearson Products Moment Correlation on the hypotheses formulated for the study and tested at 0.05 level of significance. The findings showed that there is significant contribution of both ICT adaptation and professional development on teacher trainers' productivity. Also, it was revealed that ICT adaptation contributed moderately than professional development to teacher trainers' productivity in Universities of Education in Nigeria. The study concluded that ICT adaptation and professional development are germane for teacher trainers' productivity. It was thus recommended that relevant ICT infrastructure, training sessions and further professional development are ensured by academic personnel and the management of these Universities in order to align with the acceptable practices in the global community. The study is related to the conference subthemes on the perspectives and practices on teacher development as well as digitalization and teacher education.

Keywords: University of Education, Professional development, ICT Adaptation, Teacher trainers' productivity.

INTER-GENERATIONAL DIALOGUES BETWEEN STUDENT TEACHERS AND TEACHING PROFESSIONALS APPROACHING RETIREMENT: SIGNIFICANT LEARNING ABOUT THE TEACHING PROFESSION IN PORTUGAL

Maria Assunção Folque, Ana Arcadinho, University of Évora, Portugal

This paper explores the significant learning that student teachers of basic education highlight from intergenerational dialogues with mature teachers approaching retirement. This research is part of the project Fifty years of teaching in Portugal: intergenerational dialogues which aims to account for teachers' stories and their professionalism and pedagogical innovation over the last 50 years in Portugal after the 25th of April revolution, and promote dialogue between old and new teachers and society. Within an interpretative paradigm this study uses biographical narratives of mature teachers produced in intergenerational dialogues with student teachers in their initial training as a pedagogic encounter and professional development tool. Participants were eight student teachers on their 2nd year of training in basic education from a university in Portugal and eight teachers approaching



retirement. Student teachers, enrolled in an Introductory course about educational research, volunteered to study about narrative interviews and to undergo intergenerational dialogues with the mature teachers about their career choice, the changes and challenges of their professional lives since the 70s, the innovations of teaching methods and the most positive memories of their teaching experience. Analysis of narratives performed by the student teachers will produce multimodal products of each professional. Data analysis uses the students research reports with field notes about the research process and reflections about the significance of these dialogues in learning about the teaching profession in Portugal. Results, which are still being generated will contribute to understand the potential of intergenerational dialogues to the sustainability of the teaching professional knowledge in times where 50% of teachers in Portugal will retire over the next 10 years.

Keywords: teachers' training, inter-generational dialogues, biographical narratives.

INVESTIGATING DIGITAL AGILITY: USING A CHATBOT TO SCAFFOLD LEARNING OPPORTUNITIES FOR STUDENTS

Niamh Armstrong, MIC, Ireland

This research reflects on the design of a support to develop digital agility in humanities students over the course of their degree. It explores how this research could be implemented in an initial teacher education degree. My definition of digital agility is the agency to use technology to create, design, communicate, collaborate and thrive in a changing digital landscape. A design-based research approach was chosen as it provides a balance of theory, artefact design and practice. Design-based research facilitated collaborating with students and academic staff over three iterative cycles of design, development, and evaluation, that shaped and aligned the chatbot to provide students with timely digital supports. My research question poses, how can a chatbot be leveraged to support students' digital agility? The findings unveiled how academic staff are enablers and can drive digital agility and ultimately shaping the trajectory of digital work in their modules. Findings reveal that when students receive notifications that assist them in completing assignment work, this drives them to the chatbot and the chatbot's immediate reply allows students to seamlessly continue with their learning tasks. Findings highlight building an awareness that old knowledge can sometimes prevent us from moving forward, and how unlearning is an important skill to allow us the agility to learn new skills. The use of the chatbot provides a scalable solution to advance students' digital agility, but only if the construction is grounded in the importance of pedagogy, expertise of human input and communication and collaboration with students and academic staff. As educators we want to lead students towards the capacity for self-regulation and promote lifelong learning skills. Creating a space for students to use will enhance their student experience and empower them to proactively seek to improve their own digital agility.

Keywords: Design, Digital agility, Unlearning.

KEY ELEMENTS EXPLAINING TEACHERS' ENTRY POLICY TRANSLATION INTO PRACTICE. THE CASE OF THE BASQUE COUNTRY (SPAIN)

Maialen Oiartzun, Idoia Fernández-Fernández, Alba Madinabeitia, University of the Basque Country, Spain

In times of global shifts, the transition from student to teacher is stated as crucial for teachers' professional development and effectiveness. Due to a large number of studies focused on effective



induction programmes, there is a consensus on key features related to effectiveness. In the Basque Country (Spain), some proposals have been made to enhance current entrance of teachers into the profession. Though those proposals are research-driven, some studies have pinpointed that even well designed and informed induction programmes may not lead to desired outcomes. This study assumes that former proposals are based on a theory on what and how should it be, instead of an analysis of what gets in the way during its implementation. Thus, the study aims to analyse how beginning teachers' entry policy is implemented in the Basque Country (Spain). Indeed, some authors have explained that educational actors play an active role on policy implementation by interpreting policy messages and translating them into practice. Based on that, 30 interviews were undertaken to analyse educational actors' perception of the process. Results suggest that an interaction between institutional logics and interviewed actors' subjective theories about learning affects their perception in two senses. It affects their perception on how beginning teachers support should be structured and undertaken; and how educational actors perceive their role on it. In conclusion, the study contributes to our understanding on policy implementation process, as well as it identifies some key elements that should be considered in upcoming reforms in the Basque Country (Spain). Moreover, it claims for more policy implementation analysis in different context to enhance its understanding.

Keywords: Teacher Education Policy, Teacher Professional Development, Beginning Teachers.

LATERAL ENTRY IN SAXONY AS ALTERNATIVE PATHWAY TO THE TEACHER PROFESSION

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The Teacher Shortage is evoking fundamental changes in Teacher Education in Germany. Large amounts of non-professional teachers are working in schools instantly. The federal state of Saxony addresses Teacher Shortage with a widespread and systematic employment and qualification system. Since 2017, Saxony opened the public-school service for professionals with at least a bachelor's degree. Therefore, Saxony implemented a systematic qualification model within the structures of teacher education. Designed as an analogy to the regular system participants must accomplish similar qualification elements which regular candidates have to absolve: Initial training, university studies and Preparatory Service. In terms of academic qualification, the main element is the so called *wissenschaftliche Ausbildung* (scientific training at a university in Saxony) and it means qualification on the job as a part-time programme (2 days of study and 3 days of school service) in a significantly reduced extend compared to the traditional way. There is an ongoing discussion how this type lateral entry programme effects Teacher Education and the profession itself. There are critics claiming that this might be a way de-professionalization mainly because of the decreased extent of academic studies compared to the regular way. It is obvious to investigate lateral entrants according to their professional perceptions of teaching in schools, especially in comparison to candidates on the traditional track to the profession. Assuming that there is anything like a culture-related dimension of teaching on a more personal level, which might be considered as individual preconditions of professional teaching we compare our programme participants in lateral entry with regular students in Teacher Education at the TU Dresden. Up to now around 860 lateral entrants were surveyed about their career choice motives, beliefs about teaching-related competencies, self-efficacy, and biographical backgrounds. The results were compared to similar surveys with traditional students in the first semester to illustrate the given preconditions of professionalization in a potential contrast. The paper is going to present the empirical findings on that comparison to identify possible impacts on the professional fields of teaching in Saxony as well as further implications for Teacher Education that arose from the opening of the school service for non-traditional qualified teachers.

Keywords: Teacher shortage, Second Career Teachers.



LEARNING FROM DISORIENTING DILEMMAS ON THE PRACTICUM EXPERIENCE DURING COVID-19

Ann-Marie Young, University of Limerick, Ireland

Melanie Ní Dhuinn, Marino Institute of Education, Ireland

Eamonn Mitchell, Mary Immaculate College of Education, Ireland

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Initial teacher education was forced into a 'disorienting dilemma' during COVID-19, whereby school closures forced teacher educators into a new, unprecedented landscape. This research focuses on the transformation of the practicum, specifically: assessment, innovation and school-university partnerships alongside an opportunity for the voices of teacher educators to be articulated and validated. The research is presented within a framework of reflective practice. Central to this paper is Mezirow's framework of transformative learning (1978) and the disorienting dilemma that acts as a catalyst for transformative learning. Mezirow (1978) describes the concept of 'making meaning' and how there are no fixed truths or definitive knowledge and when circumstances change, we must 'negotiate contested meanings' through reflection in order to learn. Using a qualitative approach, online surveys, semi-structured interviews and researcher reflections were utilised to explore how teacher educators in Ireland responded to the possibilities and challenges of the pandemic. A Braun and Clarke (2020) thematic framework scaffolded an iterative analysis which unpacked the data generated. Findings reveal that despite significant disruptions to the practicum, new opportunities to explore innovative assessment approaches emerged which challenged the status quo of the traditional school visit. This potential 'new normal' (Mutton 2020) resulted in a greater emphasis on reflective practice, increased professional conversations and the development of portfolios. It facilitated a move to pass/fail grading. Findings indicate enhanced synergies and collaboration between schools, universities and teacher educators specific to student support despite an ad hoc deficit approach to the practicum heretofore. The challenges posed by COVID-19 became opportunities for transformative learning. It is important that teacher educators enact and harness the 'revolution' that saw innovative practices emerging and avoid the potential regression of these approaches in the development of the practicum experience.

Keywords: Teacher Education, Practicum, Reflective Practice.

MEANINGS OF RESEARCH PROCESSES IN THE CONSTRUCTION OF PROFESSIONAL KNOWLEDGE OF PRE-SCHOOL/ PRIMARY SCHOOL TEACHERS IN THEIR TEACHING PRACTICE – CONTRIBUTIONS OF A CASE STUDY IN PORTUGAL

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This communication, part of a doctoral thesis aims to understand and analyse the meanings of the research dimension of teaching practice for the construction of professional knowledge of pre-school and primary school teachers in their practicum of the initial training and in the first years of profession. The study follows an interpretive paradigm, with a qualitative approach and a multiple case study design with a co-design dimension within a participatory research perspective. Participants are eight students from the initial training of teachers and four teachers at the beginning of their profession, selected according to criteria defined in the first phase of data production, with the participation of course directors, practicum supervisors and supervisors of practicum reports of two



Higher Education Institutions. The analysis and interpretation of data uses the Activity Theory as a theoretical instrument that allows understanding processes of professional knowledge construction of pre-school / primary school teachers; for the purpose of this communication we will analyze the meanings that the students and teachers assign to the research activity within their professional practice. The narratives produced reveal that the initial training practicum provided privileged moments for the development of research practice, allowing students to observe and identify problems arising from pedagogical practice, and to reflect and act on them. The participants identified the research component as a professional learning process that allowed them to establish a theory-practice relationship, through the reflection of their own action. However, they pointed out challenges to this process, namely the time factor and the multiple tasks of the professional practice. They recognized that the production of the practicum report enabled them to develop research and professional skills, highlighting the need for guidance and support from both supervisors and cooperating teachers for their construction of professional knowledge.

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Keywords: Professional knowledge, Initial formation, Investigation.

MIDDLE SCHOOL TEACHERS’ EXPERIENCES IN DESIGNING UNITS BASED ON STANDARDS: INSIGHTS FROM THE SSCD MODEL

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Standards-based curriculum has gained global recognition as an effective alternative to textbook-centred approaches. In Taiwan, recent curriculum reforms have emphasized core competencies as comprehensive learning outcomes encompassing knowledge, skills, values, and attitudes. However, the prevalent practice of relying on textbooks as the primary curriculum hinders meaningful changes in teaching strategies and learning outcomes. To address this challenge, a prestigious national university in Taiwan has developed the System of Standards-based Curriculum Design (SSCD) model, aiming to train educators at all levels. This study examines the experiences of ten middle school teachers who participated in a series of four-day, 32-hour SSCD workshops on unit design. The study focuses on three research questions: (i) middle school teachers' experiences in deconstructing standards and developing learning objectives, (ii) their experiences in designing assessments, and (iii) their experiences in planning learning activities and tailoring learning materials. Findings reveal that middle school teachers faced significant frustrations and difficulties during the deconstruction of standards. However, engaging in content research proved essential as it challenged their perception that textbooks alone constituted the curriculum. When designing assessments, teachers believed that competency tasks effectively linked learning outcomes to real-life situations, enhancing student motivation and evaluating learning objectives. The planning of learning activities was perceived as the easiest stage, with teachers recognizing the importance of aligning activities closely with standards. This study sheds light on the experiences of middle school teachers in designing units based on SSCD. It highlights the value of content research, the benefits of competency tasks, and the alignment of learning activities with standards. These insights contribute to ongoing discussions on curriculum development and teacher training, particularly in promoting standards-based approaches in Taiwan's educational context.

Keywords: Systemic Standards-based Curriculum Design (SSCD), curriculum reforms, unit design.



MODELS AND ELEMENTS OF HIGHER EDUCATION AND VET EARLY DROPOUT: A COMPREHENSIVE REVIEW

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Higher education institutions (universities and VET institutions) play a crucial role in shaping the intellectual and professional trajectory of individuals. However, an alarming number of students prematurely disengage from their studies, resulting in early dropout from higher education. We present in this paper a comprehensive review of the models and elements associated with early dropout in higher education, especially in Health and Education areas. The phenomenon of early dropout is multifaceted and influenced by various factors. The review examines different theoretical models and current research that have been proposed to understand early dropout. These models include the psychological, sociocultural, and academic frameworks. Psychological models focus on individual attributes such as motivation, self-efficacy, and academic self-concept, while sociocultural models highlight the influence of social and cultural factors on dropout rates. Academic models explore the impact of academic experiences, including the quality of teaching, curriculum design, and student engagement. Furthermore, the review identifies key elements associated with early dropout in higher education. These elements encompass personal, institutional, and systemic factors. Personal factors include demographic characteristics, prior academic achievement, financial constraints, and familial responsibilities. Institutional factors encompass academic support services, campus climate, and the overall learning environment. Systemic factors refer to broader societal issues like economic disparities, inequities in access to education, and inadequate policy frameworks. Moreover, the review underscores the importance of early detection and intervention strategies to address early dropout. It explores preventive measures, such as pre-enrolment interventions, orientation programmes, and academic advising. Additionally, the review discusses proactive strategies to support students once they enter higher education, such as mentoring programmes, peer support networks, and targeted academic assistance.

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Keywords: Dropout, Higher Education, VET.

ONLINE PRACTICUM AND MENTORING: POTENTIAL AND CHALLENGES FROM THE PERSPECTIVE OF STUDENT TEACHERS AND MENTORS

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Practicum plays a key role in the professional learning of future teachers. It provides them with a fundamental space for immersion in a real-life context and the supervision and monitoring of practice. Student teachers often describe the practicum as the most important element of their teacher education programme. However, during the COVID-19 pandemic practicum experiences have been curtailed. Virtual mentoring and remote teaching were implemented in many contexts. This paper draws from a wider international project “The Digital Practicum: exploring augmented reality, remote classrooms, and virtual learning to enrich and expand preservice teacher education preparation” (‘PRAC3’), funded by the European Union (2020-1-ES01-KA226-HE- 096120). The project explores online teaching resources for the practicum context using web 3.0 resources (including innovations such as augmented reality and remote classroom learning settings). The findings reported focuses on phase 1 of the PRAC3. Data were collected with student teachers (n=70) and mentors (n=39) using a



validated research tool titled Mentoring Profile Inventory through Google forms between December 2021 and January 2022 and were analysed using SPSS (version 26). Findings suggest that student teachers and mentors are aligned with a practical approach according to which students are the focus of the learning process and teachers should apply active methodologies. Mentors usually perform a “partner” role in which they ensure that they are well prepared to contribute to the teacher candidate learning process. ICT are highly valued and used both by mentors and student teachers. The participants expressed openness to participate in an online practicum experience, recognising its potential in collaborative and networking work, yet just as a complement to in-person practicum. Findings emphasise the importance of analysing and promoting new approaches and solutions for practicum in more complex environments to strengthen collaboration between schools and initial teacher training institutions.

Keywords: Practicum, teacher education, online teaching.

NAME IT, FRAME IT, TAME IT, REFRAME IT – EMPOWERING BOTH TEACHER EDUCATOR AND INITIAL TEACHER TO OVERCOME BARRIERS TO REPRESENTATION, ENGAGEMENT AND EXPRESSION – A UNIVERSALLY DESIGNED SELF-STUDY

Ruth Thomas, DCU, Ireland

The Study presents findings from a self-study conducted by a Teacher Fellow (TF) who temporarily transitioned from a classroom teacher to a university-based teacher educator. The primary objective of this research endeavour is to explore the application of the Universal Design for Learning (UDL) framework, as a means to overcome barriers as a new teacher educator and foster heightened engagement and expression within the context of Initial Teacher Education (ITE). Grounded in the concept of disorienting dilemmas, the study adopts a critical reflective stance to scrutinise the intricate professional experiences of the TF and the subsequent reflexive actions undertaken to effectively address challenges encompassing engagement, representation, expression, and biased design. By reframing the prevailing narrative of the teacher educator role through the Name it, Frame it, Tame it tool, the TF harnesses the transformative potential of innovative UDL pedagogies, thereby facilitating the creation of an inclusive and accessible learning environment that caters to the diverse needs of student teachers. Data generated through reflective diary entries, critical friends, while incorporating salient insights from student reflections and personal UDL bias checks. These entries are methodically documented and analysed utilising a grounded theory approach, Utilising the lens of professional agency, leading to in-depth insights pertaining to the development of UDL-aligned practices and shedding light on the multifaceted perspectives emanating from both the TF and student teachers. This study underscores the importance of designing instructional approaches designed for variability, whilst concurrently empowering student teachers. By leveraging the UDL framework, the TF overcomes barriers, thereby engendering a transformative and inclusive learning environment that empowers student teachers towards the cultivation of agency in their own learning. This research shows the potential of UDL to engender pedagogical innovation and inclusive possibilities within ITE for new educators.

Keywords: UDL, Self-study, Teacher Education.



PANDEMIC, REMOTE LEARNING AND STUDENTS' LEARNING: A STUDY IN THREE PORTUGUESE SCHOOLS

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In the post-pandemic phase, it is essential to analyse the impacts on the student's learning during the period of emergency remote teaching considering the assumption that 'There is nothing new, but everything has changed'. School organizations have reinvented themselves and the "the greatest concern has passed, for leaving no one behind". This communication is part of a PhD project that is guided by the following research question: how were educational practices characterized during the COVID-19 pandemic? In light of the perspectives identified by different scholars through the cultural incorporation of technologies in curricular practices. It is intended to understand how, schools were organized and how learning took place in this atypical period. The study is carried out at the 2nd Cycle in three public schools in Portugal. Thus, it is a multiple case study, of an instrumental nature based on the interpretative paradigm and whose relevance allows obtaining relevant results for decision-making on educational policies. The participants establish a stratified sample, which included group directors, teachers and students of the 2nd Cycle from three contexts selected for convenience. Data were collected during the years 2022 and 2023, through interviews, discussion groups, observation, and questionnaire surveys. The data were analysed and discussed in light of the technological, organizational, cultural, and pedagogical-didactic transformations. The preliminary results point to multiple challenges and learning losses of students, subject to specific actions of the Plan 21|3 School+ that envisions a cultural change of models, and innovative, perspectives for a school of the future.

Keywords: pandemic, remote learning emergency, schools, learning, transformation.

PARADIGM ORIENTATION IMPACT ON SUPERVISORS' CONCEPTIONS OF USING VIDEO IN TEACHER EDUCATION

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This study aims to better understand supervisors' perspectives about the use of video technology as a bridge between student learning and professionalization. As part of our study, we interviewed supervisors to investigate why and how video technologies have been used, or not used, to enhance their professional practices and facilitate collaborative learning with their student teachers. The key finding of our research suggests that supervisors' knowledge orientation significantly influences their perception of video usage in teacher education and professionalization. We identified two distinct groups, namely positivist and constructivist, both of which tend to make use of video technologies but with differing priorities and approaches. A positivist group places an emphasis on objective uses of video, such as capturing specific moments to reference later. On the other hand, constructivists focus more on using video for constructive purposes within the learning process, such as sharing, collaborating, and building upon existing knowledge through video recording. These findings shed light on the underlying factors that shape supervisors' preferences and practices regarding video utilization. It emphasizes the importance of considering individual perspectives and orientations when



implementing video technologies in initial teacher education and professional development programmes. It is important that educational institutions and policymakers take into account the different needs and preferences within these groups in order to effectively leverage video as a tool for enhancing teaching practices and creating collaborative learning environments. Further research in this area could explore strategies to bridge the gap between these two orientations and create a more comprehensive framework for video integration in initial teacher education and teacher professionalization.

Keywords: Video technologies, supervision, initial teacher education.

PLANT-BASED TEACHER EDUCATION: TOWARD WORLD-CENTERED TEACHING PRACTICES FOR THE DEVELOPMENT OF GREENCOMP IN TRAINEE TEACHERS AND UNIVERSITY PROFESSORS

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UNESCO urges tertiary education to work in interdisciplinary manners to encourage changes in attitudes to tackle the causes of climate change and in response to complex phenomena such as Plant Blindness. To promote teaching practices rooted in the concept of sustainability, the ability to listen to all forms of life, proposing “rewilding curricula” and spaces, draws strength from the nature-based intervention and could be an effective way of both reconnecting with nature and bridging gaps in research on the effects of active interaction with indoor plants. Consequently, the research is characterized by an interdisciplinary framework that places ecopedagogy and ecodidactics in dialogue with psychology, geography, neuro-botany, and architecture. The research investigates the university environment as an ecosystem of human-plant relationships thanks to a multiple case study design, conducted with a parallel mixed-methods approach. Its objective is to examine how the formation of indoor educational environments through interaction with plants, which is conveyed by an interdisciplinary – green – co-constructed curriculum (IGCC), can foster the development of GreenComp. The main research question is whether it is possible to promote the growth of 'GreenComp' in initial teacher education (ITE) students by setting up environments with plants and by formulating an IGCC. The paper presented the first phase of the empirical research: on the one hand, focus groups conducted with professors from two Faculties of Education (national-international context) and oriented towards the development of the curriculum hypothesis; on the other hand, the first survey on the initial GreenComp of trainee teachers. Furthermore, the data emerged from participant observations and group interviews with case study A students on the experienced process. The aim is to experience a concrete model of an educational environment in which plants are considered living pedagogical community members.

Keywords: Innovative ITE didactic practices; plant-based education; world-centred education.

PERCEIVED EFFECTIVENESS OF COLLABORATIVE PRACTICES IN PROMOTING INCLUSIVE EDUCATION: A TEACHERS' PERSPECTIVE

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This study aimed to analyse teachers' perceived effectiveness of collaborative practices in promoting inclusive education. Teacher collaboration is vital for providing equal learning opportunities and creating a supportive and inclusive learning environment. Through collaboration, teachers share



expertise, resources, and strategies to develop effective instructional practices catering to diverse learning styles and personalized interventions. Collaboration also fosters professional growth and reflective practices among educators, empowering them to establish inclusive classrooms that address the unique needs of all students. A questionnaire-based survey was conducted, with 1064 teachers participating. Most participants were female (79%), with an average age of 50 and an average teaching experience of 25 years. The results, analysed through exploratory and confirmatory factor analysis, revealed a 4-factor solution with favourable fit indices (CFI=.97; TLI=.96; RMSEA=.07). The factors were ranked in order of efficacy attribution as follows: 1) Joint planning and sharing of materials, 2) Interest in teacher collaboration, 3) Collaborative endeavours beyond the classroom, and 4) Co-teaching. In contrast to prevailing literature, this study uncovered a significant deviation in teachers' perceptions of collaborative practices. Teachers attributed lower efficacy to co-teaching practices involving direct collaboration, while perceiving higher efficacy in indirect collaborative practices. These findings provide valuable insights into teachers' perceptions regarding different modes of collaboration and their effectiveness in promoting inclusive education. It is important to recognize that the effectiveness of co-teaching may vary depending on contextual factors, collaboration levels, and the provision of training and support. These dimensions should be focused on future professional development programmes for teachers. Promoting collaborative practices among teachers is crucial for their professional development in the face of global and IN transformations. It facilitates knowledge sharing, enhances instructional effectiveness, and addresses the diverse challenges encountered in the ever-evolving educational landscape.

Keywords: Inclusive education, Teachers perceived effectiveness, Collaborative practices.

PERSPECTIVES AND CHALLENGES OF INCLUSIVE EDUCATION IN PORTUGAL: TEACHERS' AND STUDENTS' VIEWS

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This presentation aims to disseminate teachers' and students' views on the positive aspects and improvements needed for their schools to become more inclusive. Portugal was considered a pioneer in the inclusive education process, namely regarding the ways in which the legislative framework (Decree Law n. 54/2018) states support to all students: at the level of the regular school, with multidisciplinary teams who are responsible for determining what kind of support is needed to ensure that all students have access and means to effectively participate in education. We employed the survey method, a quantitative research approach, so data was collected through the responses given to the closed and open-ended questions which compose a questionnaire developed and validated by our research team. The study was conducted in December 2022 and the sample was composed of 387 participants: teachers and students. The informed consent was obtained from participants, and from the legal guardians, in case of the minor students, by selecting a button prior to undertaking the survey. Descriptive statistical data were used in the analysis of scale data for the closed-ended questions. In the analysis of the scale data for the open-ended questions, the data were collected within the framework of categories. Teachers consider that students' diversity is an asset in the teaching-learning process, although the conditions to include all need to be improved. They consider the new legislative framework as a positive measure even though they feel difficulties in accommodating the characteristics and needs of all students in the classroom. Most students feel well, welcome and supported at school, although they have a less positive view than teachers regarding their participation in the classroom. Based on the relevance and the timeliness of the research, we consider that it gives interesting insights on teacher professional development related to the strand: "Migration, diversity, inclusion and Teacher Professional Development".

Keywords: students' diversity; inclusive education; teacher professional development.



PERSPECTIVES ON A PROFESSIONAL DEVELOPMENT MODEL FOR DULT NUMERACY PRACTITIONERS IN IRELAND

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Niamh O'Meara, University of Limerick, Ireland

Kathy O'Sullivan, University of Galway, Ireland

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The provision of adult numeracy in the further education sector in Ireland and internationally is varied and complex. Adult numeracy practitioners often come from diverse backgrounds, and many are either volunteers or employed part-time. There is an unmet demand for the professional development of these practitioners with many looking for opportunities to network and further develop their practice. This study aimed to design, implement, and evaluate a professional development model that supported adult numeracy practitioners in developing their practice. After an initial needs analysis through the use of an online questionnaire, a series of six 'Numeracy-Meets' were designed. Their design was adapted from the Teach-Meet model of professional development, which many consider to be based on a community of practice approach where learning can occur in an informal way, primarily through social interaction. However, given the dispersed nature of numeracy practitioners in Ireland, the Numeracy-Meets also needed to take place virtually. In terms of structure, the underlying theory of each Numeracy-Meet was that collaboration helps and that teaching and learning is more effective if practice and experiences are openly shared and discussed. The Numeracy-Meets were implemented between February and May 2022. There was an average of twenty adult numeracy practitioners in attendance at each Numeracy-Meet. After all the Numeracy-Meets had taken place, five practitioners took part in individual semi-structured interviews to evaluate their experiences. The evaluation data suggests that Numeracy-Meets are an effective, flexible, and cost-effective model for supporting and developing adult numeracy practitioners. The participants developed a sense of being part of a larger community with a common goal to improve adult numeracy provision. However, the authors are also aware that there is still much work to be done for Numeracy-Meets to expand and to become a sustainable professional development model going forward.

Keywords: Professional Development; Adult Numeracy; Practitioners Perspectives.

POST-PANDEMIC TEACHER LEARNING AND IDENTITIES IN AN INTERNATIONAL PROFESSIONAL LEARNING COMMUNITY

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Focusing on an international professional learning community of teachers participating in a post-graduate programme in TESOL following the COVID-19 pandemic in the United Kingdom (UK), this study explores how English language teachers reflect on their teaching during the pandemic and discuss post-pandemic shifts in their teaching philosophies, professional development, and identities. Teacher identities refer to the multifaceted and evolving concept of how teachers perceive themselves and their roles within the context of teaching and learning. It encompasses the beliefs, values, attitudes, and behaviours that teachers adopt as they navigate their professional careers. They are dynamic, interactive and a process of teacher learning which is shaped by personal, professional, and contextual factors. In this study, the contextual conditions firstly refer to teachers' diverse home



country educational settings and online platforms they have taught during the pandemic. Additionally, the international professional learning community of a hybrid postgraduate TESOL programme in the UK, where teachers might reflect on the shifts in their identities, cognition and professional practices, serves as a teacher learning site. Coming from diverse backgrounds, English language teachers engage in comparative reflections with the goal of understanding challenges and practices from their home country educational settings. The findings report on the international teachers' experiences regarding (i) teaching during COVID-19 in terms of support they received, time and personal/professional life management issues in their home countries, (ii) post-pandemic shifts in their teaching philosophies, professional development, and identities and (iii) their professional learning both as a result of remote teaching in various international contexts and their participation in the hybrid MA TESOL programme in UK. We hope that this study will present implications for teacher education and development practices.

Keywords: teacher learning, teacher professionalism, professional learning community.

PRACTICES AND CONCEPTIONS OF HIGHER EDUCATION TEACHERS ABOUT PEDAGOGICAL ASSESSMENT: OUTCOMES OF A TRAINING COURSE

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The study describes and evaluates the practices and the potential conception changes about pedagogical assessment of a sample of 31 teachers from a public university in Portugal, after their participation in the training course "Grounding and Improving Pedagogical Assessment in Higher Education", by applying a descriptive survey questionnaire (pre-test and post-test). Frequency analyses, non-parametric hypothesis analyses and content analyses were performed. Regarding teachers' practices, most of them responded that they frequently perform the pedagogical assessment, summative and formative, and feedback practices presented in the questionnaire. Exceptions were observed in the carrying out of self and hetero-evaluation and the provision of negative reinforcement feedback. Regarding the conceptions of pedagogical assessment, the results evidenced the overcoming of the misconception that the main objective of the assessment is the learning classification, since, in the pre-test, most teachers defined it as testing, measuring, and classifying students' knowledge, in the post-test, most of them defined it as the information gathering for decision making and the guidance of teaching and learning processes. About the conceptions of formative and summative assessment, the changes regarding assessment instruments stand out, since teachers came to understand that the nature of assessment is not in the instruments, but in the use that is given to the information gathered. Concerning conceptions of feedback, the results evidenced changes regarding the fact that not all feedback is useful for learning and, if poorly planned and used, can even be harmful. Finally, on conceptions of the learning grading, it was evident that some of the teachers' previous conceptions were already aligned with the current literature on pedagogical assessment. A positive impact of the training course was noted since the comparison of the results of the pre-test with the post-test highlighted relevant changes towards the most current theories of pedagogical assessment.

Keywords: Pedagogical Assessment; Higher Education; Teacher Training.

PRACTICUM IN TIMES OF GLOCAL TRANSFORMATIONS: VOICES FROM A LOCAL PSTE CONTEXT

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It is evident that the COVID-19 pandemic and the recent earthquake in Kahramanmaraş, Türkiye have posed significant challenges for pre-service teacher education (PSTE). As a result of these two crises, the rapid shift from face-to-face to remote teaching has created issues related to access to education and pre-service teacher (PST)-supervisor-mentor-student relationships. While all courses are being offered remotely, only practicum is being conducted face-to-face in faculties of education in Türkiye. In addition, PSTs who were affected by the earthquake have moved to safe cities and have had to adapt to new cities, practicum schools, and students, while also dealing with the aftermath of the quake in their hometowns. Considering these matters, this on-going study aims to investigate the social injustices that have arisen in the post-pandemic and post-quake era, and how PSTs and supervisors have responded to these challenges in a local PSTE context. The study will explore the glocal factors that have influenced the practicum and the resolutions that have been implemented to address these challenges. Data for the study will be collected through semi-structured interviews, observation reports, and lesson plans of 12 PSTs attending their practicum at a large state university in Türkiye. The constant comparison technique will be used to analyse the data and identify the glocal factors and local resolutions. The results of the on-going study will have implications for educating future PSTs in unprecedented times. It is hoped that the findings will inform the development of policies and practices that address social, pedagogical, and psychological challenges in pre-service teacher education in the post-pandemic and post-quake era. Ultimately, this study which addresses the conference sub-theme “perspectives and practices in teacher professional development” will contribute to the understanding of the complexities and multidimensionality of teacher education in times of crises.

Keywords: Practicum Social Justice, Pre-Service Teacher Education.

PRINCIPALS OF PARTNERSHIP: A CRITICAL INVESTIGATION INTO THE ROLE OF SCHOOL LEADERSHIP IN DEVELOPING COACHING CULTURES

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Though an abundance of literature attests to the surfeit of benefits associated with developing schoolwide coaching cultures, they remain illusive, ephemeral and difficult to sustain. The shifting policy landscape surrounding global and glocal educative discourse foregrounds the critical role played by school leaders in driving school improvement and enabling collaborative professionalism, and this study sought to illuminate best practice, give voice to champions of coaching in education and elucidate the role played by school leaders in the cultivation of collaborative coaching cultures. In response to the socially constructed reality through which school leaders operate, this qualitative study was set within the interpretivist paradigm. A chain referral technique attained a sample of nine participants, currently working across four different jurisdictions in a variety of school contexts- primary, secondary and special education. Through reflexive thematic analysis, four key themes emerged: leaders' interpretations of coaching practices, the positive impact of coaching on school culture, leaders' agency in initiating and sustaining cultural change, and the importance of professional learning as an investment in teacher and leadership capacity. The study also highlighted the lack of supports given to school leaders in developing collaborative professional learning methods in their own schools, foregrounding instead the creative dynamism through which school leaders navigate resistance and challenges to develop school's internal professional learning capacities. This study reaffirmed the centrality of cooperative and distributive school leadership in enabling coaching cultures in schools, elucidating the perspectives and practices of key stakeholders in cultivating coaching cultures in schools- school leaders.

Keywords: Coaching Cultures; Professional Learning; Distributed Leadership.



PREPARING PRIMARY SCHOOL TEACHERS FOR UNIVERSITY: STUDENTS' BELIEFS ON GCE COMPETENCES. A COMPARATIVE STUDY

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The research project focuses on initial teacher education programmes (ITEPs), in a comparative perspective by taking in account two university programmes in Italy and Ireland. The study deals with ITEPs considering future primary school teachers' beliefs, as the lens through which future practices and attitudes are shown before the implementation in the schools' reality. In addition, taking in account the assumptions according to which beliefs are always related to an object, the research investigates prospective teachers' beliefs about their professional role, trying to understand if from this emerge attitudes and competencies on global citizenship education (GCE). In particular, considering the definition of GCE promoted extensively in the last decades, according to international agenda and reality school issues, is important understand its implementation in the ITEPs and future teacher's attitudes, understanding the role of the teacher as a global citizen that act with equity values in the schools. The methodological approach that develops the aim of the project is organize through a qualitative exploratory design on ITEPs to understand how future teachers are trained to face these thematic in the schools. The study is structured through multiple case studies, where ITEPs are the unit of analysis, comparative in nature and analysed in parallel. Specifically, the comparative criteria are as follows: the university-based programmes, the EU context and the length of the ITE programmes. The case studies are developed by qualitative tools for data collection, such as: in depth semi-structured interviews, observations and focus groups. In particular, semi-structured interviews developed with 15 prospective primary school teachers and 2 focus groups in every context. In addition, other 7 interviews are conducted with teacher educators to give a contextual perspective about ITEPs and the preparation that aiming to give. The research aim is an in-depth exploratory research project related to the pre-service teacher's preparation, with a focus on ECG attitudes.

Keywords: comparative multiple case studies, GCE competences, ITE.

PRESCHOOL EARLY LITERACY SCREENING TOOL (RALEPE®): CONTRIBUTIONS TO PROFESSIONAL DEVELOPMENT AND USE IN INCLUSIVE SETTINGS

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A multitude of dimensions and factors influence the development of preschool children. In an inclusive approach, measures that help professionals to know children's skills and potential risks can be crucial for children, families and contemporary society. Every day children encounter opportunities to develop oral language, practice emergent literacy skills, and build knowledge about the forms and functions of written language. These are areas that teachers should consider according to the curricular guidelines for preschool education in Portugal. The Preschool Early Literacy Screening Tool (Rastreio de Literacia Emergente Pré-escolar, RaLEPE®) for the Portuguese population has gathered a geographically representative sample of 2206 participants. This sample allowed the study of psychometric characteristics and the establishment of standards for early literacy skills in Portuguese children aged 3 years to 6 years and 6 months. The RaLEPE® includes five dimensions associated with early literacy, namely oral language (comprehension and production), metalanguage, letters and books. RaLEPE® was constructed to be easily applied by a variety of educational and health professionals, as well as by parents or caregivers of children. The results of the normative study suggest that RaLEPE® has the ability to identify differences in early literacy skills between children with and without difficulties. Thus, it can be used in inclusive practice by preschool teachers and other



preschool professionals. This may be a contribution to the early identification of reading difficulties and, consequently, to fighting school failure. RaLEPE® is an innovative and relevant tool for inclusive practices and it allows to respond to the diversity of children's needs, according to family-centered practices and universal design

Keywords: Early Literacy; Language; Preschool.

PROFESSIONAL GROWTH OF PRE-SCHOOL MENTOR TEACHERS: TOWARD CHANGING ROLES AND TRANSFORMING MENTORING PRACTICES

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The aim of the research is to explore professional growth of mentor teachers in transforming mentoring practices in pre-school institutions in the context of changing mentor roles. The research question is: How professional growth experiences are produced in transforming mentoring practices in response to the ongoing changes and challenges in the profession and pre-service teacher practicum? The theoretical framework includes transformative learning theory, viewing the mentor teacher's professional growth as transformative learning through engagement in mentoring as a social process whereby the learner gives new meanings to their experience or transforms it, and the theory of reflective practice, emphasizing reflection on action in analysing the mentor activity. The research methods are based on the phenomenological research strategy. The research sample was selected on the basis of homogenous cases - the participants were mentor teachers from different pre-school institutions in Lithuania. Data collection methods included written responses from mentor teachers (n=26), focus groups with mentor teachers (=26), and interviews with pre-school institution managers (n=6). The content analysis was employed as a method of data processing and interpretation. The research findings show that the context of challenges arising from the changing nature of both educational environment and student teachers' needs stimulate mentor teachers to engage in learning to transform their mentoring and educational practices. Professional growth experiences are produced in the shift from primarily sharing professional expertise and acting as role models to building harmonious relationships with student teachers helping to construct their professional identity, and support their professional integration. The relevance of the present study to the conference theme lies in the research focus on teacher professional growth through transforming mentoring practices determined by glocal changes in pre-service teacher education and contemporary challenges of the pre-school teaching career in Lithuania.

Keywords: Teacher Professional Growth, Mentoring Practices, Glocal Context.

REIMAGINING A POSITIVE DIRECTION FOR EDUCATION THROUGH DIGITAL LEARNING: REALITIES DURING THE PANDEMIC CRISIS VOICED BY TEACHERS

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Throughout History, technologies have been transforming human lives in their different areas. Education, in general, and specifically teacher education are no exceptions. However, with the digital technologies, these transformations can be ever more challenging, or perceived as such. Therefore, the drive to develop digital skills, competences and solutions have resulted, for instance, in the creation of frameworks and strategies, both at national and international levels, to guide, namely, the teachers. These orientations were already in place before the COVID-19 arose, but this pandemic crisis was a critical moment to test them. Indeed, at the eve of the worldwide lockdown, the Action Plan for Portugal's Digital Transition was launched. Many processes of digitalisation were then accelerated,



urged by the overnight shift to emergency remote teaching and learning required at that time. But how were those distance and online scenarios experienced by teachers? Our aim is to identify realities that surfaced as voiced by teachers, within broader research in the scope of the RAPIDE Erasmus+ Project. For that purpose, we adopt the case study methodology, focusing on an exploratory qualitative design. Data was collected by means of a web-based survey made available after a synchronous short-teacher training action about European perspectives on digital learning. Content analysis was chosen to interpret the reflections of the teachers (N=18) we interviewed with regard to their realities raised during the COVID-19 pandemic. Our findings evidence that the problems described by teachers were felt across the different school levels, in diverse geographic contexts, stemming from the following difficulties: organisational/management; pedagogical/didactical; role of the teacher; social/emotional; technical issues. Of these the social/emotional difficulties were prevalent, and confirm that the teacher practice is ultimately directed towards the students – to their active participation, motivation, attention; in a word, to their meaningful learning, particularly “in Times of Global and Glocal Transformations”.

Keywords: Digital Learning, Reimagining Education, COVID-19, Emergency Remote Teaching, Teacher Practice.

RE-LAUNCHING INITIAL SECONDARY TEACHER EDUCATION IN ITALY: THE ROLE OF TEACHING LEARNING CENTERS

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In recent years, important political, social, and pedagogical debates have focused on the initial training policies of secondary teachers in Italy. Unfortunately, Italy has lacked a coherent system of initial and continuing education for secondary teachers for years, resulting in a significant training gap among teachers. However, Italy’s National Recovery and Resilience Plan (NRP), part of the EU’s Next Generation programme, aims for a comprehensive reform of initial secondary teacher education. The plan calls for the establishment of a national advanced training academy for school leaders and teachers, the creation of three teaching learning centres at the macro-regional level, and the establishment of new teaching and learning centres at universities. The main goal of this reform proposal, with the approval in Italy of Law No. 79/2022, is to establish a system of initial teacher education for secondary school teachers with strong collaboration between universities and schools. This system will have a continuous dialogue between theory and practice and a strong interdisciplinarity between pedagogical-didactic perspectives. The ultimate goal is to provide young college students with clear pathways to initial teacher education. Providing well-trained teachers who can deal with the complexity and challenges of contemporary society is a crucial issue for improving teaching processes and student learning outcomes. The paper provides an overview of pedagogical perspectives and approaches in view of the implementation of this reform, along with an initial survey of Teaching and Learning Centres (TLCs - interdisciplinary and interdepartmental university centres that in Italy will be in charge of promoting and implementing the reform of initial teacher education) active in Italian and European universities, with the aim of trying to outline an innovative and effective pedagogical model, identifying common lines and differences.

Keywords: Teacher Education, Teaching and Learning Centres (TLCs), Education Reform.



RESEARCH-PRACTICE-POLICY-PARTNERSHIPS: A SYSTEMIC APPROACH TO ADDRESSING CHILDHOOD TRAUMA AND EDUCATOR BURNOUT

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Carlomagno Panlilio, The Pennsylvania State University, USA

Schools are an essential component of the Bioecological System; nevertheless, broken systems exist around the globe. Consequently, educators (teachers, principals, specialists), particularly in high-poverty communities, increasingly engage in activities more typical for social workers, counselors, and community advocates. However, educators themselves are not immune to the challenges and adversities that life can bring: the pandemic, the politicization of education and gun violence. These burdens have taken a toll on educators' mental and emotional health. Yet when educators report these issues, they are typically advised to engage in self-care (meditation, journaling). While important, this guidance suggests an individual level response is sufficient to address a systemic problem. Given that educators are leaving the profession in unprecedented numbers, a systemic response seems essential. We will present the findings from a three-year, community-based participatory research (National Institutes of Health, n.d.) project focused on trauma sensitive pedagogy, grounded in Bioecological Systems Theory in a United States elementary school. The community is high-poverty and largely comprised of immigrants from South America, many of whom are ineligible for federal supports/resources. Our qualitative data show educators rushing to the scene of an apartment building explosion (that killed a six-year-old student), collecting food for children's out-of-school hours, and fearing they will trigger a fight or flight response in their students. The data also show educators reporting secondary traumatic stress, burnout, and compassion fatigue. Beyond our pedagogical focus, we engaged in community asset mapping and are developing a Research-Practice-Policy-Partnership (RPPP). Evidence suggests RPPPs hold promise as a systemic solution to addressing childhood inequities and reducing educator stress. Critical components include building relationships and earning trust, key roles for community members and educators, community-defined problems, exploration of solutions and data collection. A systemic approach is essential in addressing migration, diversity, inclusion and teacher professional development, and teacher retention.

Keywords: Trauma, Retention, Systemic.

SUPPORTING SCHOOL TEAMS TO IMPLEMENT INCLUSIVE EDUCATION IN ESTONIA

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Inspired by social justice ideas, the Convention on the Rights of the Child (UN, 1989) and the Salamanca Statement, many European countries have developed policies and implemented practices to promote inclusive education. Consequently, more children with special education needs are nowadays learning with their peers in mainstream schools and the number of special schools has decreased. Although this is a trend in different countries in the world, there are several challenges, also in Estonia. Similarly, to many Eastern European countries, Estonia has a long special education tradition, which is influencing acceptance of the principles and the actual practices of inclusive education. Although many school leaders understand the need for inclusive education, their main concern is a lack of availability of support specialists - including special needs teachers, speech therapists, and psychologists. To support schools in implementing IE, a long-term in-service training programme (10 ECTS) for school teams (school leaders, support specialists and teachers) was developed and implemented in Estonia with the funding from EEA Financial Mechanism 2014 – 2021, Higher Education in Baltic Research Programme. The main goal of designed training course was to develop the school staff attitudes, skills and knowledge about IE and its effective implementation. The



overall principle of training course was linking theory to practice and raising schools' capacities to implement IE in their schools during training sessions and also to plan long-term development activities for the schools after the training course. In this presentation I will present an empirical study that explored the experiences of participants learning in this course and reflect on the implications of the study.

Keywords: inclusive education, school teams, teacher professional development.

STEAM EDUCATION BRAZIL: TEACHING PRACTICES AND TEACHER SELF-EFFICACY BELIEFS

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The aim of this study was to investigate the self-efficacy beliefs of primary school teachers in Brazil regarding interdisciplinary teaching practices associated with STEAM Education and Project-Based Learning (PBL), utilizing a mixed methods approach. This study is framed by the literature about STEAM education, PBL, curriculum integration through interdisciplinarity and Teacher Self-Efficacy. The Teacher Self-Efficacy Beliefs (TSEB) were assessed through a questionnaire with closed-ended and open-ended questions. This paper reports the qualitative data collected by semi-structured interviews carried out with Brazilian in-service teachers. The categorical data were analysed by content analysis and later association test analysis were performed using the software Jamovi based in R. Results showed that most of teachers know and use PBL in their pedagogical practices, as well some interdisciplinary level, but do not know STEAM education. Nevertheless, teachers perceived themselves as being very confident in the areas of mathematics, biology, arts, and technology, except for chemistry and physics. Regarding interdisciplinary integration, the results also showed that teachers reported high self-efficacy beliefs, including confidence to carry out interdisciplinary projects. An exception for arts using an interdisciplinary approach, with lower levels of TSEB when compared to the other disciplines. The type of school and the level of teachers' education were the categories that most influenced their TSEB. Recognizing that investing in training can be a path to enhance teachers' self-efficacy in STEAM knowledge domains, future research on in-service training programmes has the potential to significantly empower Brazilian teachers, enabling them to work with greater confidence and effectiveness. This paper will examine the implications of the study on pedagogical practices and teacher professional development, drawing insights from their perspectives.

Keywords: STEAM Education; Teacher Self-Efficacy; Interdisciplinarity.

SUSTAINING TEACHERS IN THE PROFESSION: LISTENING TO THE VOICES OF EARLY CAREER TEACHERS

Jackie Sydnor, Ball State University, USA

Tammi Davis, Missouri State University, USA

Sharon Daley, Indiana University, USA

Similar to some European countries, the United States is in the midst of a teacher shortage. This longitudinal, qualitative study shines a light on the criticality of understanding how mentoring experiences and induction supports can sustain teachers in the profession. This work is grounded in literature from the fields of teacher reflection, induction, and mentoring. We investigated how nine early career teachers experienced the first three years teaching. Data collection included interviews with participants 10 times throughout the first three years of teaching. We analysed: 1) reflective letters written by participants during interviews at the end of their second year; and 2) interview



transcripts about their mentoring experiences from interviews at the end of their third year. Through a multi-step process, involving thematic analysis and focused coding, we reached consensus on preliminary, salient themes. In their reflective letters, teachers focused on centering students and advocating for themselves in the mentoring process. In interviews at the end of their third year, teachers reflected on seeking mentoring support when it was lacking or absent and thought ahead to their upcoming transition from mentee to mentor. Due to the high number of teachers who leave the profession before retirement age, many of our participants were among the more experienced teachers in their schools and some were called upon to mentor new teachers. Will they suffer as mentors due to the lackluster process they experienced or will they shine because they want others to have what they did not? Understanding the multifaceted experiences of novice teachers can provide insights for teacher educators, school leaders, and policymakers to improve or create supportive mentoring practices and induction programmes both now and into the future.

Keywords: Novice Teachers, Induction, Mentoring.

STUDENT'S VOICE BUILDING A PATH TO AN INCLUSIVE SCHOOL

Márcia Regina van de Kamp Fonseca, University of Lisbon, Portugal

According to Flutter and Rudduck (2004), the dominant paradigm in various types of research in the field of education has been presenting an approach that is more focused on students and their voice, rather than the description and analysis of the educational system, curriculum and teachers. One of the reasons for this change, according to Robinson and Taylor (2007), is the awareness of children's rights, as established in the United Nations Convention on the Rights of the Child (1989), which states that children have the right to freely express their views. According to Bourke and Loveridge (2018), there is a strong need for more equitable representation in student voice work, particularly the voices and points of view of disengaged, marginalized, and culturally diverse students. A questionnaire validated by the Portuguese population at national level was applied. The participants are students from groups of Portuguese schools that joined the Learning Communities Programme. Preliminary results consider that, although the global average on students' perceptions of inclusive education is satisfactory, we found some weaknesses, especially in questions about whether students feel that what they have to say is important. The training and professional development of teachers in times of global and local changes has been a major challenge. Among the many challenges that arise, inclusive education still requires many studies. Therefore, we believe that our study can bring some contribution in relation to the sub-theme "Migration, diversity, inclusion and teacher professional development". Thus, we consider that recognition and respect for the voice of students is essential to promote the much-desired inclusive, participatory and meaningful education.

Keywords: Student voice, Inclusive education, Learning Communities.

TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES IN AFRICA: INSIGHTS FROM SOUTH AFRICAN HIGH SCHOOL TEACHERS' EXPERIENCES

Oluwatoyin Ayodele Ajani, Durban University of Technology, South Africa

The significance of professional development in the educational system cannot be overstated as it has a direct impact on the quality of teaching and learning. Furthermore, it has the potential to shape the classroom practises and performances of teachers. Teachers participate in diverse professional development endeavours with the aim of enhancing their instructional methodologies. The efficacy of said activities is contingent upon their influence on pedagogical practises within the classroom. The



process of selecting three department heads and five teachers from a pool of eight public high schools in the King Cetshwayo District of KwaZulu-Natal Province was conducted through purposive means. The present study employed a qualitative research methodology to gather data from a sample of economics teachers. Specifically, semi-structured face-to-face interviews were conducted with five teachers from each of the five schools. Additionally, a focus group interview was conducted with the three heads of departments (HoDs) from three high schools, which were selected based on convenience. The Andragogy theory served as a theoretical framework that formed the basis for the professional development activities of teachers. The data that was gathered has been presented thematically and through interpretation. Teachers expressed dissatisfaction with the insufficient and sporadic professional development opportunities they have participated in. The training sessions and workshops failed to cater to the specific requirements of the classroom and were conducted during hours that caused interference with their classroom engagements. The teachers expressed the belief that their professional requirements should be evaluated through consultation, assessment, or observation by senior teachers or Heads of Departments. It is recommended that teachers receive regular training and workshops on a termly basis, with sufficient support provided to ensure their attendance. Effective monitoring and follow-up procedures are imperative for the achievement of favourable outcomes in professional development.

Keywords: Professional Development, Perspectives, Classroom Practices, Adequacy, Content-Based, Monitoring, Follow-Up.

TEACHING AND LEARNING SPACE FOR INCLUSION – A TOMORROW’S CLASSROOM?!

Tina Czaja, TU Dresden, Germany

In 2006, the United Nations passed the Convention on the Rights of Persons with Disabilities. This Convention implements a general right for persons with disabilities to education, demanding an inclusive approach at all levels of the educational system. The time Germany signed the Convention, a review of its Educational System, concerning Inclusion, was initiated. Inclusion and heterogeneity are controversial topics connected to concerns on side of teacher students and in-service teachers. Both often do not feel prepared enough to teach in a lesson composed by students with special needs. In order to prevent that, Inclusion needs to be more emphasised in teacher education programmes and inclusive approaches need to be rethought and innovated. In my presentation, a specific focus will be laid on the implementation of Inclusion as a cross-cutting issue among divers subjects and its challenges. This leads me to my own research and teaching project “Teaching and Learning Space for Inclusion” based at The Centre for Teacher Education and Educational Research of TU Dresden. In this project, we created a common ground for inclusive education: a multifunctional classroom that is adaptable to students’ and teachers’ needs. In order to test its applicability, we conducted several projects, in which we let high school pupils and teacher students use the classroom to experiment and practice with the innovative inclusive materials and settings, we are offering at site. Our aim is to raise the awareness of teacher-students towards the fact, that Inclusion concerns all students, since all of them have individual special educational needs, not just the ones who are labelled as such. Also, we combine cross-cutting topics such as inclusion and digitalization in order to prevent the segregation of the teacher training programme and to point out the potentials of the interweaving of these two subjects. Therefore, we cooperate with various schools to create 360 degree videos of classroom situations. With the help of these videos and by using VR-technology, school practices can be shown at university. In this context, we also created, together with students, an Escape Room on the topic of migration and education. This Serious Game is one of the projects I want to explain in my presentation.

Keywords: inclusion, teacher education, classroom settings.



TEACHING ART AND CRAFTS WITH PROGRAMMING AND COMPUTATIONAL THINKING: A LITERATURE REVIEW

Kristine Sevik, University of Agder, Norway

In recent years there has been an increasing focus on teaching programming and computational thinking (CT) as part of compulsory education, and many countries have made changes to their national curriculum in order to integrate these concepts into school subjects. CT and programming are mostly associated with the co-called STEM subjects, but several countries also include CT and programming in practical and aesthetical subjects (for example the Norwegian subject Art and Crafts and the Finnish subject Craft). The decision to make programming and CT part of teaching these subjects place new demands on the teachers' professional digital competence (PDC) and these methods have not traditionally been part of the teacher education. Programming and CT originates from the computer science domain, while Art and Craft has its own traditions, methods, and subject culture. Many studies have been published regarding CT and programming in compulsory education, as well as a number of literature reviews, but most of these concern teaching STEM subjects, not subjects like Art and Craft. The planned paper is an interpretative scoping literature review of studies on integrating programming and CT into teaching of practical and aesthetic subjects like Art and Craft and the research question is: What is known from the existing literature about integrating CT and programming into teaching of Art and Craft subjects in compulsory education? Potential sub-questions include:

- What are the educational contexts to which CT and programming has been applied in subjects like art and craft?
- How is CT defined in the literature concerning subjects like art and crafts?
- Which tools and artifacts are used to teach these subjects with CT and programming?

The literature review is expected to provide valuable contributions informing the research community on teaching practical and aesthetic subjects with CT and programming and the competences teachers need to achieve this.

Keywords: Computational Thinking, Art and Craft, Teachers' Digital Competence.

TEACHING CASES: IMPLICATIONS IN TEACHING TRAINING AND RESEARCH PROCESSES

Regina Carvalho Calvo de Faveri, Maria da Graça Nicoletti Mizukami, Sângela Medeiros de Lima Carvalho, Maria de Fátima Ramos de Andrade, Universidade Presbiteriana Mackenzie, Brazil

This paper discusses the importance of teaching cases in the teacher training process. The text starts from the following problem situation: How can teaching cases contribute to learning processes and teacher professional development? Training and professional development are the focus of qualitative doctoral research, whose objective is to verify the educational and investigative potential of teaching cases in learning communities established in school-university collaboration. The teaching cases, as a peculiar type of narrative, are loaded with mnemonic aspects, corroborate the theorization of the practice, and allow understanding of the dilemmas experienced and the need for coping through reflection on action. The relevance of research in the process of building the knowledge base necessary for teaching is justified. The theoretical framework consulted shows that the teaching cases allow access to teachers' opinions, thoughts, and feelings as active participants in their own training, taking everyday challenges as objects of reflection and analysis. The teaching cases represent episodic



situations and are based on practical experiences and sharing between professionals. The literature points to the fact that these narratives address different themes, and may involve pedagogical, affective, and social issues, thus allowing re-signifying experiences, for the benefit of learning. We hope to contribute to the understanding of the basis described by Shulman, which covers three categories of knowledge: specific, general pedagogy, and pedagogical content. We understand that this basis becomes a priority for the teacher's professional development, as it propels the process of pedagogical reasoning materialized in the expertise through which this knowledge becomes learning situations. Pedagogical reasoning directly involves the teacher's thinking and its implications for planning and decision-making

Keywords: Teaching cases; Teaching Professional Learning and Development; Learning Communities.

TEACHING IN EMERGENCIES. STUDY ON THE EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAMME

Laura Sara Agrati, University of Bergamo, Italy

In addition to protection pupils and students, emergency education programmes offer training and support actions aimed at teachers. Due to the crises' lasting and the need to train teachers capable of intervening in increasingly complex circumstances, pedagogical reflection and educational research that deals with teacher training have begun to use constructs, such as 'emergency teaching', in reference to the multi-level intervention that a teacher has to be able to carry out in emergency contexts and to suggest training strategies, especially for in service teachers. The contribution to a new vision of the concept of emergence is offered by the theory of complexity and by the interdisciplinary line of 'emergentist' studies, which explores concepts such as 'self-organization' and 'systems'. Research on teacher professional development in managing uncertainty has recently been renewed following the sudden adaptation of the way of delivering teaching remotely during the COVID-19 pandemic and the reception of refugee students. Some elements at stake should be refocused: difficulty, sometimes the ethical limit, of resorting to practical-based strategies and recreating contexts of effective emergency preparation; the unbridgeable difference between "real practice" and "ideal internship" with the consequent questioning of the role of practice and tutoring in emergency teaching training. After recalling the concept of 'emergency teaching', the theoretical-methodological debate as well as the associated professional development framework, the paper describes the study carried out on a development programme in emergency teaching (the integration of refugee students from Ukraine in the classrooms) which involved 22 teachers - some with staff roles - between September to May. Specifically, the effects that the programme has had on the individual and collective ability to read the complexity of educational needs and to collaborate to implement multi-level interventions are analysed.

Keywords: Emergencies; Professional Development; Effectiveness of training.

TEACHING LITERARY READING TO SUDENTS IN THE BRAZILIAN PRISON SYSTEM USING A SHORT STORY

Sílvia Costa Lima Teixeira, Adriana da Costa Barbosa, Federal Institute of Espírito Santo, Brazil

Teachers in the Brazilian prison system have numerous work limitations due to the system's security rules. The only technological resource available that can be used in the classroom is a Smart TV and a data show. Students cannot access the internet, the library, different types of concrete materials, laboratories, practical classes, or outdoor classes. In addition, access to school supplies is limited to



the classroom. In this unfavourable scenario for active pedagogical practices, some teachers subvert the system's limitations to make classes more exciting and promote meaningful learning. This work aims to present the results of a pedagogical practice for teaching literary reading to arrested students in the last year of high school at the Nelson Mandela School, integrated into the medium-security prison system of a Brazilian municipality. The methodology was based on the Basic Sequence strategy proposed by a contemporary Brazilian author. The Basic Sequence is organized into four moments: motivation, introduction, reading, and interpretation. The short story "Conto de Escola" (School tale) written by the classical Brazilian author Machado de Assis was chosen to promote the reading of literature with a focus on literary literacy. This short story brings reflection on corruption and deletion as themes, which dialogue with the reality of the students participating in the research. This experience contributed to the students being transported to another reality and experiencing a spectrum of feelings related to immersion in literary art, which has a humanizing and liberating dimension. The activities developed contributed to advances in reading literature and in the ability to establish reading strategies that culminated in the textual production of new outcomes for the story.

Keywords: Literary literacy; Pedagogical practice; Prison system.

TEACHER DIFFERENTIATED PRACTICES AS PREDICTORS OF STUDENTS' WELL-BEING

José Castro Silva, Sérgio Gaitas, António Poças, ISPA (CIE), Portugal

Research provide evidence for the influential role teachers play in shaping the classroom environment and student outcomes. Several studies highlight the significant impact of teacher practices on student well-being, including aspects such as engagement, achievement, social-emotional development, and motivation. More specifically, by addressing students' individual needs, interests, and abilities, teacher differentiated practices can have a positive impact on school well-being, social inclusion, and academic self-concept. This paper reports a study that explored the predictive role of teachers practices on well-being of middle school students (grades 7-9). A total of 486 Portuguese students participated in this study, of which 51.1% are female, with an average age of 13.5 years and 13.6% have already been retained once during their academic path. Structural equation modelling (SEM) was used to determine the relation between teacher practices and well-being. Main finding shows that "Being Responsive to Pupils' Academic Needs" is the strongest predictor of students' well-being among other teachers' practices ("Relating to pupils as individuals", "Reducing School-Related Stress" and "Creating Relatedness within the Classroom"). A moderation effect was found between teachers' practices and well-being. Particularly, "Reducing School-Related Stress" moderates the relation between "Being Responsive to Pupils' Academic Needs" and students' wellness. The association between teachers' practices and wellbeing was more robust for male and 8th grade students. This study has identified key factors that are linked to well-being, providing empirical evidence that supports existing theories and practical implications for interventions that seek to enhance the well-being of middle school students.

Keywords: differentiated instruction, teacher practices, student well-being.

TEACHER EFFECTIVENESS IN EMERGENT REMOTE LANGUAGE EDUCATION

Assel Csonka-Stambekova, Eötvös Loránd University, Hungary

The aim of this qualitatively driven study, stemming from a larger mixed methods concurrent parallel design study, is to explore teacher effectiveness in remote K-12 EFL education in Hungary and Kazakhstan. Drawing from 16 remote English lessons' observations in secondary and high schools in



Hungary and Kazakhstan, this study was conducted during the first wave of the global pandemic the COVID-19 via Zoom and Google Meet video conferencing platforms. The Danielson's Framework for Teaching shaped this study theoretically. Purposefully, the researcher used Domains I and II of the Framework, Planning and Preparation and the Classroom Environment to collect and analyse qualitative data. The findings showed that Domains I and II of the Framework need to be elaborated to further support English teachers in the transition to remote language teaching and learning employing technology resources. Specifically, the Framework lacks focus on technology integration in teacher pedagogical and content knowledge. Furthermore, the Framework has room for improvement in Domain II, the Classroom Environment with respect to an increasing technology adoption in schools. While the pandemic has expedited emergency technology use in schools, this is not equivalent to teacher professional development. Recommendations for teacher professional development include ample training on technology, teacher collaboration, clear school policies and technical support for future emergencies.

Keywords: teacher effectiveness, remote lesson observations, teacher professional development.

TEACHER EDUCATION BETWEEN INTERNATIONALISATION AND DIGITALISATION: THE DESIGN AND IMPLEMENTATION OF A VIRTUAL EXCHANGE PROJECT

Vasileios Symeonidis, Claudia Ingrisich-Rupp, University of Education Freiburg, Germany

Maria-Antonietta Impedovo, Aix-Marseille University, France

This presentation aims to demonstrate the results of developing and implementing a virtual exchange between a German and a French university for student teachers of various disciplines. The objective of the virtual exchange was to enhance student teachers' transnational professional awareness, using the model of the "European teacher". Although virtual exchange has been extensively applied in the context of foreign languages teacher education, its potential to develop student teacher competences in other subjects, and its influence on teacher professional awareness, remain relatively unknown and untested so far. Deploying a design-based research approach, we therefore designed, implemented and evaluated the outcomes of a virtual exchange in a general teacher education course. Data were gathered through a survey and semi-structured interviews with student teachers participating in the virtual exchange and analysed using qualitative content analysis. Findings suggest that the effective delivery of a virtual exchange requires an established partnership, collaborative student tasks, and the use of synchronous online communication. Virtual exchange can extend student teachers' professional awareness, developing their knowledge of other teacher education systems, appreciation of cultural diversity, and openness to transnational collaboration. Although our focus was on the European teacher, the findings can be applied in contexts outside Europe, where professional discourses emphasise the concept of the global teacher.

Keywords: European teacher education, internationalisation, virtual exchange.

TEACHERS MAKING SENSE OF TIME IN THEIR WORK: FINNISH TEACHERS' PERSPECTIVE

Sonja Lutovac, Minna Körkkö, Virve Keränen, Anniina Kettunen, Minna Uitto, University of Oulu, Finland

Societal shifts with their profound impact on teachers' work and their professional lives compelled us to better understand teachers' work from the perspective of Finnish teachers. The teachers' stories unanimously described their work as hectic and invoked numerous repeated references to time. In this paper, we explore teachers' sense making of time in their work. Little is known about teachers'



perspectives on time, despite time being one of the greatest constraints to teachers' professional learning and the development of schools. We draw on narrative as both a meta-theoretical and methodological approach, understanding teachers' lived lives narratively and teachers making sense of their experiences via narratives. We inquired into 21 narratives written by teachers working in Finnish basic education. Teachers produced a narrative prompted by the open question "Please tell, what is teachers' work today like?". The analysis was focused on identifying narrative threads in the teachers' stories. Teachers' stories powerfully illustrate the experiences of time in their work such as constant hurry and lack of time, what time is spent on, what time should be spent on, and the temporal boundaries of their work and lack thereof. In teachers' stories, time is illustrated as a complex and dynamic phenomenon. Teachers' stories of time extend existing research by providing different interpretations of time in the era of continuous change. The nature of teachers' work and professionalism implied in their stories contributes to amplifying teachers' voices to potentially transform how teachers and their work are viewed on a societal level. In times of teacher shortage and fewer prospective teachers entering the profession, this is crucial for both the teaching profession and teacher education.

Keywords: narrative, teachers' work, time.

TEACHER LEARNING IN TIMES OF COVID-19 PANDEMIC: FINDINGS FROM A NATIONAL SURVEY CONDUCTED IN PORTUGAL

Diana Pereira, University of Minho, Portugal

Teachers have faced a myriad of challenges resulting from the shift from in-person to remote teaching. Existing literature points to issues related to inadequate infrastructure and limited access to technological resources, personal well-being concerns, as well as gaps in the learning process. However, the experience of being a teacher during the pandemic also entailed opportunities for professional learning, namely in regard to the pedagogical and the emotional dimensions of teaching. This study investigates teacher learning experiences during the pandemic in the Portuguese context. Data was collected through a national survey which included a combination of open-ended and closed-ended questions. In total, 2,192 teachers from all sectors of teaching participated in the study. The findings indicate that teachers identified diverse learning experiences that significantly contributed to their professional development. The most prominent learning is associated with the enhancement of digital literacy, namely the acquisition of skills related to the utilisation of various tools for student learning, virtual labs, and the development of online assessment resources. Teachers also reported acquiring increased flexibility, creativity, and a capacity for self-reflection about their teaching. They also acknowledged the importance of collaborative work and improved coordination of their teaching activities and engagement with external stakeholders. These findings directly contribute to the understanding of how teachers' professionalism evolves and how their learning experiences shape their professional development and they are aligned with the conference's focus on Teacher Professional Development in Times of Global and Glocal Transformations.

Keywords: Teacher learning, COVID-19, professional development.

TEACHER PROFESSIONAL DEVELOPMENT ON HEALTH, ENVIRONMENT AND WELLBEING EDUCATION: A PORTUGUESE MULTIPLE CASE STUDY WITHIN THE CO-CREATING WELLBEING PROJECT

Teresa Vilaça, Graça Carvalho, University of Minho, Portugal



Teacher professional development is understood in this research as a tool to develop teacher skills, knowledge, expertise, self-confidence and competence as an educator for health, environmental sustainability and well-being. Teacher professional development actions can include teacher training courses, workshops, international exchanges, podcasts or webinars, mentoring, peer group exchanges or communities of practice, among others. The UNESCO strategy on education for health and wellbeing extends its transformative vision to achieve the sustainable development goals encouraging a school environment where all learners can fulfil their potential experiencing a school that promotes physical and mental health, provides sexuality education, life skills, family and rights, and nurtures safe and inclusive learning environments free from all forms of violence, bullying, discrimination and stigma. Against this background, the ERASMUS+ Co-creating Wellbeing Project, including five countries (Denmark, France, Italy, Portugal and UK) to support the development of personal and interpersonal skills in professionals working in the education, health, social assistance, sport and youth sectors, is being developed in Portugal as a multiple case study involving early childhood educators (n= 8) and teachers from preparatory schools (n=4). The aim of the European project is to contribute to innovation in education, developing new pedagogical ways through the development of a blended learning curriculum for professionals. This Portuguese multiple case-study added a new aim: to analyse what are the effects on teaching practices of the integration of a module on peer-to-peer pedagogical coaching and communities of practice in a health and wellbeing education training workshop (25 hours and 25 hours in their contexts). The triangulation of results between the three case studies based on a focus group in each school at the beginning and at the end of the training, and document analysis of products and results in each institutional context, shows that professionals prefer to undergo training in the face-to-face modality, are able to initiate wellbeing co-creation projects involving health and environmental sustainability education in their institutions, organize themselves into communities of practice per institution and consider the dissemination of the products an added value for the sustainability of the project.

Keywords: teacher professional development, health, environment and wellbeing education.

TEACHER TRAINING FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT: COMMON COMPETENCES AND PARTICULAR CONTEXTS ACROSS EUROPE

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This research is part of a European project that aims to co-create and develop a set of digital badges and educational offering that will scaffold and allow for multiple learning journeys to develop teachers' competences in education for sustainable development (ESD). We present here the first part of the project which aims to provide part of the foundation required to support the design of open badges and educational materials, courses, and workshops. We have proceeded through a design-based research as the overarching methodology. This part of the research has two main aims. The first one is identifying the teachers' competences for ESD that will be addressed in the project. To do so we have conducted a literature review. The second aim is to obtain contextual information from different countries, from teachers of different educational levels, and from different professionals involved in ESD. This information will help us to operationalise the competences and to adapt our proposals to a diversity of contexts. Data collection has been carried out by all partners through workshops with teachers and teacher-students; interviews with three types of professional profiles: expert teachers, policy makers; and a review of policy document related to ESD. The results include a framework of operationalised teachers' competences identified in published proposals. Interviews and workshops



with teachers provided valuable information on the expectations of what an ESD expert teacher should know, should know how to do and should be as a teacher, and on the characteristics professional development should have. The most common expectations referred to pedagogical skills including a big diversity of examples depending on the context: from project-based learning to problem-solving designing, most of which can be placed under the umbrella of active learning and transformative learning. This research represents an innovative contribution to Teacher Education focusing on competences for ESD.

Keywords: Teacher professional development; Education for Sustainable Development; Teacher's competences.

TEACHERS' NARRATIVES IN UNDESTANDING THE CONSTRUCTION OF PROFESSIONAL IDENTITIES, IN A METHODOLOGICAL APPROACH THAT VALUES PARTICIPATION AND EXPERIENCE

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In this text we present an excerpt from the first author's Doctoral study in final stage of development, proposing to contribute to scientific knowledge in Educational Sciences, with regard to the problem of teachers' professional identities, with the central objective of understanding the construction of professional identity of teachers from the influences of work contexts and interactions with children in the educational processes in the Learning Support Centres. Studies on teachers and their training recognize the existence of influences of work contexts and the (re)construction of identities. To understand lives, professional trajectories and refigurations that take place in the profession present a great relevance. The voice of teachers, lifelong learning, quality of education and the challenges and potentialities of an inclusive school underlie this work. This communication focuses on sharing the methodological path, in particular what refers to the production of data in reflective groups and its analysis and interpretation, adopting a qualitative investigation of an interpretative nature in the biographical-narrative modality to understand, from the joint report, experiences and past life events that have become significant and formative. The completion of this journey, with the challenges faced in times of pandemic, has proven to be constructive as we have learned and grown from it, becoming more aware of unexpected realities. We have realized that our life path is a constant and interconnected construction, and that our professional self is closely linked to the contexts and relationships shared with others. This is reflected in an enriching trajectory of learnings and knowledge built upon the processes of constructing teachers' professional identities under the influences of work contexts and interactions with children.

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Keywords: Biographical research; Professional identity; Reflective groups.

TEACHERS' PERCEPTIONS OF REQUIRED PEDAGOGICAL PRACTICE CHANGES IN THE LIGHT OF NA EDUCATIONAL REFORM

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Catalonia introduced an educational reform in 2022 based on six critical educational principles: competency-based learning, quality of language education, curriculum universality, co-education, special attention to student emotional well-being, and promoting democratic, critical and committed citizenship with global awareness. Schools were granted three academic years to update their didactic programs under the reform. This study explores teachers' perceptions regarding the changes and professional development required in their pedagogical practices to implement the educational reform by mapping a first action to conduct for each critical educational principle. Previous research revealed the importance of teachers' perceptions in shaping the acceptance and implementation of reforms, playing a fundamental role in their success. Moreover, each teacher possesses unique conceptions of how educational change should be undertaken, resulting in diverse responses highlighting individual priorities. This study used a written survey to gather data, which were analysed using inductive qualitative content analysis and quantitative procedures. Primary and secondary education teachers (N=118) were asked about their socio-professional background, the significance assigned to each critical educational principle of the reform, and a concrete idea of a first action that could be taken in their respective schools to prioritise these principles. Preliminary findings revealed three main aspects teachers prioritise when implementing this educational reform, which repeatedly emerged across various critical educational principles. Two aspects are found exclusively at the classroom level and one at the school and classroom level. We labelled these context/situations/classroom interaction, methodology/teaching strategies and focused on curriculum deployment. To conclude, findings suggest that the nature of the content of each critical educational principle influences teachers' perceptions of the changes and learning required to implement the reform effectively. Findings also inform about future professional development which teachers could undertake to ensure a successful implementation of the educational reform.

Keywords: Teachers' perceptions, Educational reform, Critical educational principles.

TEACHERS' PROFESSIONAL DEVELOPMENT AND COHERENCE

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The action research's fragment to be presented explored the paths and obstacles to implementing in-service teachers' continuing education strategies. This research's theoretical framework is based on the works of Rui Can rio, Paulo Freire, John Dewey, Jo o Formosinho, J lia Oliveira-Formosinho, and Etienne Wenger. Over a year, the research involved interviews with teachers and pedagogical coordinators to understand the barriers and possible solutions for ongoing teacher education that meets their professional development needs. The results highlighted the importance of integrating the teacher professional development project within the school's pedagogical project, supported by the entire school community. Without this integration, ongoing training actions tend to lack coherence and consistency. To ensure that, the research emphasized the need for practices that involve the participation of teachers and the whole school community in decision-making processes. Furthermore, the study revealed that teacher professional development initiatives, disconnected from adequate conditions for the work, are insufficient in promoting good pedagogical practices. It emphasized the importance of providing teachers with time for research and reflection as a fundamental requirement for their development. Another finding was that the engagement of the teaching team depends on their perception of justice and being considered active members of the school community. This research contributes to the conference theme "Teacher Professional Development in Times of Global and Glocal Transformations: International Perspectives and Challenges" as it recognizes educators' global challenges in implementing effective strategies and



highlights the importance of adapting these strategies to local contexts. This research falls within the field "Perspectives and practices in teacher professional development" as it addresses the obstacles and possible paths for implementing teachers' continuing education strategies that lead to their professional development.

Keywords: ongoing teachers' education, participation, coherence.

TEACHERS' PROFESSIONAL LEARNING COMMUNITIES AS A WAY OF TEACHERS' NON-FORMAL PROFESSIONAL DEVELOPMENT

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The authors of this study present the results of their multidimensional research on the non-formal professional development of teachers' competences through teachers' professional learning communities. They base their research on their overview of the pedagogical research trends in the last 15 years, identifying the area of professional growth through collegial relationships between teachers, their peer education and mutual development of pedagogical skills as one of the top, non-formal ways of teachers' professional growth. The authors provide evidence that, especially in primary foreign language education, teachers consider mutual peer education as an effective source of their professional growth, primarily through cooperation in teaching and mutual observation of teaching methods. This confirms the results of TALIS 2013 and a unique, comprehensive national research *To dá rozum* - and its content analysis output *Analysis of findings on the state of education in Slovakia in the years 2017-2019* - that in addition to courses and workshops or professional conferences and seminars, teachers grown non-formally in their professional competences via networking, mentoring each other and collaborating in research.

Keywords: teachers, non-formal professional growth, professional learning communities.

THE EU ERASMUS+ TEACHER ACADEMIES PROGRAMMES: COMPLEMENTING & SUPPLEMENTING EUROPEAN TEACHER EDUCATION?

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As part of system-level capacity building for the European Education Area by 2025, the European Commission has recently funded a series of Teacher Academies that address areas and aspects of education that are of particular interest and concern to the Commission. This is a novel and ambitious project under the ERASMUS+ framework and has now launched 27 academies. The Erasmus+ Teacher Academies aim to create European partnerships and promote cooperation between teacher education institutions and training providers and to improve the support for teachers and strengthen continuous professional development throughout their careers. There are a number of interesting factors to this. Academy projects focus on creating networks of communities of practice on teacher education; many offer teachers' courses, modules and other learning opportunities on EU priorities such as learning in the digital world, sustainability, equality and inclusion; several are focussing on developing and testing different models of mobility in initial teacher education and continuous professional development in order to make mobility an integral part of teacher education policies in Europe. All commendable objectives. It is surprising therefore that the work and activities of these academies has to date attracted little research interest among the teacher education community across Europe. This paper



proposes an initial step in addressing this absence. We describe in detail the work and activities to date of one of the eleven inaugural projects; the Teacher Academy Project on Teaching Sustainability (TAP-TS). In the paper, we outline the TAP-TS stance on teacher professional learning, and the key principles and values informing both the project materials development and its courses. The paper also reports on early perceptions and responses of participants to project activity and considers particularly what is emerging in relation to the question of mobilities within TAP-TS.

In this way, we hope to initiate a broader conversation among the European teacher education community around the challenges, opportunities and some potentially problematic features of this new action.

Keywords: teacher professional learning mobilities teacher academies.

THE ILUKS-PLANNER – A DIGITAL COLLABORATION TOOL FOR TEACHERS’ PROFESSIONAL LEARNING

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To investigate how digital technology can support teachers’ inquiry-based professional development in professional learning communities (PLC). Developing PLCs that are truly professional at schools with shared values, structured around an action-oriented focus on collaboration and shared learning, experimentation, and results with an intent to de-privatize and improve teaching and learning is challenging. In Norway, PLCs in schools are encouraged and central in the national curricula for compulsory education to support school development. Teachers are expected to keep professionally up-to-date, work inquiry-based to improve teaching practice and to take responsibility for their own competence development. In this context, we explored how digital technologies could support teachers’ professional development in PLCs and strengthen their professional digital competence. A new digital learning design tool, the ILUKS planner - allows teachers to plan lessons in a flexible and dynamic way, by constructing and co-constructing knowledge, share designs and receive feedback on planned and/or completed teaching. The planner is a prototype and is currently going through several trials. During winter 2023, 15 in-service teachers within a continuing education programme at a Norwegian university) tested the ILUKS-planner. The trial was designed as a mandatory assignment within the educational programme and students’ responses to the assignment serve as data in the study. Preliminary findings indicate that most teachers reported on using the ILUKS-planner as an administrative tool, as digital library of learning designs, and to provide feedback and mentor teacher students. Fewer teachers reflected on the interactive potential and how the tool could support inquiry into teaching practices and how this could be utilized and improved. Contributions from our study will include new insights on in-service teachers’ perceptions on how digital technology may support their professional development.

Keywords: Professional Development, Professional Learning Communities, Digital Learning Design Tool.

THE IMPACT OF STATE PROFESSIONAL ACCREDITATION IN SHAPING TEACHER LEARNING AND TEACHER PROFESSIONALISM

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The purpose of this paper is to examine how formal State programme accreditation can shape and determine the knowledge, skills and dispositions that ITE students are expected to acquire as they



progress through their preservice programmes. It also examines how formal State accreditation can initiate and drive change at the micro level (teacher education), and particularly the learning that is valued. The paper is focused on the Irish context and will examine the most recent accreditation process that all ITE programmes have gone through. All teacher education programmes in Ireland have been going through Teaching Council accreditation over the last two years. The accreditation process follows specific guidelines published by the Teaching Council of Ireland in 2020. The current cycle of accreditation is the second since the inception of the regulatory function of the Teaching Council was enacted in 2006. This paper will examine the background policy documents, specifically Teaching Council Accreditation documentation and teacher education standards, Department of Education Initial Teacher Education policy statement, and the new Primary Curriculum Framework. It will examine how these documents influenced and to a large degree dictated change during the process of accreditation in respect of a programme designed to prepare students for teaching at primary level in one College of Education. We will examine how the external accreditation was approached, and how teacher educator autonomy was navigated. We reflect on the initial aspiration to initiate positive change, particularly the incorporation of more inter and transdisciplinary collaboration between professional studies, and between professional and foundational studies. But also how external accreditation drove division, particularly in relation to autonomy of field. In particular, we argue that the accreditation process exposed a number of tensions that reflect the difficulty of implementing a fully integrated ITE programme and how external accreditation can lead to division rather than collaboration. Some of these tensions relate to State conceptualisation of ITE programme standards, teacher educator's identification and protection of their field of study, and also the tension between theory and practice.

Keywords: Teacher education policy, ITE teacher education accreditation, teacher professionalism and autonomy.

THE INFLUENCE OF DIGITAL LEARNING ENVIRONMENTS ON SUPPORT-STRUCTURES FOR SECOND CAREER STUDENTS. A PROGRAMME AT THE CENTER FOR TEACHER EDUCATION AND EDUCATIONAL RESEARCH AT TU DRESDEN

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Digital learning environments (DLEs) in Second Career Teacher Education include a system of new digital tools and methods for teaching and learning. In order to assess the efficacy, it is necessary to collect information about acceptance of digital learning from Second Career students, and to gather information about the associated technical support structures developed for and by TU Dresden lecturers. Therefore, the presented evaluation study explores perceptions of primary teacher-students regarding acceptance, use, support and transfer of online learning during last semesters. The main theoretical purpose of the presented study is to consider the effect of online education and adult education on the pragmatism as a theoretical basis for learning by experience and developing. The results should help with realigned the DLEs for future semesters. The evaluation study was conducted through a digital qualitative-quantitative survey with 249 participants from Second Career programme. The instrument contains a mixture of open and close questions regarding demography, digital infrastructure, (web-based) learning and teaching resources, collaboration tools, digital support and perspectives for the ongoing programme. The participant's responses are analysed with a computer-assisted qualitative structured content analysis package. The first key findings about successful digital learning with online resources are constructed throughout personal experience in school and the experience in Second Career programme. They led to the conclusion that there are specific requirements for a special support structure for participants who have heterogeneous digital competencies as well as different conditions of digital infrastructure in their schools. Online-based



additional offer should be adapted for Career-Changers. In terms of DLEs we created a completely digital space e.g. action bound for a City-Rally in geography, audacity for taking a podcast in German studies or (virtual) escape games for interdisciplinary and inclusive settings. This includes different video-tutorials, online learning modules for (subject-related topics) with web-based learning resources, online and hybrid workshops and a help desk for individual requests.

Keywords: Career-Changers, digital support, evaluation study.

THE PERSPECTIVE OF TEACHERS AND PARENTAL COOPERATION IN THE CONTEXT OF PARENTAL EDUCATION OBJECTIVES

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Teachers, pupils, and parents, along with educational policymakers, are the main educational actors in education nowadays. Their cooperation is aimed not only at the academic achievements of the pupil and at attaining educational objectives, at defining competencies, but also at the well-being of the pupil as a whole. This study aims to analyse the perspective and practice of the teacher in cooperation with parents in the context of educational objectives, by assessing parental expectations and cooperation between teachers and parents and establishing recommendations to promote this cooperation. The theoretical frame of the study consists of theories about parental cooperation, research about parental expectations outlook and creation of educational objectives, describing the perspective and practice of the teacher of day-to-day schools, as well as evaluating cooperation with parents. A case study will use mixed methods to assess the question of the study philosophical assumptions and stances, guidelines for practice, and socio-political commitment: (1) theoretical method: study and analysis of scientific literature; (2) case study empirical data acquisition method: quantitative research method – survey for teachers and parents; (3) data analysis and synthesis using SPSS: performed by a narrative synthesis. The results of the study will reveal a level of cooperation between parents and teachers, analysing the well-being of a pupil at school. The practical relevance of the study: recommendations for teachers to promote cooperation with parents when assessing parental expectations as a child's educational objectives. This issue is important at the international level since it is only possible to achieve educational objectives in the changing modern world in cooperation between educational actors.

Keywords: Cooperation, Parental Expectations, Educational Goals, Teachers, Parents.

THE POTENTIAL OF ACTION RESEARCH TO SUPPORT POSITIVE ATTITUDES TOWARD INCLUSIVE EDUCATION AND ADAPTIVE EXPERTISE IN INITIAL TEACHER EDUCATION

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Our global situation is changing rapidly. Thus, teachers' ability to cope in complex, changeable contexts is an urgently important skill that teachers must acquire to be responsive and adaptive to the diverse needs of diverse students. As Timperley et al. (2017:176) wrote: "Adaptive expertise means the development of a deep understanding of the complexity of the interactions between learners and their environments as well as the capability to draw on a rich and deep knowledge base to address specific challenges in that environment, rather than learning to enact a generic set of standards or teaching practices that apply across contexts". Teacher education plays a crucial role in developing preservice teachers' positive attitudes and equipping them with skills and knowledge to support the learning of diverse learners. This study aimed to find out how the changes made in an Implementation of Inclusive Education at School course, offering preservice teachers an opportunity to integrate



theory and practice through small-scale action research (AR), influenced the teachers' attitudes and their readiness to apply the knowledge they had acquired to support the learning of students with diverse needs. Analysis of the pre-and post-survey results showed that preservice teachers' attitudes towards implementing inclusive education became significantly more positive. Furthermore, the AR reflection tasks analysis showed increased confidence in preservice teachers about applying theory in practice and their ability to support different learners. Teacher education cannot prepare teachers for every single problem and situation they will face in the future, but we can help them to develop inquiring attitudes and the skills to continuously evaluate and improve their teaching, to innovate and to identify solutions to support the learning of every student.

Keywords: Teacher Education, Action Research, Inclusive Education.

THE PROFESSIONAL GROWTH OF NOVICE LANGUAGE TEACHERS: DYNAMIC APPROACHES TO TEACHER LEARNING

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This presentation discusses a variety of ways to increase the engagement and participation of novice English language teachers in order to promote their professional growth. The systematic and continuous ways of teacher growth for the professional development of language teachers, such as peer observation, video-based inquiry, and continued teacher learning approaches within the framework of the university-school partnerships will be discussed throughout the presentation. The role of the differentiated approach and the multimodal technologies within teacher observation and feedback will also be integrated into the discussion.

Keywords: Novice Teachers, Teacher Growth, Teacher Professionalism.

THE ROLE OF CULTURAL LEGITIMACY IN TEACHER EDUCATION POLICY CHANGE: UNDERSTANDING THE LAST MILE IN GLOBAL TO LOCAL IN POLICY WORK

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Rizvi and Lingard (2010) argued that globalisation has had a profound role on policy movement from the global to the local with a greater emphasis on human capital formation and in redefining educational values in economic and innovative competitiveness terms. However, teacher education continues to be mainly organized at the national and/or state level. As policy processes are played out, those who engage at the local levels have to deal with a range of countervailing interests and values and are not immune themselves to the forces that guide attitudes and actions inherited from the past and constitute culture(s). But importantly, this engagement offers opportunities for professional learning and construction of new meanings. The proposed paper represents an example of doing a more broadly based analysis of teacher education within the European context. It explores the complex processes of policy-making in teacher education in a globalized context with particular emphasis on the deeply-contextualized vernacular action and the shaping of policy by 'local forces'. It presents and discusses an analytical framework to help explicate the complexity and dynamics of the processes of 'vernacular globalization' by interrogating policy assemblage through a critical discursive lens. Through the model, we probe the vernacularisation processes in policy-making – recognizing that policy 'endstates' are significantly crafted and determined by the specific historical, social and cultural contexts of the local. Essentially, in line with the conference theme, we offer an account of the role of



individual and collective agency, institutional cultures, government policy making interests and visions in the making or rather the discursive assemblage of policy as it moves from global to local. Based on recent work illustrating two cases of policy-making in the Russian Federation and the Republic of Ireland we argue that it is the nature of individual and collective professional learning, exercise of individual and collective agency within the contexts where policy-led reforms are translated and enacted that determine the success or otherwise of a major policy initiative.

Keywords: teacher education policy change; vernacular globalisation; professional learning in glocal shifts.

THE ROLE OF THE EVALUATION AND MONITORING DIVISION OF THE PUBLIC EDUCATION NETWORK IN MANAUS/AM IN THE PROFESSIONAL DEVELOPMENT OF BASIC EDUCATION TEACHERS

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Brazil

The research aims to identify the main activities carried out by the Evaluation and Monitoring Division (DAM) of the Municipal Department of Education (SEMED) in Manaus/AM regarding the support tools provided to teachers for the construction and improvement of their daily school practices. The possibility for public school teachers to have access to school diagnoses, particularly regarding students' progress and setbacks in relation to their pedagogical actions, brings relevance to the researched theme as it promotes a space for critical reflection, contributing to professional development. The theoretical framework highlights the studies of Professor García and Professor Nóvoa, as the perspective of professional development is understood through three fundamental aspects in the trajectory of enabling quality professional training: organizational development, where processes do not occur without establishing transformations in the school organization; professional development, which guides the teaching profession (identity) through questioning autonomy and professionalism of the teacher in relation to political-administrative control by the State; and personal development of the teacher through critical-reflexive training. Data was collected at the SEMED headquarters through the analysis of documentary research made available by DAM. Among its main activities, the development of Student Performance Evaluation (ADE) stood out, considering its format, flow, and interventions, as well as the ADE implementation programme, through the monitoring of processes taking place in schools in association with the ADE team. These activities suggest that teachers in the public school system of the municipality of Manaus have access to information that allows them to rethink their praxis, readjust or establish new practices, strengthening the importance as a necessary public policy resource for the development of the teaching profession.

Keywords: Teacher's professional development; Basic education; Amazon.

THE SCENARIO OF BRAZILIAN RESEARCH ON TEACHING CASES IN THE FINAL YEARS OF ELEMENTARY SCHOOL

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This study aims to present the investigations carried out in theses and dissertations from the perspective of teaching cases as a strategy for teacher training in the final years of elementary education in Brazil. The relevance of the theme concerning the understanding of the processes involved in how teachers learn to teach and develop professionally is based on Shulman's assumptions (1986, 1987). This is a qualitative exploratory research and an initial section of a thesis, part of the



larger project "Teacher Professional Development in Public Schools: Teaching Cases as a Formative and Investigative Strategy," coordinated by Professor Mizukami and linked to the Basic Education Research Programme of the Department of Education and the São Paulo Research Foundation. The study data was collected from the digital search platforms such as the Theses and Dissertations Catalog of the Coordination for the Improvement of Higher Education Personnel and the Digital Library of Theses and Dissertations, covering the period from 2001 to 2023. The search criteria included the combination of the keyword "teaching cases" with ten other keywords: "formative strategy," "teacher education," "teacher training," "teaching apprenticeship," "teacher learning," "professional development in teaching," "teacher professional development," "elementary education," "lower secondary education," and "elementary education and final years." The selection of the investigations, resulting from the total quantity of the search, was limited to the presentation of the term "teaching cases" or "teaching case" as one of the keywords in their description. The study revealed that despite the wide scope, only thirteen research studies focused on the theme of teaching cases in the country over two decades. In addition to the low percentage of academic investigations, there is limited emphasis on the specificity of teaching cases applied as a strategy for investigation and training for teachers in the final years of elementary education.

Keywords: Teaching Cases; Final Years of Elementary School; Brazil.

THE SCHOOL WALLET: EQUITY AND TEACHER PROFESSIONALISM IN ITALIAN SCHOOL SYSTEM

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This contribution explores the nexus between teacher professionalism, professional learning and equity by investigating funding and spending patterns in education and teachers' role. Internationally, UNESCO emphasized the need to mobilize more resources in education, improve spending and involve teachers in these processes. Our focus is on Italy, but the reflection is also useful for those contexts with similar characteristics. Italy ranks last in Europe for public spending on education; therefore, many schools ask for financial contributions from families. This practice emerges as a non-traditional factor of inequality: the educational offer differs in relation to the financial capacity of parents. School autonomy allows schools to develop their own financial plan to manage the resources provided by the state and to find new ones. A team that combines pedagogical and managerial-economic skills enables adequate funding, planning its use and promoting quality and equity. It is a matter of teacher professionalism and professional learning: it affects educational provision's effectiveness and enhances teachers' skills in analysis, design and accountability. Here we present a mixed method sequential explanatory research that involved leaders and teachers with questionnaire and interviews to understand how schools obtain funding. Many schools request contributions from families; some engage in fundraising activities through pedagogical-financial teams. They avoid inequalities in access to educational opportunities by obtaining European, national and local funds to improve learning environments, support school success and counteract early school leaving.

It is also important to address this issue at the European policy level to ensure the recognition of this professional task.

Keywords: equity, pedagogical-financial team, Italy.



THE STEM ID-TPACK: A DISABILITY INCLUSIVE EDUCATIONAL MODEL FOR TEACHER

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Relationship between STEM and disability is little explored by scientific research. The few studies carried out highlight that students with disabilities (SwD) experience several barriers in STEM. Their overcoming requires teachers to have adequate pedagogical, methodological and technological knowledge in the field of inclusive STEM. Technologies, especially the information and communication (ICT) ones, represent a strategic resource to maximise educational opportunities for all, and especially for SwD by promoting access, participation, and learning outcomes. There are already teacher training models that have questioned how to implement the technological dimension in teaching. The TPACK model undoubtedly represents an interesting proposal as it intersects three types of knowledge that the teacher must manage: pedagogical, disciplinary and technological. Several studies investigate the TPACK development especially to support the design of teacher education, but these mainly focus on generic digital skills without analysing how to effectively integrate technology ICT in the STEM teaching process. Few studies, however, explore the application of this model in the teaching of inclusive STEM. SwD, in fact, require teachers to appropriately combine pedagogical, didactic-methodological and ICT-related knowledge with that of disability, assistive technology and special education. In this framework, the contribution aims to answer the following research question: what knowledge must teachers possess in order to successfully manage inclusive teaching/learning processes in the field of STEM considering technologies as an unavoidable? A comparative analysis of education teacher models was carried out through a specific review, with the aim of enhancing the TPACK model by adequately detailing the pedagogical, methodological and technological inclusive knowledge that STEM teachers must master in order to support SwD. This enhanced model, called STEM iD-TPACK, will be presented.

Keywords: STEM, disability, educational model.

THE TEACHERS' EVOLVING ROLE IN MITIGATING VIOLENT EXTREMISM IN KENYAN SECONDARY SCHOOLS

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Violent Extremism is of great concern to the world today. Many countries, while formulating policies to combat violent extremism, look only to military force and surveillance (hard power) that deal with already radicalized individuals. In recent years, Kenya has experienced a plethora of terrorist attacks as young people continue to become both victims and perpetrators of violent extremism. This study has established that in some parts of Kenya, like the north-eastern and Coast regions, young men and women have been drawn to the extremist ideology of al Shabaab and have joined the group as active members, creating a social problem for their families and communities. This has affected learning in some of the schools as some students have been targets for recruitment through the established local recruitment networks. In this paper, we explore transformational violent extremism on how educators can help prevent radicalization by countering the ideological appeal of terrorists' narratives on students' emotional, intellectual, and psychological levels (soft power). From this study, several proposals were fronted on how teachers' roles could be re-defined. Some of these include: encouraging teachers to assume an extra proactive role in detecting extremist characters among the learners, incorporating peace studies in the teaching curriculum, and utilization of guidance and counselling programmes for the learners among others. This study was conducted between the years 2020-2021 within four counties in Kenya that were selected purposively namely: Nairobi, Mombasa, Isiolo and Garrissa. This research applied a qualitative research design whereby semi-structured



interviews, focus groups and in-depth interviews were applied. This data was analysed using content analysis through the NVivo 12 computer software

Keywords: Violent Extremism, Teacher, Secondary Schools.

THE THEORETICAL KNOWLEDGE AND THE PRACTICES OF TEACHER PROFESSIONAL DEVELOPMENT: REPLICATION, ADAPTATION, AND EXAPTATION

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Teacher professional development (TPD) can be observed in terms of tensions between teachers' needs and knowledge. In complexity theory, this translates into a state called 'far from equilibrium', which mobilises action (here TPD) to resolve the existing gap. Therefore, especially in contexts where knowledge is predominantly foreign, it is important to understand the role of these tensions in TPD. To this end, we put in dialogue the results of two interpretive and qualitative investigations: a systematic review of the literature on TPD in African higher education (the globally influential theoretical input); and an investigation of the TPD of a higher education teacher in Angola (the local), based on her professional autobiography. The data were treated by content analysis, in the a priori categories of the bases of teachers' knowledge of the consensus model of pedagogical content knowledge and the emergent categories of the TPD strategies adopted. The results suggest that the research is oriented towards tensions in pedagogical knowledge, materialised in training initiatives promoted by universities or governments; and that teachers' TPD begins in tensions in knowledge of students and context. Thus, while the global influence is for the replication of externally organised pedagogical knowledge, local practices develop because the characteristics of the students and the context pull the teacher away from equilibrium and lead her to resort to adaptive (new) or exaptive (already existing, with new functions) TPD strategies. Then, the PPD emerges as a gerund and perennial process of adjustment to reality, and it is concluded that, in this case, the divergence between theory and practice advises the valuing of situations 'far from equilibrium', which suggests that it is important to facilitate the teachers' interpretation of the circumstances for new TPD strategies or re-appropriation of the ones they already have.

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Keywords: Teacher Professional Development; Angolan Higher Education; Complexity Theory.

THE TRANSFORMING SCHOOLS PROJECT: TRANSFORMING INSTITUTIONS OF HIGHER EDUCATION THROUGH THE CREATION OF COLLABORATIVE WORK HUBS IN EDUCATION FOR DEVELOPMENT AND GLOBAL CITIZENSHIP

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Faced with contemporary challenges that raise the questioning of educational processes, Higher Education Institutions (HEI) are increasingly challenged to reflect on the type of educational practices they develop, and how they contribute to the enablement of abilities for transformation and change. Within the framework of modern, open, and democratic societies, HEI must assume their civic and social responsibilities, showing themselves to be available and committed to finding solutions to problems, and on their impact promoting solidarity and a more developed and human society. Education for Development and Global Citizenship (ED/GC) presents a path for promoting learning



processes that allow for collaborative reflection on the problems the society faces and enables social transformation based on the solutions found. The Transforming Schools Project – a project promoted by the Gonçalo da Silveira Foundation and funded by the Camões IP Institute – has been reinforcing Education for Development, as a space for critical reflection and social transformation, based on collaboration between HEI, namely the Higher Schools of Education of Santarém, Viana do Castelo and Bragança and the Polytechnic Institute of Beja. Through this project, it has been possible to implement processes of structural and institutional integration of ED/GC within the HEI involved, allowing to reinforce their commitment, not only in the curricular spaces, but also in their entire structure, by: i. reinforcement of the ED/GC dynamics in the ESE/IP and their relationship with the territories; ii. creation of collaborative work centres in ED/GC and iii. promotion of opportunities for dissemination, sharing and discussion on ED/GC. We will share the main objectives and proposals under development, their implications on training and institutional practices, and the new challenges and strategies that have been emerging.

Keywords: Education for Development and Global Citizenship; Higher Education; Collaboration.

THE VISION OF THE SCHOOL AND ITS REFLECTION ON RECRUITMENT AND EXPECTATIONS OF NEWLY RECRUITED NOVICE TEACHERS

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This paper aims to explore how the vision of schools can impact the decision of educational leaders to recruit novice teachers into their schools. A vision is a shared idea of essential intentions linked to the expectations and aspirations of everything associated with the organization. This is no exception in the school environment, where all processes must be considered in the context of the school's vision, including teacher recruitment. The research presented in this paper was conducted through six semi-structured interviews with six school leaders and six novice teachers whom they hired for their schools. The empirical results provide answers to the following questions: (1) Why were these teachers hired? (2) What does the school management expect from them? (3) What is the role of the school's vision in this? Data analysis shows that school leaders have given preference to young candidates, especially if they are recent teacher graduates because they can shape their pedagogical development from the very beginning to match their school's vision. Although the recruitment process was quite similar, the expectations of each school's pedagogical leaders were very different due to differences in the vision of each school.

Keywords: School Vision, Teacher Recruitment, Novice Teachers.

THERE IS NO REFLEXIVITY WITHOUT COLLEGIALITY! PHILOSOPHY FOR COMMUNITY FOR TEACHERS' PROFESSIONAL DEVELOPMENT

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This paper highlights the significance of reflexivity as a vital tool for teachers' professional development. It is described as the capacity to investigate educational actions, understand their underlying meanings, and adapt their own behaviour based on contextual variables. It involves constructing new knowledge by reorganizing theory using epistemological categories derived from practical experiences. The interconnection between reflexivity and collegiality needs to be emphasized, as reflexive action necessitates integrating diverse perspectives to avoid stagnation and explore uncharted paths of innovation. Additionally, the international recognition of reflective collegial relationships among teachers is acknowledged. Collegiality cannot exist without critically



analyzing educational routines, while reflexivity cannot reach its transformative potential without embracing a social and relational character. The paper presents the findings of an action-research involving teachers from a Piedmontese school, focusing on the construction of a reflexive collegial relationship. The Philosophy for Community approach by Lipman was chosen as a suitable method. This approach promotes collegiality by cultivating a reflexive habitus and integrating diverse viewpoints. Through fifteen community philosophical dialogues, teachers developed the ability to analyse their actions and perceive teaching as a collaborative and intentional endeavour. This paper contributes to pedagogical discourse on reflexivity and collegiality, while showcasing the practical application of philosophical community dialogue. Emphasizing the indispensability of a reflexive habitus for teachers and recognizing the collegial relationship as an essential aspect of teaching professionalism are crucial for enhancing the quality of students' educational experiences. Particularly in the current era marked by significant local and global transitions, these considerations hold significant importance.

Keywords: reflexivity, collegiality, Philosophy for Community.

TO WHAT COMPETENCES ARE SCHOOLS DIRECTED? DISCIPLINARY COMPETENCE (SUBJECT'), OR TRANSVERSAL (INTERDISCIPLINARY) COMPETENCE?

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Ermira Ymeraj, Scientific University Library Shkodër, Albania

This research is important for teachers, parents and students' curriculum specialists, and programme designers. These discoveries help to establish an appropriate form of new curricula, with preliminary socio-cognitive preparation, I know teachers and students. provides information for parents to ensure the seriousness and awareness of the qualitative education of students. The teachers themselves are informed and receive the necessary assessment for the level of professional development of each one. The teachers of primary education classes are aware that children have developed according to their individuality, are unique in their psycho-physical development, and that they should accept them as they are. Standardized instruments will enable some preliminary teaching so that they are able to respond to the demands, needs, and interests of the student. Specialists must know how to promote the development and learning of students, the recognition and understanding of needs, the various influences on the development of learning and students.

Keywords: questionnaire, teachers, curriculum.

TRANSFORMATIVE TEACHER PROFESSIONAL DEVELOPMENT: FASTERING INCLUSIVE EDUCATION THROUGH COLLABORATIVE AND INNOVATIVE STRATEGIES

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Following the adoption of new regulations for inclusive education in the Portuguese educational system, a reorganization of schools became necessary. In order to effectively put into practice, the principles outlined in this legal framework, it is crucial to adopt a comprehensive understanding that embraces the flexible integration of social, economic, and cultural dimensions. Indeed, it is essential to deconstruct reductive and limiting views regarding educational inclusion. By challenging and breaking down these narrow perspectives, a more inclusive and equitable educational environment can be



fostered. Within this context, a national programme for teacher professional development was launched, with the aim of providing a set of materials flexible enough so that the trainees may adapt them, when later carrying out their teacher training in diverse centres throughout the country - then, as trainers. This programme, under the coordination of the Directorate General of Education, engaged a total of 481 participants (331 educators and teachers and 150 technical staff from the Ministry of Education). Participants attended five online modules between October and December 2022. During the training process, efforts were made to identify the potential and critical aspects of the themes explored. In this paper we explore the conditions for an effective Inclusive Education in the perspective of the participants. For that purpose, we conducted a content analysis focusing on the participants' reflections and interactions produced in the assigned tasks throughout the course. Ongoing analysis also intend to verify whether, in the participants' discourse, there emerges ways to overcome the obstacles, namely through the implementation of contextualized approaches to problem-solving. The preliminary results revealed that the participants share the values of inclusive education and recognize innovative operational strategies within their respective schools. However, tensions and obstacles were also identified, underlining the critical role of leaderships, professional development structures and dynamics and available resources.

Keywords: Inclusive Education; Innovative Strategies; Teacher Professional Development.

WHAT'S THE STORY? PODCASTING PRAXIS: EXPLORING AND (RE)PRESENTING TEACHER-RESEARCHER STORIES

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This study examines the impact and value of practitioner research as professional learning for teachers in sixth-form-colleges in England. Sixth-form-colleges are a UK institutional type within the broader further education sector, predominantly educating students aged 16-19. The study responds to the inspectorates 2019 declaration that there is a 'paucity of research in further education' in the UK. The study considers the influences on teachers' development of knowledge and practice. This study is action research, centring on the experiences of teachers engaging in enquiry as professional learning. The view that teachers are well placed within their own contexts to improve their own practice through a research approach is considered. Scholars in this field identify a renewed debate about teacher research in the early 1990s and there is renewed debate now. The debate now, as then, asks whether practitioner enquiry has impact, adds value and enables teachers to focus on what matters to them. The theory of practice architectures offers a useful lens through which to view the experience of teachers in this study and is part of the theoretical framework for my study. It offers a 'disruptive perspective' of how practice changes, one that says changing practice is inherently interactional and that how and where we encounter one another matters. The study invites 20 participants into research conversations on a podcast. Podcasting as method enables not only recording of research conversations and (thematic) analysis, later it becomes a form of dissemination, allowing listeners to 'make meaning' and documents teacher-researcher stories. This method reflects my onto-epistemological position, becoming a vehicle for and bringing to light teacher-researcher accounts. This method acknowledges axiology; values teacher-researchers' work, challenges how practitioner research is valued or devalued based on focus or method, values alternative dissemination, questions impact and foregrounds the voices of 'becoming-teacher-researchers'.

Keywords: Professional learning, podcasting, practitioner enquiry.



WORKING ON RESILIENCE IN TEACHER EDUCATION: THE RESUPERES PROJECT

Carla Dionísio Gonçalves, Maria Leonor Borges, Carolina Sousa, University of Algarve, Portugal

Schools and teachers are facing increasing challenges arising from the social and cultural changes in a globalized world and with the pandemic situation. As such it is important that in teacher training resilience is worked on. A resilience can be defined as the capacity of the human being to recover, overcome, and adapt successfully to adversity and to develop social, academic, and vocational skills, although he may be exposed to severe stress or simply to the tensions inherent in the current world, especially when we think of the educational act, punctuated by the unrepeatable and unpredictable. In the light of the assumptions set out, the RESUPERES Project (RS) intends to work on the protective factors that promote resilience to empower the resilience in higher education. We have to prepare future education professionals to develop survival strategies, in the academic and professional context to cope with feelings of frustration, adversity, complexity and loneliness. The Communication aims to present the European Resuperes Project (Erasmus+), "Intervention Proposal for the Development of Resilience in Higher Education. Overcoming adversities", which aims to contribute to the development of resilience in higher education, in which the following countries participate, University of Granada (Spain, Project Coordination), University of Algarve (Portugal), Suor Orsola Benincasa University (Italy), Belgrade University (Serbia) a Western Norway University of Applied Science (Norway). Each country is developing pilot studies with common general objectives to design an intervention proposal with activities based on competences from the areas of health (body expression, inner gymnastics, mindfulness, physical education and sports), the digital world and culture, communication, arts, sports, narrative and intercultural, generating resilient behaviour patterns. In the communication we intend to reflect and to discuss the importance of empower the resilience in actual and future teachers, and the contribution to that end, by the European RS.

Keywords: Teacher training, Resilience, RESUPERES Project.



SYMPOSIA

SYMPOSIUM 'DIALOGUES ON THE RECONFIGURATION OF TEACHING PROFESSIONALITY'

Chair: Elsa Estrela, Lusófona University, Portugal

This symposium aims to promote a dialogue between three works in the field of teaching professionalism, involving Higher and Non-Higher Education and assuming the assumption that this is in a process of accentuated and accelerated reconfiguration. Considering the various challenges and political, social, cultural, and economic contexts in which the pedagogical action is inserted, especially those resulting from the recently experienced pandemic period, this symposium seeks to analyse the processes of change that have occurred in the exercise of the teaching profession, observing several dimensions: identity, knowledge, and professional development. The communications that constitute it focus both on teaching practices and on the processes of continuous training, using, within a qualitative paradigm, various data collection techniques. The first communication focuses on the analysis of the transformation of university relations through the increasing use of technologies and their implications for teaching practice. The results point to a reconfiguration at the level of identity and professional knowledge resulting from a greater focus of teachers on teaching activity within the scope of their academic profession. The second communication focuses on professional teacher learning in a dimension that encompasses teachers' continuing professional development initiatives as a component of adult education. It involves not only the analysis of continuing education practices, but also the policies, observing a lack of knowledge regarding the evolution of the legal regime for teacher training, the characterization of the training offer and the trends in the reconfiguration of professionalism. The third communication corresponds to a longitudinal and exploratory study that seeks to identify the reconfiguration that the new educational spaces have provoked in the teaching professionalism. The results point to a reinforcement of the political technologies of education reform by virtual identities. His contribution is certainly very pertinent and relevant for the understanding of the new ways of being a teacher, as well as for the identification of the factors that promote these changes.

Reconfiguration of the academic profession: processes of change in the practice of higher education teachers

Carla Galego, Elsa Estrela, Lusófona University, Portugal

At the end of the twentieth century, there began to be a reconfiguration of the teaching model in higher education based on scientific rationality, based on the development of two processes with different rhythms. One, following the Bologna Process, related to the rupture of the teaching paradigm centred on the transmission and acquisition of existing knowledge, the other related to the intensification of the development and diversification of the offer of digital pedagogical resources. These processes saw during the pandemic context their accelerated dynamics as a response to challenges never faced in all education systems in the world, leading to the widespread closure of universities. Platforms such as Zoom or Teams have become the main classrooms, forcing teachers to develop and assimilate, in a short time, adapted pedagogical practices capable of supporting a professional exercise based on the learning of a pedagogical-didactic know-how. This communication aims to discuss the transformation of university relations through the increasing use of technologies and their implications for teaching practice. The central question is: to what extent is the increasing use of technologies introducing changes in the professionalism of teachers in higher



education? The work addresses three different interventions carried out in Portugal between 2020 and 2022 related to the professional development of teachers and the processes of teaching and learning: an interinstitutional one that brings together several higher education institutions and the second institutional, both related to the professional development of teachers; the third is a classroom intervention related to both dimensions. A questionnaire survey was conducted among the teachers who participated in the first two interventions carried out in Portugal and a questionnaire survey was carried out among the students who participated in the third experiment. The results point to a reconfiguration at the level of identity and professional knowledge resulting from a greater focus of teachers on teaching activity within the scope of their academic profession. This research is very pertinent to the theme of the congress since it contributes to know the current higher education practices.

Keywords: Higher Education, teaching practice, digital resources, professional development.

Continuous teacher training in Portugal: public initiatives between 2005-2022 for professional teacher learning

Louise Lima, Elsa Estrela, Lusófona University, Portugal

The objective of this communication, which is part of a postdoctoral project in development, funded by FCT, is to present, in the field of continuous training of Teachers in Portugal between 2005-2022, a reflection on the existing scientific production, as well as an analysis from the characterization of public initiatives, considering the criteria and practices of accreditation, profile of trainers and thematic distribution, typological and territorial of the training offer. Regarding the studies produced in the scope of continuous teacher education between 2005-20232, 157 works were categorized, including articles, books, book chapters, master's dissertations, and doctoral theses, which focus on the theme, indicating that investigations in the context of teacher training were widely addressed in Portugal. However, the analysis points to an overvaluation (69 articles) of the sharing of experiences that occurred in the context of teacher education, without properly addressing, in general, the foundations and purposes of continuing education. On the other hand, the evolution of the legal regime for teacher training, the characterization of the training offer and the trends in the reconfiguration of professionalism remain largely unknown. In this sense, regarding the public initiatives for the continuous training of teachers, since the approval of the Legal Regime for teacher training (1992), the analysis of their evolution and the training offer until 2007 was carried out, but in the period from 2007 to 2022 only the annual data present in reports of the CCPFC and CFAEs are available – starting material for the analysis to be presented in this communication. We hope that this research can be constituted as an organizational contribution to the design of responses more consistent with the challenges faced by the continuous training of teachers in Portugal.

Keywords: Educational Policies, Teacher's continuing training, Training Offer.

A time of change or a change of time?

Elsa Estrela, Rosa Serradas Duarte, Lusófona University, Portugal

The social changes we have witnessed in recent years have introduced changes in the education system that are not expected for teachers who suddenly found themselves alone, teaching at a distance, from their private space and in front of their students who, more than ever, were unequal. Considering that the professional identity of the teacher is built by the



feeling of belonging to a community, by the social practices of the subjects and by the articulation of the spheres of knowledge, of the professional norms and values and of the pedagogical knowledge, one easily glimpses an enormous restlessness and anxiety, as well as the progressive awareness that his profession would be different and teaching, As they knew him, he would not return. On the other hand, these fluid times in which we live (Bauman, 2007) have led education to the growing incorporation of technologies, which has caused the extension of the classroom to other educational spaces. One of the visible consequences is in relation to the understanding of what it is to be a teacher, as an educational actor with a specific knowledge and historically attributed functions, which gives it a certain identity. In this context, this work corresponds to a longitudinal and exploratory study that seeks to identify the reconfiguration that the new educational spaces have provoked in the teaching professionalism, considering the following dimensions: professional knowledge, relationship, reflexivity, identity, and professional learning. Narrative was used as a methodology, considering three collections at different times – April/May 2020, November/December 2021, and December 2022/January 2023 -, complemented with a focus group. The narrative is a methodology that is presented at the service of the transformation of experiences that can be transformed into useful knowledge as a way of modifying one's own experience, allowing the articulation between the personal and the social, between the private and the public, empowering the subject and admitting a biographical construction simultaneous to professional knowledge. The results point to profound changes in the dimensions considered in the study. The process of reconfiguration of teaching professionalism was accentuated, with a reinforcement of the political technologies of education reform by virtual identities. In this sense, digitalization is at the service of performativity and its lived trajectories point to a contradiction between the professional objectives assumed and the growing affirmation of the technical dimension.

Keywords: Narratives, performativity, identity, professional knowledge.

SYMPOSIUM 'FIFTY YEARS OF TEACHING IN PORTUGAL: UNVEILING EDUCATIONAL INNOVATION AND INTERGENERATIONAL DIALOGUE'

Chair: *Amélia Lopes, University of Porto, Portugal*

In the context of the funded project “Fifty years of teaching: factors of change and intergenerational dialogue – FYT-ID” (PTDC/CED-EDG/1039/2021), teachers and the Portuguese educational system during the last 50 years are considered an important case study, with international relevance for the elucidation of endogenous and exogenous factors of educational innovation and the recovery of intergenerational dialogue. This symposium proposal fundamentally reflects and is organized around the three main axes that underpinned the project, namely: FYT (Fifty Years of Teaching), ID (Intergenerational Dialogues), and OP (Open Repository). Combining the complexity of the topics and the methodology used, the work developed represents innovative research in Teaching and Teacher Education. The first symposium abstract will focus entirely on agency traits in experienced teachers and their facilitator factors, based on the analysis of 25 life stories of Portuguese teachers. Abstract two covers the topic of intergenerational dialogues in education, focusing on creating intergenerational learning spaces based on a collaboration between university students and people from an older generation. Abstract three aims to explore the potentialities of an open digital repository of teaching and professional development considering the ongoing changes related to the digital transition in education and the need to preserve and promote veteran teachers’ experiential and pedagogical knowledge. The researchers presenting their findings in the symposium illustrate the multi-dimensional nature of the FYT-ID project and its relationship with key elements and features of Portuguese teachers’ work and professional development spanning half a century.



Keywords: Teachers' Traits of Agency, life stories, Portuguese teachers.

Teachers' traits of agency: life stories of Portuguese teachers

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Luciana Joana, University of Porto, Portugal

Amélia Lopes, University of Porto, Portugal

Leanete Thomas Dota, Lusófona University, Portugal

Fátima Pereira, University of Porto, Portugal

Margarida Marta, University of Porto, Portugal

In Portugal and other countries, the teaching profession has become less attractive, putting the renewal and general quality of the teaching staff at risk. The social image of the profession is a fundamental part of the symbolic dimensions that generate attraction. Afterwards, the Portuguese education system is currently mostly composed of veteran teachers that are expected to retire in the next ten years, which may generate a crisis in the system at various levels. In addition, the teachers' work has suffered profound changes resulting from various reforms, diversified student populations, technology developments, and globalization. Within this context, a genuine reprofessionalisation of teaching that reinforces teachers' individual and collective agency becomes vital. In the professional practice of teachers, teachers' agency emerges as a differentiating element that is based on a critical and reflective attitude, an investigative stance, an ethos of engagement, and collaborative work and whose development can be influenced by different factors, such as personal, social/relational and contextual factors. This study is related to the funded project FYT-ID (PTDC/CED-EDG/1039/2021), and its main objective is to identify agency traits in experienced teachers and their facilitator factors. To accomplish this, we focused on the life stories of 25 Portuguese teachers from different educational levels and subject areas. A paradigmatic analysis was conducted. Data analysis shows that teachers' agency is not the result of one factor alone but instead of an interplay between different conditions. However, the personal characteristics of each teacher and the impact they seem to have on the development of their agency seem to be a common trait to all the participants in this study. Another preliminary conclusion is that teachers collaboratively exercise their professional agency (with other colleagues), especially in the first years of their careers.

Keywords: Teaching profession, teachers' agency, life stories.

Strengthening bonds across generations: exploring intergenerational dialogue in higher education

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Leanete Thomas Dotta, Lusófona University, Portugal

Amélia Lopes, University of Porto, Portugal

The increase in life expectancy, technological advancements, and societal changes have widened the generation gap affecting communication and cultural production in various areas of life,



education, and work. As do so, intergenerational dialogue is seen as a way to foster connections, break stereotypes, and promotes understanding. Interaction between generations enhances the transmission of cultural values and fosters mutual respect, turning intergenerational learning into a valuable tool for exchanging information and constructing knowledge across different generations. As such, projects promoting intergenerational dialogues have gained importance, with studies highlighting their positive impact on higher education. By engaging with older generations, students gain insights into ageing, improve their interactions with older adults, and find inspiration for their careers. Based on this framework, a study was developed under the Project "Fifty Years of Teaching: Factors of Change and intergenerational dialogues" focused on creating intergenerational learning spaces based on a collaboration between university students and relevant people from an older generation. Two main objectives could be defined: (1) to bring students to reflect on the conditions of intergenerational dialogue from the projects and initiatives developed in different contexts, and (2) to explore the possibilities for the creation and development of intergenerational dialogue by developing an intergenerational dialogue project and evaluate its effects. Findings suggest that intergenerational dialogue is an excellent methodology for enabling transformative education. Students found that they gained knowledge, competencies and skills which contributed to their personal and professional development, fostering intergenerational and intercultural solidarity, breaking down barriers through the transformation of their attitudes once, after the intergenerational meeting, they could understand the background of their interlocutors deeper. Intergenerational dialogues programmes seem to create significant learning opportunities and a transformation in attitudes between generations, exposing the benefits of engaging higher education students in learning initiatives like these.

Keywords: Intergenerational dialogue, Intergenerational learning, Intergenerational education.

Towards a memo-digital-ontology open repository of teaching education

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Ana Mouraz, Universidade Aberta

José João Almeida, University of Minho, Portugal

The ongoing changes due to the digital transition in education, combined with the need to preserve and promote veteran teachers' experiential and pedagogical knowledge, led to the design of an open digital repository of teaching and professional development histories in the scope of the FYT-ID project. This proposal aims to describe the repository design process in its phases. First, a comprehensive literature review was conducted, by analysing 26 journal papers published between 2004 and 2022, to identify the characteristics of digital repositories in teachers' education and to explore the potential impact of these repositories. The findings revealed digital resources available through collaborative platforms, digital libraries, learning environments, and open educational resources in databases and websites, containing different interaction levels, content types, and features. Usefulness and accessibility were mentioned as crucial factors in fostering teachers' engagement. The study highlighted the transformative possibilities of networked socio-collaborative professional development and continuous in-service education, including induction programmes. The effect on teacher education is significant, as these repositories offer ongoing learning and growth avenues. The second phase is built on these results as they provide valuable insights for developing repository interoperability (knowledge production and sharing, data use and reuse) within and beyond the FYT-ID project. One aims to describe and discuss these guiding principles or "rules of order" for creating other interactive



digital spaces for teachers. Such spaces should prioritize the praxis of dialogue, recognizing its utmost importance in enhancing both anthropological and ontological approaches to teaching education (as vocation, evocation, and vocalisation. As the project draws upon a wide range of primary sources (written, oral – interviews and intergenerational dialogues –, material and iconographic documents), the conceptualisation of an ontology framework (shaped by formal, explicit, specific, integrative and shared features) emerges within the scope of designing an open repository.

Keywords: digital repositories, teacher education, ontology.

SYMPOSIUM 'PROFESSIONAL LEARNING AND TEACHING PROFESSIONALISM – CONVERGENCES FROM A RESEARCH AND LEARNING COMMUNITY'

Chair: Leanete Thomas Dotta, Lusófona University, Portugal

The symposium is organized by the Research and Learning Community (ReLeCo) "Training, Professionalism and Teaching Identities" (ProFIId), which operates within the Centre for Interdisciplinary Studies in Education and Development (CeIED) at Universidade Lusófona. ProFIId explores three key aspects: (a) the initial teacher education and teachers' professional development, including policies, structures, and conceptual dimensions; (b) the nature of the teaching profession in democratic education, encompassing knowledge, skills, autonomy, and decision-making space; and (c) the scope of professional learning processes, considering teacher identity construction within the global context of professional action, cultural models, public policies, organizational systems, and interpersonal relationships. Five discussion themes are proposed connected to "Teacher learning and teacher professionalism". The first summary discusses issues of teacher well-being and the need to focus on the development of socio-emotional skills and integrate this training into initial and continuing teacher education. The second abstract discusses the challenges faced by foreign teachers in Portugal and their impact on professional identity. The third abstract presents a research project investigating the effect of digital teacher education on students' professional development and academic success. The fourth abstract explores the contribution of clinical supervision in the initial education of nursing students to the professional development of teachers. The fifth abstract explores the concept of teacher agency and its role in shaping the future of education. In summary, the texts converge on professional learning and professionalism when they address issues of teacher well-being, professional development, professional identities of migrant teachers, digital training, clinical supervision in initial teacher education and teacher agency.

Teacher well-being and professional development

Ana Paula Silva, Lusófona University, Portugal

"At least half of the teachers show signs of psychological distress", reads the conclusions of the study "Saúde psicológica e bem-estar observatório de saúde psicológica e bem-estar: monitorização e ação" carried out in 2022, coordinated by Margarida Gaspar de Matos, with the sponsorship, among others, of the General Directorate of Education and the Portuguese Order of Psychologists. There, the recommendations are also presented: "(...) focus on the development of the socio-emotional skills of teachers and directors, and also of other players in the school ecosystem; (...) introduction of the promotion of socio-emotional skills and self-care in the initial training of future educators and teachers." (Idem, p. vi). The first recommendation is further underlined as a matter of urgency. What was then urgently recommended had already been



evidenced by Antunes (2016), that is, that the technical-scientific skills of the 21st-century teacher are based on a pedagogical profile grounded in personal skills, not only socio-emotional but also ethics. The author, looking for an alternative approach to teaching malaise, highlighted the importance of well-being (Seligman, 2012) in teacher professional development, both at the beginning and throughout the career, as it is related to the resilience factor, important in the sustainability of professional development. Based on the scientific study by Antunes (2016) and on evidence collected in the dynamisation of training workshops to promote teacher well-being developed on the Continent and in Madeira, in which 64 trainees participated between 2015 and 2017, Antunes e Silva (2019) proposed a training programme that was applied, in 2023, to a new group of acting teachers (20). In this communication, we propose presenting the results collected recently by analysing the contents of the trainees' final works, comparing them with the previous ones and discussing them within the framework of the reference literature.

Keywords: Teacher well-being, teaching professional development, continuous teacher training.

Challenges to professional development – the foreign teacher's adaptation to the Portuguese education system

Maria José do Carmo, Ana Paula Silva, Lusófona University, Portugal

This research seeks to understand the challenges of integration encountered by foreign teachers in Portugal, in relation to the epistemological transformations surrounding their professional identity. It seeks to investigate within the framework of contemporary sciences, relevant to education - especially in Edgar Morin's Theory of Complexity (2001) - what are the phenomenological factors that contribute to the effects of the changes occurring in the didactic-pedagogical processes, related to the (re)construction of identity of the socio-professional profile and discursive practice of foreign teachers, namely in primary and secondary schools of the Portuguese Teaching System. The study starts from the idea that it is important to identify and analyse the profile of the foreign teacher, in order to detect and understand how their professional identity is affected in the context of foreign professionalism. It aims to contribute to the investigation of changes within the professional and cultural identity of the immigrant teacher and the didactic adaptations, biased by the idiosyncratic constructs of pedagogical knowledge, present in the construction of their practice. The methodology used will be of a qualitative nature, using observation techniques, focus groups and document analysis. The research will be carried out in mainland Portugal with teachers from basic and secondary schools of public education and private schools. As a result of the research, it is expected to emphasize the importance of new public policies necessary for the development of the identity integration of foreign teachers in Portugal, as well as the contribution to the good development of innovative pedagogical practices, justified in view of the multiculturalism contained in (i)migration, diversity, inclusion and teaching professional development, present today.

Keywords: Foreign teacher, Professional identity, Portuguese educational system.

Digital teacher training and professional development

Carla Dimitre Alves, Lusófona University, Portugal

Portugal and the world experienced a context of a pandemic caused by Covid-19, whose confinement forced schools to teach at a distance. This situation highlighted a fact that had never been detected before: inequalities in access to digital media by teachers or students. Thus arose the need for digital training of teachers for the use and mastery of teaching platforms and digital



content. With Council of Ministers Resolutions n.º 30/2020 and n.º 31/2020, published in April 2020, the digitalization programme for society and Portuguese public education institutions began. Aiming to find out how the digital training of teachers contributes to the professional development and academic success of students, this research summons renowned authors on the subject, as well as official publications produced. The option for a mixed methodology, qualitative and quantitative, with documental analysis and the application of a survey by questionnaire to teachers, allowed the data triangulation. Thus, it was concluded that the digital training of teachers is in line with what is recommended in the Skills of the Profile of Students Leaving Compulsory Schooling, since the “school, as an environment conducive to learning and the development of skills, where students acquire the multiple literacies, they need to mobilize, has to reconfigure itself to respond to the demands of these times of unpredictability and accelerated changes”. Therefore, it is important that teachers promote their professional development through continuous training to “respond to the complex challenges of this century and face the unpredictability resulting from the evolution of knowledge and technology” (idem). This is the only way to meet the needs of students and promote academic success, as seen in this study.

Keywords: Digital training, professional development, school success.

Perspectives and practices in teaching professional development in Clinical Supervision

Olga Ribeiro, Maria de Nazaré Coimbra, Alcina de Oliveira Martins, Lusófona University, Portugal

This study aims to identify the contributions of clinical supervision practices to the professional development of teachers and the initial training of nursing degree students in a Portuguese private higher education institution. Currently, clinical teaching aims to link theory and practice, to enhance the progressive acquisition of complex practical skills essential for a future nursing professional. Guidance from the clinical supervisor is essential for a diversified, critical and reflective practice. In this sense, the professional development of teachers is linked to the initial training of nursing students. The study applied a mixed methodology, combining the analysis of clinical supervisor’s interviews (n=4) and surveys of nursing students (n= 41). In this way, it was possible to analyse and triangulate the perceptions of clinical teaching students and supervisors. The mixed method is convergent, as qualitative and quantitative data collection was carried out simultaneously, so there is no prioritization of approaches. The results show that clinical supervision contributed to the professional development of teachers and students. There was a reinforcement of the continuous training of supervisors in the context of clinical teaching, and the participants recognized improvements in practices due to collaborative work. However, some students refer to the need for a clinical supervisor who is more present in clinical contexts for decision-making and strengthening interpersonal relationships. In this way, teachers with functions of clinical supervisors must deepen their scientific and pedagogical skills to improve the supervisory process and professional training in nursing. This is our contribution to the scientific discussion on clinical supervision, teacher training, and future nursing professionals, given the importance of clinical teaching and the internship provided to students.

Keywords: Clinical supervision, Teacher Professional Development, Nursing Students.

Teacher agency: the role of teachers in the XXI Century’s Education

Susana Oliveira, Elsa Estrela, Lusófona University, Portugal

Understanding teacher agency and the role of teachers as critical agents for the future of students. This proposal will be critically analysed based on the studies developed by Gert Biesta,



Mark Priestley, and Susan Robertson. Nowadays, the teacher's role as agents of change for XXI Education, capable of promoting quality education for all, is referenced by institutions like Organization for Economic Co-operation and Development (OECD) and UNESCO, followed by different countries as is the case of those from the European Union. Policies describe the teacher as key to improving students' learning by applying different methodologies to promote an inclusive classroom to help students achieve their full potential. According to OECD (2020), changing mass-schooling systems is a challenging and complex strategy to modernize schools. Instead, OECD understands that teachers are the key to building the path to the successful development of the School of the Future. Acknowledging teachers as the puzzle for education to succeed, policymakers give guidelines to governments to enable teachers. With autonomy and space to develop and foster the student's future. However, as Priestley et al. (2015) explain, it is important to clarify if teachers, with this new way of thinking about education, really have the autonomy to develop teacher agency and if this role is, in fact, supported by education policies and teaching practices cultures. Biesta (2021) gives us the idea that there are three gifts of teaching from which the teacher's action cannot dislocate. In this study, we will focus on the role of the teacher in the "future of education for the XXI century". Will the teacher need to be a facilitator of learning or a specialist in education responsible for opening new knowledge horizons for students?

Keywords: Teaching, teacher agency, Education Policies.

SYMPOSIUM 'TRANSFORMING EDUCATION: THE ROLE OF SMART PEDAGOGIES'

Chair: *Maria Assunção Flores, University of Minho, Portugal*

Discussant: *Ray Gallon, The Transformation Society, Université de Strasbourg, France*

This symposium focuses on creating an enriched, ethical ecosystem, based on "smart pedagogies," for a global hybrid world. In debate with the audience, it promotes personalized learning resources for students and secure platforms for educators to collaborate and co-create. The event is underpinned by educational theories like universal design for learning, connectivism, spirals of inquiry, and evidence-based learning, contextualized in an increasingly technified world where connected objects communicate with each other and with humans, driven by artificial intelligence. The concept of "smart pedagogies" is used to explore teacher training ideas that enhance sustainable wellbeing, inclusion, international understanding, teacher performance, and student success. Areas considered include:

- Education's purpose in a globalized hybrid world
- Roles and agency of students, teachers, and community
- Content knowledge and instructional design in AI-environments
- Psycho-educational learning theory in connected communities
- Space, Time, organizational strategies in formal and informal environments
- Assessment criteria and multi-level success indicators
- Dynamics of change for cognitive, social, and cultural transformation.

The symposium is presented by the Transformation and Information 4.0 Research and Development Group (RDG) of WFATE (World Federation of Associations of Teachers Education), which focuses on transformative processes in a technological, information-rich environment. Presentations come from



members' research in different countries, using data, patterns, and examples from different timeframes, aiming for an innovative, agile educational mind-set. One presentation will summarize work from non-attending RDG members. The audience is encouraged to exchange ideas. The symposium provides a broad cross-section of work being done in many countries, all of which are feeling the pressure brought on by information that changes as fast as we can validate it. The research presented comes from teacher educators whose focus is on discovering new processes and methods to build resilience, flexibility, and innovation.

Bridging traditional and smart pedagogies: digital collaborative research in a global context

Neus Lorenzo, Societat Catalana de Pedagogia, Universitat d'Andorra, Spain

The rapidly evolving landscape of digital interaction and global connectivity has long transcended traditional face-to-face exchanges. The surge of online platforms has created a transformative shift in how individuals interact and understand one another, and how they think strategically to model and generalize learning sequences for debating, agreeing, narrating and storytelling in any society or culture.

Research topic/Aims

- Develop a plan to redesign international academic research in a post-pandemic context.
- Detect, analyse, and model different strategies to facilitate international collaborative research, as part of the continuous training of educators.

Included in these goals is a need to redefine smart pedagogy to include intercultural collaboration, diversity awareness, social skills for mediation, and ethics, as well as digital skills and interactions. These needs have been identified by the EU in the 2018 addendum to the Common European Framework of Reference for Languages (CEFR, 2001). Our pedagogical analysis draws upon seminal theories of learning, collaboration and cognitive development (Vygotsky, Cohen, Piaget, Slavin and Kagan, Siemens and Downes). We also incorporate some models for organizational learning, such as The Spiral of Inquiry, Design Thinking, agile methods, and lean techniques. All of these emphasize efficiency, adaptability, and user-centricity, but each approaches these goals from different angles and with distinct tools and philosophies. We start with a case study – in this instance, our own Research and Development Group (RDG), which is spread across many countries and continents, and already faced challenges of efficacy in virtual communication contexts pre-pandemic. We analyse our activities and communication processes using the aforementioned theoretical models, especially focusing on the context of mediation in online and collaborative environments. This study is just beginning, but some early evidence-based findings are already showing. Our RDG recognizes the need to rethink collaborative international academic research, with a global shift towards digital and cross curricular collaborative interactions. Future studies may delve deeper into how these collaborative theories (based on joining diversity within a common purpose) can be further integrated into digital educational platforms and tools, including appropriate use of artificial intelligence.

The power and potential of social media-centred learning, insights from the changing world of teacher-learning

Conor Galvin, University College Dublin, Ireland



Rachel Farrell, University College Dublin, Ireland

Ksenia Zavyalova, University of Canterbury, Christ Church, New Zealand

Elena Revyakina, Pädagogische Hochschule Wien, Austria

Joanna Madalińska-Michalak, University of Warsaw, Poland

In the digital age, learning's transformation is profoundly driven by social media platforms. How teachers and teacher educators engage with social media is redefining notions of teacher-learning and pedagogy. This paper explores smart pedagogies, emphasizing the impact of social media-based learning on teacher education. We analyse three concepts tied to social media-enhanced learning, aiming to provide insights into the evolving nature of teacher learning and education. We'll examine the potential of social media platforms for transformative learning; social media's role in creating self-generating learning communities among in-career teachers especially; and the need for a reference framework to spotlight social media learning's power and potential. Drawing on the work of Unlusoy, Leander & de Haan (2022), we highlight the importance of visibility, scalability, flexibility, and persistence in social-media work to empower learners. This can enhance connectivity, facilitate content sharing, and enable personalized learning experiences for student and in-career teachers to build transformative educational settings. Further, we explore the shift in Teacher Professional Development due to new and innovative social media use by in-career teachers. Commentators like Prestridge (2019) and Avidov-Ungar (2023) have indicated the changing landscape of teacher development. They argue that, especially during COVID-19, teachers' increasing embrace of social media nurtures qualities like curiosity and collaboration, leading to inventive practices and resource sharing. Understanding this can inform development of more effective professional learning strategies in teacher education. Lastly, we argue for a robust theoretical reference framework for social media-centred learning, drawing from Camelia Gradinaru's work (2016, 2018). We explore the concept that the imaginary that can inspire and then sustain an online community of learning – independently of most real-world connections. These imagined communities transcend geographical and cultural boundaries, emphasizing shared interests. Such communities draw in diverse learners who share common interests and values, fostering a digital economy of knowledge exchange which centres around the creation and dissemination of valuable learning resources and promotes a knowledge exchange focused on creating valuable learning resources.

The role of the teacher in the metaverse and other immersive digital environments: safeguarding education quality while empowering students' data protection strategies

Francesca Burriel Manzanares, Universitat Autònoma de Barcelona, Spain

Teacher training is becoming a lifelong learning process for educators. Professional development extends beyond teaching skills to encompass social adjustment and personal growth. Educators must grapple with ethics, safeguarding educational integrity and data privacy in novel digital platforms like AR, VR, AI-driven content, and the coming Metaverse. This is especially important given threats like identity theft, fake news, and misinformation. This research investigates measures taken by language schools for adults in Catalonia to address data protection and privacy concerns in the metaverse and multimedia immersive environments during the COVID-19 pandemic as a model to be adapted to the Masters in Teacher Education at the Autonomous University of Barcelona, where the author currently teaches. The study is grounded in the EU's General Data Protection Regulation (GDPR). It provides the foundation for understanding the legal obligations of the language schools for the collection, processing, and storage of personal data in online educational contexts. Utilizing a qualitative approach, the research analyses documents and uses case studies, gauging how these institutions have adapted to GDPR and regional data



protection laws in immersive educational contexts. It identifies vulnerabilities and proposes a curriculum module for pre-service and in-service trainees to build professional awareness of these issues. Initial findings underscore a strong commitment by these schools to data protection in immersive platforms. The focus is on individualized documents, such as Expressions of Interest (EOIs). They've crafted nuanced policies, leaning on techniques like anonymization to shield identities. Moreover, a collective online guide elucidating privacy and digital rights for students and teachers in remote education has been developed for the network of language schools. During the next year, the author will introduce the guide in the Master's programme for Teachers (UAB) and will co-work with the students in adapting and adopting the most relevant proposals. The research shows how language schools embraced transformative, immersive technologies to maintain educational continuity during the pandemic, and addresses the challenges they faced in ensuring data protection and privacy for students and families. They have established a critical role for tailored data protection strategies as models to be incorporated into a wider teacher education scenario.

Overview of RDG research projects

A review of additional work in our research group

Julie Lynn Mueller, Wilfrid Laurier University, Canada

Janine Arantes, Victoria University, Australia

Helen Coker, Helen Burns, University of Dundee, Scotland

Brittany MacDonald-MacAulay, Saint Francis Xavier University, Canada

Katarin A. MacLeod, Saint Francis Xavier University, Canada

Stephanie Varga, University of Alberta, Canada

Gosia Pytel, learning specialist and instructional designer, Poland



WORKSHOPS

DIGITAL COMPETENCE IN EDUCATION: INTERNATIONAL OBSERVATORY

Mireia Usart Rodríguez, Oriol Nadal Salas, Mercè Gisbert Cervera, Universitat Rovira i Virgili, Spain

It is urgent to achieve an efficient integration of digital technology in educational institutions. Only if teachers are digitally competent (abilities, attitudes and knowledge), they will be able to implement digital technologies efficiently in the classroom. Parallel to that, teachers have the responsibility of helping students in the development of their digital competence (DigCompEDU). Consequently, this will improve the capacity to apply digital technologies in the teaching and learning processes. Moreover, sharing knowledge in open spaces and manage quantitative and qualitative data in an ethical and safe way will promote the first transformative steps. This is how the international observatory of Digital Competence in Education was born.

The aim of this Workshop, related to the international observatory on DC in education is to:

- Understand the relation between digital competence and use of digital technology in education (OCODE Model)
- Discover the instruments to measure digital competence and digital technologies' use in education (both teacher and institutional uses of technology)
- Create strategies to improve these competences and understand its relation with efficient use of DT in the different educational contexts (classroom, schools, and educational institutions).

Keywords: Digital competence, education, technology.

EMOTIONS, LEARNING AND TEACHING

Nuria Lopez, Copenhagen Business School, Denmark

Research on learning has shown that emotion and cognition are intertwined and equally important aspects of learning. Emotions can either inhibit or enhance essential cognitive skills such as attention and memory in such a critical way that they should be carefully considered when teaching. Teachers' understanding of how emotions impact learning is essential for them to make pedagogically sound decisions about a range of aspects that impact student learning directly, such as activity design and engagement. Despite its importance, the emotional aspect of learning has not traditionally been paid sufficient attention in teacher education programmes or teacher professional development. The overall purpose of this workshop is to address this misalignment between emotions' relevance in learning and their limited presence in both teaching practice and teacher education.

In this workshop, participants will:

- reflect on emotions' crucial role in learning
- consider how teaching can be designed to maximise the power of emotions
- identify opportunities to make emotions a more prominent element of teacher education and professional development



This will be an interactive and hands-on workshop. Participants will take part in individual and group activities. The workshop is expected to provide a space for participants to exchange experiences, connect with people interested in the topic, and/or start networks for potential future collaborations.

Keywords: emotions, learning, teacher education.

FROM HELPLESSNESS TO HOPEFULNESS: COACHING TO ENABLE TEACHER LEARNING AND PROFESSIONALISM IN TIMES OF EDUCATIONAL COMPLEXITY AND UNCERTAINTY

Rachel Lofthouse, Mhairi Beaton, Leeds Beckett University, United Kingdom

Coaching involves a facilitated conversation to promote thinking and provoke decision-making. In times of educational uncertainty and complexity it is necessary to allow teachers at all career stages ‘space’; space to grow, space to plan, space to reflect, space to learn, space to breathe. Finding the balance between guiding, supporting, instructing, managing and freeing teachers is essential. While ‘coaching’ might imply a ‘monolithic’ activity the term refers to a diversity of practices aimed at generating individual or organisational positive change. The workshop will be based on coaching conversations and modelling, illustrating how ‘the nature and focus of the talk defines coaching, with the focus being learning and development enabled by changes in the coachee’s behaviour and thinking facilitated through managed conversation’. Drawing on two Erasmus+ projects and related research and development this workshop will introduce two emergent forms of coaching. CO-COACHING allows participants to engage in conversations that originate from their own narratives, helps them to explore their own and others’ perspectives and to think through what might be possible in the future and how they may play an active role in that. This model originated as a response to education during and following pandemic lockdowns. DILEMMA-BASED COACHING helps participants to unpack the complexities and multiple dimensions of the situations they find themselves in and to explore options for change. Our research of this has been focused on dilemmas of educational inclusion. Evidence from our research indicates the value of coaching approaches which are accessible to all, which are scaffolded but have no set agenda or target-setting remit. The plenary discussion will consider the prospect of using coaching as a way of holding the space for teachers and student teachers to do their ‘best thinking’ as the foundations for teacher learning and professionalism.

Keywords: Coaching, Uncertainty, Professionalism.

IS YOUR VIRTUAL TWIN REAL? – UNDERSTANDING REALITY IN THE CONTEXT OF DEEP FAKES, GENERATIVE AI AND THE METAVERSE

Ray Gallon, The Transformation Society, Université de Strasbourg, France

Neus Lorenzo, Societat Catalana de Pedagogia, Universitat d’Andorra, Spain

Digital twins are digital representations of physical objects and processes, a part of the technologies known as Industry 4.0. By extension, we can think of virtual twins in the knowledge sphere that create experiences that let you model, visualize, and interrelate with the entire environment. All of society is catching its breath to understand how “reality” as a concept is being reshaped by the arrival of generative AI, the promise of an immersive metaverse, and the spread of false memes of all sorts via the misnamed social “media” – which are, in fact, not mediated at all. As educators, we must be concerned about what perception a child who is born into this world will have of what is “real” or “true.” As teacher educators, we must ask ourselves how we can prepare ourselves, and how we can transform the training paradigm to help our teachers-to-be students develop their professional



competences in this domain. It is our belief that a deep debate is needed in academia before we are ready to accompany learners at all stages of life through this confusing quagmire. Our workshop is thus organized around these objectives:

- Initiate inquiry, reflection, and debate in the teacher education community
- Visualize a holistic approach to the problem that includes disciplines as disparate as philosophy, linguistics, mathematics, computer science, sociology, and economics.
- Correlate this exploration with principles of diversity and inclusion, as expressed in the UN Sustainable Development Goals (SDGs).

This workshop is a collective exploration using inquiry methods and emphasizing a systematic, rigorous coverage of the issues. We will apply the Unified Design for Learning (UDL) in a connectivist sequence of activities, and will build a 3D matrix related to SDGs, to organize all the topics and reflections that emerge. This workshop is about asking questions, but it also seeks to understand how the answers correlate, inter-relate, and generate multicausal networks. Some of our questions include:

- Ontologies. (e.g. Is science as a belief system? If so, why is it “truer” than other beliefs?)
- Meanings (e.g. What do we mean by “creative use of educational AI-Technologies in the metaverse”?)
- Procedures (e.g. What tools or artifacts do we have in education to understand “truth” in a sea of fake news?)
- Attitudes. (e.g. What is our tolerance for non-reality, and what is the impact of fake news for developing citizenship, communities, and democracy?)
- Paradigms. (e.g. What’s the relation between talent, creativity and madness, and how is our society controlling disruption in education, science, and virtual worlds?)
- Professional Development. (e.g. How to build a mental mindset that interrogates values of society - collective, not individual values?)

After the workshop, we intend to facilitate an international network of associated teacher educators, through WFATE and other venues, to share results, articles and research on these topics.

Keywords: Technology, AI, education.

TEACHERS’ BODY LANGUAGE

Liv Anne Fossbråten, Østfold University College, Norway

When students in secondary school and primary school sometimes feel ignored by their teachers it is not because of what the teachers say or do. It is more about a feeling of not being appreciated. Wondering a lot about reasons and consequences within this issue, I went to one hundred different classrooms in five different parts of Norway to watch teachers’ body language, gestures and mines. I discovered a lot of different ways teachers could unwillingly of course, tear down possibilities of building good relations. I also saw how the opposite could occur. What I would like to present at your conference is my results and also my ideas of improving the relations between teacher and student.

Keywords: Relations, Body language Signals.



‘TEACHING SUSTAINABILITY: AN INTER-ACTIVE AND REFLECTIVE WORKSHOP FOR PRIMARY EDUCATORS’

Bento Cavadas, Neusa Branco, Susana Colaço, Polytechnic Institute of Santarém, Portugal

Rachel Bowden, Technische Universität Dresden, Germany

Joanna Madalińska-Michalak, University of Warsaw, Poland

Maria Richter-Babekoff, Technische Universität Dresden, Germany

Worldwide, sustainability crises call into question established ways of seeing, thinking, and acting and necessitate learning and transformation across society/ies. Schools have a vital role to play in educating learners about and for sustainability, and new forms of learning and teaching are needed for this task. In this workshop, student teachers, teachers and teacher educators will experience and reflect upon digital and hands-on resources for teaching sustainability in primary schools. The workshop is developed under the ERASMUS Teacher Academy Project – Teaching Sustainability (TAP-TS). The TAP-TS project aims to engage educators to co-create professional learning communities, experiences, and materials, which reflect sustainability topics, values, and perspectives and research-based insights around teacher professional learning and education for sustainability. Theoretically, we draw on state-of-art models of Education for Sustainable Development competencies (ESD) for teachers, to focus on four main aspects of teacher professional learning, namely: teaching, reflecting, and visioning, and networking. We apply the European Commission’s framework of sustainability competences ‘GreenComp’, to conceptualise sustainability competences under four domains: embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures, and acting for sustainability. Through the participation on this workshop, participants are invited to join an international network of educators as part of the TAP-TS community of practice. Participants also have the opportunity to collaborate in teacher professional learning events of the TAP-TS Project in 2024, including online workshops, blended-learning active learning events and summer schools. This workshop is proposed as part of the teacher learning and teacher professionalism conference theme. This workshop is proposed as part of the teacher learning and teacher professionalism conference theme.

Keywords: education for sustainability, primary schools, teaching.



POSTERS

ASSESSMENT IN TEACHER EDUCATION: THE VIEWS OF TEACHER EDUCATORS

Cláudia Pinheiro, Maria Assunção Flores, University of Minho, Portugal

This paper draws on a wider piece of research which combined quantitative and qualitative methods and included the views of teacher educators, student teachers and programme coordinators. It focuses on teacher educators' views of assessment in teacher education programmes, including the main challenges and aspects that need improvement. In Portugal, six interviews were carried out at one public university. In Poland, eight interviews were conducted at three public universities. Teacher educators' accounts point to the changes in assessment practices, considering the study cycles, the nature of the subjects, the contents to be covered and the number of students per class. They suggest that they use a diversity of assessment methods beyond written test and exams, such as individual reflection, portfolios, diaries, observation in the context of practice. The participation of students in negotiating the assessment process needs to be further explored. Most of the participants do not include students in the assessment process due to institutional constraints and students' lack of responsibility. As far as programme coordinators are concerned, findings point to a positive view of the students' learning, academic results and assessment methods used, but they also mention issues related to grade inflation. The relationship between the forms and types of assessment adopted by teachers and the students but also the learning attitudes that has been established emphasise the important role of teachers who can influence the learning approach adopted by the students. The Portuguese coordinators emphasise part of the challenges in terms of the teachers' work, while the Polish coordinators cite challenges linked to the students

Keywords: Assessment, teacher educators, student teachers.

CRITICAL INCIDENTS AS A STRATEGY TO ENHANCE STUDENT TEACHERS' REFLECTION ABOUT PRACTICE BEFORE FACING PRACTICUM

Eva Lopes Fernandes, Maria Assunção Flores, Teresa Vilaça, Cristina Parente, University of Minho, Portugal

Critical incidents have prominent potential for learning as they are intensely remembered and establish the conditions to reflect systematically on the topics addressed therein. Yet, despite its importance for professional learning in Initial Teacher Education, the critical incident technique is not always used in teacher education programmes, particularly before practicum. The present study analyses Portuguese student teachers' individual and group reflections over a video-recorded case in the context of an Erasmus research project entitled: "Digital Practicum 3.0: Exploring Augmented Reality, Remote Classrooms, and Virtual Learning to enrich and expand preservice teacher education preparation (2020-1-ES01-KA226-HE- 096120)". It aims to analyse the instructional potential of critical incidents for student teachers' professional development in the context of online practicum. A cohort of 39 student teachers reflected upon a critical incident video. Data were collected through 39 written reflections and five focus groups. The findings identified a range of categories closely related to strategic dimensions of the teaching practice, e.g. task orientation skills, the conditions for the smooth development of the pedagogical activity, pupils' digital literacy, developing backup plans, articulation with other teachers/staff and students' behaviour. By using real critical incidents through videos taken from practicum situations it was possible to help student teachers to ask key questions about classroom decisions and activities, about the role of the teacher and the pedagogical episodes and



their implications for professional development opportunities. In light of this, critical incidents may be a core strategy for developing critical reflection skills in initial teacher education.

This work has been supported by the research project entitled: Digital Practicum 3.0 (PRAC3): Exploring Augmented Reality, Remote Classrooms, and Virtual Learning to enrich and expand preservice teacher education preparation. PRAC3 is a project that has been funded under the ERASMUS+ in Higher Education Programme (2020-1-ES01-KA226-HE- 096120) of the European Union. The European Commission support for the production of this publication but it does not constitute an endorsement of the contents which reflects the views of the authors. The Commission cannot be held responsible for any use which may be made of the information contained therein.

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Keywords: Critical incidents, practicum, reflection, teacher education.

HOW SYSTEMATIC SUPPORT FOR BEGINNING TEACHERS IS STRUCTURED: A REVIEW STUDY OF DESIGNERS OF INDUCTION PROCESS IN EUROPEAN COUNTRIES

Ivo Rozmahel, Masaryk University, Czech Republic

The research topic focuses on systematization of existing designs of the novice teacher induction in 14 countries in Europe. A novice teacher's entry into the profession has long been associated with the need to provide support. Currently, there is a tendency to structure a systematic induction as a tool for supporting beginning teachers. In general, it can be argued that through the induction process it is possible to help the beginning teacher to overcome the challenging phase of transition from student teacher to beginning teacher. As a result, the induction process is associated with a reduction in the drop-out rate of beginning teachers and an improvement in their teaching practice. However, what is still unknown is how to design the induction process to ensure that beginning teachers are adequately supported. Therefore, it is not possible to talk about a universally valid design of the induction process, but specific ways of implementing the induction process across Europe can be found. Thus, a review study was carried out analysing structured induction in 14 European countries. These were countries that currently have a legal obligation to provide support to beginning teachers in the form of an induction. The analysis of induction processes and their subsequent systematisation was based on 6 areas: the induction tradition, the time allocation, the purpose of the induction process, the role of the beginning teacher, the position of the induction teacher and the structure of the induction process. This paper is relevant to the theme of the conference as it provides an overview of the support provided in the form of the induction process to beginning teachers at the point of entry, which is key to professional development.

Keywords: Induction, Novice Teacher, Transition.

PERSPECTIVES OF SECOND LANGUAGE TEACHING IN PRIMARY EDUCATION

Lýdia Simanová, Zuzana Lynch, Matej Bel University in Banská Bystrica, Slovakia

The paper presents the theoretical scope focused on the issue of foreign language teaching in primary education. The global contemporary trend in primary education respects the principle of plurilinguism and the diversity of pupils' needs. In this respect, teachers need to receive effective methodological support to cope professionally with the challenges posed by the diversity of the educational environment. The paper compares trends and approaches of foreign language education of pupils at



younger school age in selected countries. The paper presents results from the content-analytical comparison of research studies and scholarly articles with a discursive approach. The authors analysed what approaches to foreign language teaching prevail, what are the benefits and risks of these approaches, and what methodological support is preferred in selected countries. The results of the comparative analysis are one of the foundations for the development of methodological support. It is directed to teachers of foreign languages and teachers who educate children with a different language than the language of instruction in the Slovak conditions of primary education.

Keywords: language teaching, methodological support, primary education.

SCHOOL AND TEACHER EDUCATION: PERSPECTIVES AND PROFESSIONAL INDUCTION ACTIONS DEVELOPED BY SCHOOLS IN THE MUNICIPAL EDUCATION NETWORK OF RIO DE JANEIRO

Maria das Graças Chagas de Arruda Nascimento – UFRJ, Brazil

Yrlla Ribeiro de Oliveira Carneiro da Silva – INES, Brazil

Brenda Martins Xavier – UFRJ, Brazil

Samara Andrade da Costa – UFRJ, Brazil

Thaís Spínola Afonseca – UFRJ, Brazil

The research aims to identify and analyze actions focused on professional induction proposed by schools from the municipal education network of Rio de Janeiro, whose origin was based on questions raised in previous studies that also focused on early professional integration within diverse contexts. Are there intentional actions and strategies aimed at the professional development of novice teachers within the scope of the schools in this network? What actions? By whom are they promoted? What are the coordinators' perceptions regarding their role in teachers' formation working within these schools? What do coordinators think about their role in training teachers who work in these schools? The main interlocutors for the analysis performed were Imbernón, Tardif, Nóvoa, Marcelo, André, Gatti, Barreto, and André, among others. From the point of view of methodological resources, the collection of information was carried out by consulting the regulations issued at the central level of this education system, which regulates the operation of schools and guides actions aimed at welcoming new teachers; online questionnaires were sent to teachers who joined the network in 2021 to work in the early years of elementary school, and to coordinators who worked in this segment; in addition to individual and collective interviews with the coordinators who agreed to participate. This approach made it possible to learn about the strategies used in monitoring new teachers and the concepts that guide this work. The results made it possible to identify the existence of a partially effective policy and specific actions by some schools and their coordinators aimed at novice teachers, demonstrated the need for institutionalization of these actions, and drew attention to the working conditions of the pedagogical coordinators. However, it was verified that there is still a long way to go toward the implementation of a professional teaching induction policy. It is considered that the research is relevant to propose a discussion about teaching learning and professional development, especially when entering a teaching career.

Keywords: Teacher education, professional development, novice teachers.



TEACHERS' JOB SATISFACTION AS A DETERMINANT OF EQUITY IN EDUCATION

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Teachers' job satisfaction is one of the factors that affect the quality of the teaching process. Several studies have shown a positive relationship between job satisfaction, teaching behaviour, motivation and instruction practices, self-efficacy and higher level of student achievement. Teachers' job satisfaction plays an important role in teachers' attitudes and effort in their daily work with students. Inclusive education, classroom diversity, where pupils have special educational needs, or behavioural problems can influence perceived self-efficacy as well as teachers' job satisfaction. Some studies have shown that those teachers who have taught students with SEN are prone to low job satisfaction and self-efficacy. Inclusive education has been enshrined in school legislation in Slovakia since 2021. Not only pupils with SEN, but every pupil has the right to have their learning needs respected in education. Given the international background and studies, I therefore consider it important to research the job satisfaction and perceived professional competence of teachers in inclusive practice. The intention of the project VEGA 1/0415/22/ is to investigate teachers' job satisfaction in the context of changing conditions of educational practice. In the study we present the theoretical background of the project in the context of the conditions of the Slovak legislation as well as the challenges for the education and professional development of teachers.

Keywords: Teacher, Job Satisfaction, Inclusive Education.

TEACHING SUSTAINABILITY FOR PRIMARY SCHOOLS

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The increasing concern on sustainability and sustainability education led to the development of the European sustainability competence framework (GreenComp). One aim of GreenComp is to promote sustainability education for the European citizens, developing their competencies and expecting they mobilize it in different contexts. This competence development is relevant for in-service teachers, future teachers or other higher education students that are coursing degrees related to environmental education. These key players in education have an important role in the teaching of young people and in the development of skills, attitudes, and values, which are necessary to deal with sustainability and the problems that harm it. Considering sustainability and environmental education as key issues for the professional development of educators, this poster aims to contribute to the goals of the conference theme "Perspectives and practices in teacher professional development". The purpose of this poster is to present part of the work developed by ERASMUS Teacher Academy Project – Teaching Sustainability (TAP-TS), focusing teaching sustainability for primary schools and how this pedagogical approach was mobilized with in-service teachers and future teachers. The TAP-TS project aims to engage teachers, future teachers, and teacher educators to co-create professional learning communities, experiences, and materials, which reflect sustainability topics, values, and perspectives and research-based insights around teacher professional learning and education for sustainability. The work presented in this poster crossed one academic year and followed a qualitative research design, producing knowledge about the dynamics of collaboration of educators in the piloting of sustainability resources focused on primary schools. The process used and some of its results and resources produced are going to be described. The resources produced under the TAP-TS project for teaching sustainability and its focus on global sustainability education are, therefore, relevant to the goals of the ATEE winter conference.

Keywords: primary schools, sustainability, teaching.



WORKLOAD OF NOVICE TEACHERS IN PRE-PRIMARY AND PRIMARY EDUCATION

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Entering the profession and real school practice is a challenging time for novice teachers. Their ideas about the profession acquired during their studies are confronted with the reality of school practice. The demands placed on the performance of professional activities and the management of the classroom, as well as the need for constant preparation, create a sense of excessive workload, which is managed by the activities associated with the preparation of teaching aids. In this study, I analyze the activities of pre-service teachers of pre-primary and primary education. It appears that novice teachers spend more time preparing materials and planning classroom instruction than their senior colleagues. As a result, the scope for establishing themselves in a new workplace and profession is reduced. There is a need to provide support for beginning teachers to help them learn the inner workings of the school, to help them establish themselves in the profession and to develop adequate curricula in accordance with legislative requirements and school rules.

Keywords: novice teacher, workload, pre-primary and primary education.