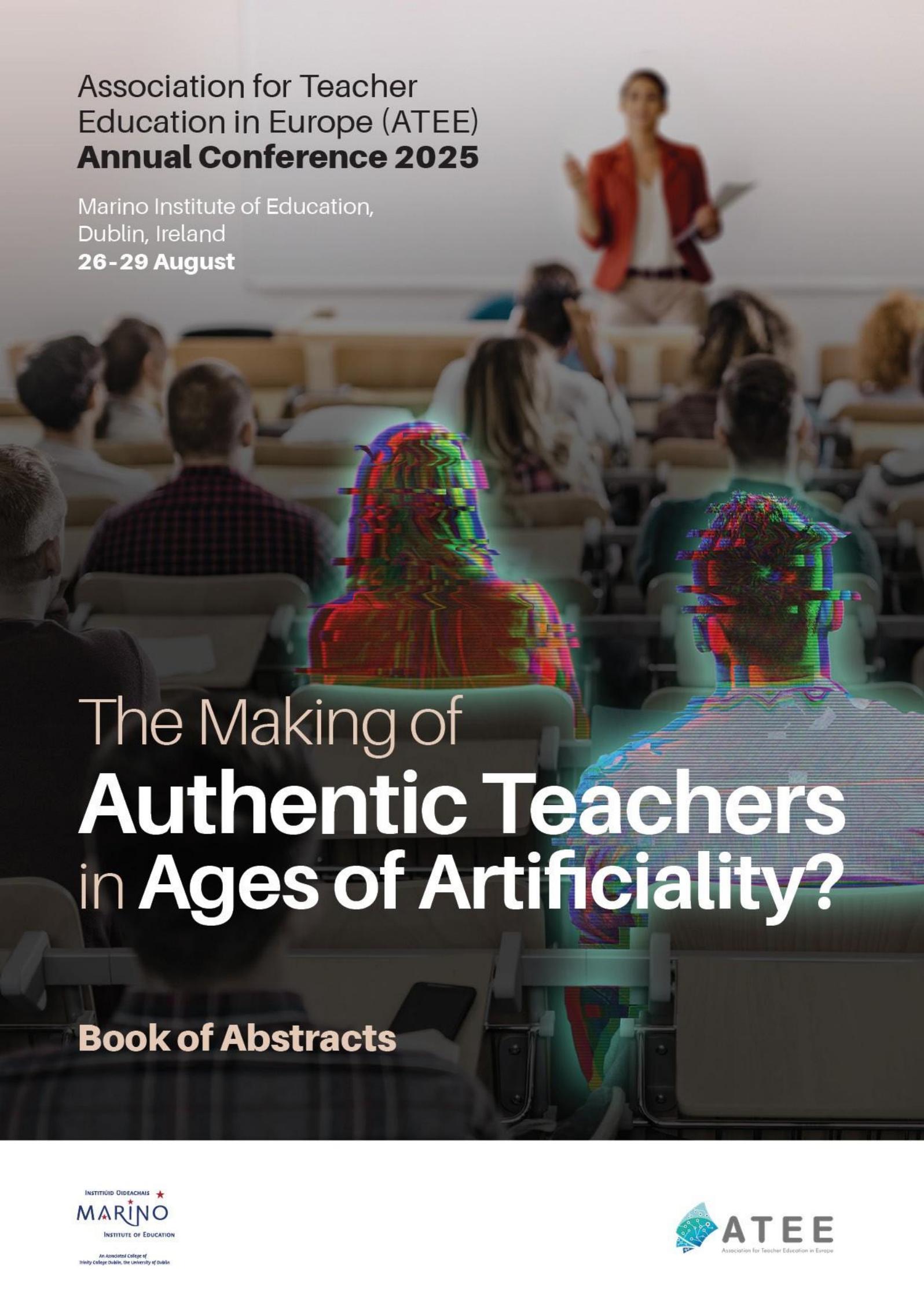Association for Teacher
Education in Europe (ATEE)
Annual Conference 2025

Marino Institute of Education,
Dublin, Ireland
26-29 August

The Making of
Authentic Teachers
in Ages of Artificiality?

Book of Abstracts

INSTITIÚID OIDEACHAIS
MARINO
INSTITUTE OF EDUCATION

An Associated College of
Trinity College Dublin, the University of Dublin

ATEE
Association for Teacher Education in Europe

BOOK OF ABSTRACTS

ATEE Annual Conference 2025

'The Making of Authentic Teachers in Ages of Artificiality'

26–29 August 2025

Marino Institute of Education

Dublin, Ireland

Edited by

Dr Niamh Murphy

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Organising and academic committee

Organising committee

The planning of the ATEE Annual Conference 2025 was overseen by a team comprising members from across Marino Institute of Education (MIE). This team, led by the Institute's President, Prof. Teresa O'Doherty, included academic, IT and administrative staff, department heads, and faculty. Support was provided to the planning team by additional members of administrative, financial, IT and academic staff, and MIE's dedicated conference team.

> Professor Teresa O'Doherty – MIE President
>
> Dr Rory Mc Daid – Director of Research
>
> Dr Niamh Murphy – Senior Research Officer
>
> Mr Ciarán Fogarty - Director of Estates & Conferencing
>
> Dr Alison Egan – Director of IT & eLearning
>
> Dr Suzy Macken – Lecturer in Education
>
> Dr Sarah Porcenalauk
>
> Dr Yvonne Naughton – Lecturer in Education with Expertise in Social, Environmental and Scientific Education
>
> Dr Miriam Colum
>
> Patrick Geary - Senior IT Support Engineer
>
> Martin Lynch – IT Manager
>
> Felicity Scriver – Education Office Lead
>
> Jackie Dwyer – Education Office Administrator
>
> Mandioneka Munyikwa – Programme Administrator for the International Foundation Programme

Academic Committee

The academic committee was responsible for the academic content and quality of the conference and comprised academics from Marino Institute of Education, the ATEE Vice President, representatives of the ATEE Administrative Council and the Research and Development Communities (RDCs), as well as academics from other Irish HEIs

and the Department of Education. This committee was chaired by the President of MIE and ATEE Treasurer, Professor Teresa O'Doherty:

Professor Teresa O'Doherty, Marino Institute of Education (President MIE and ATEE Treasurer)

Dr Agnieszka Szplit, Jan Kochanowski University (JKY), Kielce (ATEE Vice President)

Dr TJ O'Ceallaigh, University College Cork (ATEE Administrative Council Member, Chair RDC: Teacher Education and Digital Technology)

Dr Manuela Heinz, University of Galway (Editor of the European Journal of Teacher Education)

Professor Cornelia Connolly, University of Galway (Co-Chair RDC: Teacher Education and Digital Technology)

Dr Leah Shagrir, Levinsky College of Education, Israel (ATEE Administrative Council Member)

Dr Sarah Hillas, Post Primary Inspector, Department of Education

Dr. Manuela Schlick, Univeritat Wien, Vienna

Dr Rory Mc Daid, Marino Institute of Education

Dr Aimie Brennan, Marino Institute of Education

Dr Niamh Murphy, Marino Institute of Education

Dr Rhona Stallard, Marino Institute of Education

Dr Colleen Horn, Marino Institute of Education

Dr Sarah Porcenaluk, Marino Institute of Education

Dr Yvonne Naughton, Marino Institute of Education

Professor Anthony Hall, University of Galway

Dr Niamh Dennehy, University College Cork

Dr Thomas Walsh, Maynooth University

Professor Oliver McGarr, University of Limerick

Dr Declan Fahie, University College Dublin

Dr Una Murray, Trinity College Dublin

Dr Louise Heeran Flynn, Trinity College Dublin

Conference agenda

Date: Tuesday, 26/Aug/2025

9:00am - 10:00am	**Reg1: Registration Day 1** Location: **Lecture theatre**						
12:30pm - 6:00pm	**Newgrange: Prebooked Tour to Newgrange** Location: **Outside Main Reception**						
4:00pm - 6:00pm	**1 RDC1: 1 RDC 1: Social Justice, Equity and Diversity in TE** Location: **Room 3** Chair: **Chandrika Devarakonda** Chair: **Michelle Proyer**	**1 RDC10: 1 RDC 10: Science and Mathematics Education** Location: **Arbutus Room** Chair: **Lorraine Harbison**	**1 RDC3: 1 RDC 3: Teacher Education and Digital Technology** Location: **Walnut Room** Chair: **TJ O Ceallaigh**	**1 RDC4: 1 RDC 4: Empowering Teacher Education** Location: **Room 7** Chair: **Manuela Schlick** Chair: **Francis Prescott-Pickup**	**1 RDC6: 1 RDC 6: Health, Environmental and Sustainability Education** Location: **Room 10** Chair: **Diola Bijlhout** Chair: **Teresa Vilaça**	**1 RDC7: 1 RDC 7: Professional Development of Teacher Educators** Location: **Room 4**	**1 RDC9: 1 RDC 9: Methods and Theories Applicable in Teacher Education Research** Location: **Maple Room** Chair: **Tatjana Bru Blixen**
4:20pm - 5:30pm	**CasinoMarino: Prebooked Casino in Marino Tour** Location: **Outside Main Reception**						

Date: Wednesday, 27/Aug/2025

8:00am - 9:00am	**Reg2: Registration Day 2** Location: **Lecture theatre**
9:00am - 10:00am	**Open: Opening Ceremony** Location: **Sports Hall**
10:00am - 11:00am	**Keynote 1: Keynote 1: Prof Jim Spillane, Instructional Improvement by Design: (Re)Building Educational Systems to Center Ongoing Professional Learning** Location: **Sports Hall** Chair: **Agnieszka Aniela Szplit**
11:00 - 11:30am	**Break 1: Break**

11:30am - 1:00pm	**1A CPP: 1A Creative Pedagogical Practices** Location: **Room 3** Chair: **Antonio Calderón**	**1B EPTE: 1B Evolving Policies for Teacher Education** Location: **Room 4** Chair: **Onur Ergunay**	**1C TLAI: 1C Teaching, Learning and Artificial Intelligence** Location: **Room 5** Chair: **Olena Shyyan**	**1D EPTE: 1D Evolving Policies for Teacher education** Location: **Room 7** Chair: **Sarah Murray**	**1E Symposium: 1E Symposium** Location: **Edmund Hall** Chair: **Anne Dolan**	**1F CPP: 1F Creative Pedagogical Practices** Location: **Room 10** Chair: **Ufuk Ataş**	**1G TLAI: 1G Teaching, Learning and Artificial Intelligence** Location: **Room 12** Chair: **Ronny Smet**	**1H EPTE: 1H Evolving Policies for Teacher Education**
	1I TI: 1I Teacher Identities Location: **Maple Room** Chair: **Rory Mc Daid**	**1J EPTE: 1J Evolving Policies for Teacher Education** Location: **Walnut Room** Chair: **Gene Mehigan**	**1K CPP: 1K Creative Pedagogical Practices** Location: **Arbutus Room**	**1L EPTE: 1L Evolving Policies for Teacher Education** Location: **Room 9** Chair: **Suzy Macken**				
1:00pm - 2:15pm	**Lunch: Lunch** Location: **Blasta**							
1:30pm - 2:15pm	**Posters: Poster session** Location: **SEB 1 Room** The poster presentations will also take place Thursday, 28th August at 12:45-13:45							
2:15pm - 3:15pm	**NetworkingRDC: Networking Meeting - RDC Updates and Introductions** Location: **Edmund Hall** Chair: **Manuela Schlick**							
3:15pm - 3:45pm	**Break 2: Break**							
3:45pm - 5:15pm	**2A TESM: 2A Teacher Education and Social Media** Location: **Room 3** Chair: **Sarah Murray**	**2B TI: 2B Teacher Identities** Location: **Room 4** Chair: **Thomas Walsh**	**2C CPP: 2C Creative Pedagogical Practices** Location: **Room 5** Chair: **Melanie Ní Dhuinn**	**2D TLAI: 2D Teaching, Learning and Artificial Intelligence** Location: **Room 7** Chair: **Elizabeth Flanagan**	**2E TLAI: 2E Teaching, Learning and Artificial Intelligence** Location: **Room 9** Chair: **Martin Hagan**	**2F CPP: 2F Creative Pedagogical Practices** Location: **Room 15** Chair: **Alison Egan**	**2G CPP: 2G Creative Pedagogical Practices** Location: **Room 12** Chair: **Sarah Timmins**	**2H EPTE: 2H Evolving Policies for Teacher Education**
	2I TLAI: 2I Teaching, Learning and Artificial Intelligence Location: **Maple Room**	**2J TLAI: 2J Teaching, Learning and Artificial Intelligence** Location: **Walnut Room**	**2K TI: 2K Teacher identities** Location: **Arbutus Room** Chair: **John Carroll**	**2L CPP: 2L Creative Pedagogical Practices** Location: **Edmund Hall** Chair: **Patrick Burke**				

	Chair: **Seán Delaney**	Chair: **Margaret O' Keeffe**					
6:00pm - 7:00pm	**Welcome: Welcome Reception with the Lord Mayor** Location: **Sports Hall**						

Date: Thursday, 28/Aug/2025

8:00am - 9:00am	**Reg3: Registration Day 3** Location: **Lecture theatre**						
8:30am - 10:00am	**3A TI: 3A Teacher Identities** Location: **Room 3**	**3B PT: 3B Performativity and Teaching** Location: **Room 4** Chair: **Francis Prescott-Pickup**	**3C Symposium TI: 3C Symposium: Teacher Identities** Location: **Edmund Hall** Chair: **Manuela Heinz**	**3D CPP: 3D Creative Pedagogical Practices** Location: **Room 5** Chair: **Lorraine Harbison**	**3E EPTE: 3E Evolving Policies for Teacher Education** Location: **Room 7** Chair: **Jaap van Lakerveld**	**3F TLAI: 3F Teaching, Learning and Artificial Intelligence**	**3G CPP: 3G Creative Pedagogical Practices** Location: **Room 10** Chair: **Yvonne Naughton**	**3H TLAI: 3H Teaching, Learning and Artificial Intelligence** Location: **Room 12** Chair: **teresa O'Doherty**
	3I TLAI: 3I Teaching, Learning and Artificial Intelligence	**3J TLAI: 3J Teaching, Learning and Artificial Intelligence** Location: **Maple Room** Chair: **Patrick Buckland**	**3K CPP: 3K Creative Pedagogical Practices** Location: **Walnut Room** Chair: **Sarah Murray**	**3L CPP: 3L Creative Pedagogical Practices** Location: **Arbutus Room** Chair: **Onur Ergunay**				
10:00-10:15	**Break 3: Break**						
10:15am - 11:45am	**4A CPP: 4A Creative Pedagogical Practices** Location: **Room 3** Chair: **Sarah Murray**	**4B TLAI: 4B Teaching, Learning and Artificial Intelligence** Location: **Room 4** Chair: **Melanie Ní Dhuinn**	**4C EPTE: 4C Evolving Policies for Teacher Education** Location: **Room 5** Chair: **Michiel Heijnen**	**4D Symposium PT: 4D Symposium Performativity and Teaching** Location: **Edmund Hall** Chair: **Rory Mc Daid**	**4E PT: 4E Performativity and Teaching** Location: **Room 7** Chair: **Camelia Nadia Bran**	**4F TI: 4F Teacher Identities** Location: **Room 9** Chair: **Manuela Heinz**	**4G TI: 4G Teacher Identities** Location: **Room 10** Chair: **Georgeta Ion**	**4H CPP: 4H Creative Pedagogical Practices** Location: **Room 12** Chair: **Lorraine Harbison**
	4I TLAI: 4I Teaching, Learning and	**4J TI: 4J Teacher Identities** Location: **Mapl**	**4K EPTE: 4K Evolving Policies for Teacher**	**4L TLAI: 4L Teaching, Learning and Artificial**				

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	Artificial Intelligence Location: **Room 15**	e **Room** Chair: **Jaap van Lakerveld**	**Education** Location: **Walnut Room** Chair: **Brian Murphy**	**Intelligence** Location: **Arbutus Room** Chair: **Onur Ergunay**				
11:45am - 12:45pm	**2 RDC1: 2 RDC 1: Social Justice, Equity and Diversity in TE** Location: **Room 3** Chair: **Chandrika Devarakonda** Chair: **Michelle Proyer**	**2 RDC10: 2 RDC 10: Science and Mathematics Education** Location: **Arbutus Room** Chair: **Lorraine Harbison**	**2 RDC2: 2 RDC 2: Technical and Vocational Education** Location: **Room 4** Chair: **Tatjana Bru Blixen**	**2 RDC3: 2 RDC 3: Teacher Education and Digital Technology** Location: **Room 5** Chair: **TJ O Ceallaigh**	**2 RDC4: 2 RDC 4: Empowering Teacher Education** Location: **Room 7** Chair: **Manuela Schlick** Chair: **Ufuk Ataş**	**2 RDC5: 2 RDC 5: Professional Development of Teachers** Location: **Room 9** Chair: **Maria A. Flores**	**2 RDC6: 2 RDC 6: Health, Environmental and Sustainability Education** Location: **Room 10** Chair: **Diola Bijlhout** Chair: **Teresa Vilaça**	**2 RDC7: 2 RDC 7: Professional Development of Teacher Educators** Location: **Walnut Room** Chair: **Onur Ergunay**
	2 RDC8: 2 RDC 8: Emerging researchers Location: **Room 15** Chair: **Marta Kowalczuk-Walędziak** Chair: **Erika Kopp**							
12:45 - 1:45	**Lunch2: Lunch** Location: **Blasta**							
1:15 - 1:45	**Posters2: Poster session** Location: **SEB 1 Room**							
1:45 - 2:45	**Keynote 2: Keynote 2: Prof Cathrine Edelhard Tømte, Rethinking professional digital competence for teachers in a world of artificial intelligence** Location: **Sports Hall** Chair: **Seán Delaney**							
2:45- 3:15	**Break 4: Break**							
3:15 - 4:15	**RDC Chairs: RDC Chairs Meeting** Location: **Room 10**							
3:15pm - 4:45pm	**5A PT: 5A Performativity and Teaching** Location: **Room**	**5B CPP: 5B Creative Pedagogical Practices** Location: **Room**	**5C TLAI: 5C Teaching learning and Artificial Intelligence**	**5D EPTE: 5D Evolving Policies for Teacher Education**	**5E CPP: 5E Creative Pedagogical Practices** Location: **Room**	**5F EPTE: 5F Evolving Policies for Teacher**	**5G EPTE: 5G Evolving Policies for Teacher Education**	**5H PT: 5H Performativity and Teaching** Location: **Room**

m 3 Chair: **Ronny Smet**	m 4 Chair: **Erika Piazzoli**	Location: **Room 5**		m 7 Chair: **Natasha ODonnell**	**Education** Location: **Room 9** Chair: **John Walsh**	Location: **Edmund Hall** Chair: **teresa O'Doherty**	m 12 Chair: **Feargal Ó Laighin**
5I TI: 5I Teacher Identities Location: **Room 15** Chair: **Rory Mc Daid**	**5J PT: 5J Performativity and teaching** Location: **Maple Room** Chair: **Art O Neachtain**	**5K TI: 5K Teacher Identities** Location: **Walnut Room** Chair: **John Carroll**	**5L EPTE: 5L Evolving Policies for Teacher Education** Location: **Arbutus Room** Chair: **Dr. Salma Waly**				

Time	
4:45-6:15	**ATEEGen: ATEE General Assembly** Location: **Sports Hall**
7:00-7:10	**Buses: Travel to Venue for conference dinner**
7:30	**Dinner: Gala Dinner at Clontarf Castle**

Date: Friday, 29/Aug/2025

Time	
8:30-9:00	**Reg4: Registration Day 4** Location: **Lecture theatre**

9:00am - 10:30am							
6A TLAI: 6A Teaching, Learning and Artificial Intelligence Location: **Room 3** Chair: **Robbie Irwin**	**6B TI: 6B Teacher Identities** Location: **Room 4** Chair: **Michelle Fitzpatrick**	**6C EPTE: 6C Evolving Policies for Teacher Education** Location: **Room 5** Chair: **Oliver McGarr**	**6D EPTE: 6D Evolving Policies for Teacher Education** Location: **Room 7** Chair: **Natalie O'Neill**	**6E CPP: 6E Creative Pedagogical Practices** Location: **Room 9** Chair: **Rory Mc Daid**	**6F PT: 6F Performativity and Teaching** Location: **Room 10**	**6G EPTE: 6G Evolving Policies for Teacher Education** Location: **Room 12** Chair: **Suzy Macken**	**6H TI: 6H Teacher Identities**
6I TI: 6I Teacher Identities Location: **Maple Room** Chair: **Michiel Heijnen**	**6J CPP: 6J Creative Pedagogical Practices** Location: **Walnut Room** Chair: **Lorraine Harbison**	**6K TLAI: 6K Teaching, Learning and Artificial Intelligence** Location: **Arbutus Room** Chair: **Yvonne Naughton**	**6L TI: 6L Teacher Identities** Location: **Edmund Hall** Chair: **Leah Shagrir**				

10:30-11:00	**Break 5: Break**

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11:00am - 12:30pm	7A TLAI: 7A Teaching, Learning and Artificial Intelligence Location: **Room 3** Chair: **TJ O Ceallaigh**	7B TI: 7B Teacher Identities Location: **Room 4** Chair: **Maria Campbell**	7C TI: 7C Teacher Identities	7D CPP: 7D Creative Pedagogical practices Location: **Room 7** Chair: **Sandra Austin**	7E TI: 7E Teacher Identities Location: **Room 9** Chair: **Francis Prescott-Pickup**	7F TLAI: 7F Teaching, Learning and Artificial Intelligence Location: **Room 10**	7G TI: 7G Teacher Identities Location: **Room 12**	7H EPTE: 7H Evolving Policies for Teacher Education Location: **Room 15** Chair: **Elizabeth Flanagan**
	7I CPP: 7I Creative Pedagogical Practices Location: **Maple Room** Chair: **teresa O'Doherty**	7J EPTE: 7J Evolving Policies for Teacher Education Location: **Walnut Room** Chair: **Margaret Mary Nohilly**	7K TI: 7K Teacher Identities Location: **Arbutus Room** Chair: **Yvonne Naughton**	7L TLAI: 7L Teaching, Learning and Artificial Intelligence Location: **Edmund Hall** Chair: **Leah Shagrir**				
12:30 - 1:30	**Lunch3: Lunch** Location: **Blasta**							
1:30pm - 2:30pm	**Keynote 3: Keynote 3: Prof Anne Looney, The Space of Contradictions** Location: **Sports Hall** Chair: **Gene Mehigan**							
2:30- 3:00	**Break 6: Break**							
3:00pm - 4:30pm	8A EPTE: 8A Evolving Policies for Teacher Education	8B EPTE: 8B Evolving Policies for Teacher Education Location: **Walnut Room** Chair: **Elizabeth Flanagan**	8C PT: 8C Performativity and Teaching Location: **Arbutus Room** Chair: **Rory Mc Daid**	8D CPP: 8D Creative Pedagogical Practices Location: **Edmund Hall** Chair: **Sarah Murray**	8E TI: 8E Teacher Identities Location: **Room 3** Chair: **Feargal Ó Laighin**	8F EPTE: 8F Evolving Policies for Teacher Education Location: **Room 4** Chair: **Cliodhna Martin**	8G CPP: 8G Creative Pedagogical Practices Location: **Room 5** Chair: **Aisling Leavy**	8H TI: 8H Teacher Identities Location: **Room 7**
		8I TI: 8I Teacher Identities Location: **Room 9** Chair: **Olena Shyyan**	8J TI: 8J Teacher Identities Location: **Room 10** Chair: **Louise Heeran Flynn**	WorkshopEJTE: Workshop: Publishing with EJTE Location: **Room 12** Chair: **Manuela Heinz** Chair: **Anja Swennen**				
4:30pm - 5:15pm	**Closing: Closing session, ATEE presidency handover and farewells** Location: **Sports Hall**							

Introduction

Marino Institute of Education was honoured to host the ATEE Annual Conference 2025, *The Making of Authentic Teachers in Ages of Artificiality*, in Dublin from 26–29 August. We were delighted to welcome delegates from almost 50 countries, representing a vibrant global community of teacher educators, researchers, and practitioners committed to advancing teacher education in rapidly changing times.

The conference opened on 26 August with Research and Development Community (RDC) meetings, the core of ATEE's collaborative work. Alongside the RDCs, optional social trips to Newgrange and the Casino Marino took place on the first day, providing opportunities for informal networking and cultural discovery before the formal programme began. Over the following three days, more than 220 papers were presented across 10–12 parallel sessions in eight blocks, complemented by symposia and engaging poster presentations. Each submission was double blind reviewed by our academic committee to ensure high-quality and a diverse programme under our subheadings of:

1. Performativity and Teaching
2. Teacher Identities
3. Teaching, Learning, and Artificial Intelligence
4. Teacher Education and Social Media
5. Evolving Policies for Teacher Education
6. Creative Pedagogical Practices

Three distinguished keynote speakers provided thought-provoking addresses that framed the conference theme:

- Professor James P. Spillane: *Instructional improvement by design: (Re)Building educational systems to center ongoing professional learning* (27 August)
- Professor Cathrine Edelhard Tømte: *Rethinking professional digital competence for teachers in a world of artificial intelligence* (28 August)
- Professor Anne Looney: *The Space of contradictions* (29 August)

Beyond the academic sessions, the conference offered rich opportunities for networking and cultural engagement. Musical contributions from Marino Institute staff and students at the opening ceremony and welcome reception, attended by the Lord Mayor of Dublin, contributed to a warm and personal atmosphere. The social programme culminated in a memorable gala dinner at Clontarf Castle, reinforcing the sense of community that defines ATEE events.

We extend our sincere thanks to the local organising committee, the academic committee, and our student volunteers, whose efforts made ATEE 2025 such a success. We are confident that the ideas shared here will inspire ongoing dialogue and collaboration across borders.

Abstracts

Keynote speakers

Wednesday 27th August, 10:00-11:00 am
Location: Sports Hall, Chair: Agnieszka Aniela Szplit

Professor James P. Spillane: Instructional improvement by design: (Re)Building educational systems to centre ongoing professional learning

Conceptualising teaching as a socially constructed practice, I explore the essential resources for supporting instruction and its improvement. Mapping backwards from the classroom to the school, I consider the challenges of supporting instructional improvement at the school level with particular attention to the role of educational leadership including but not limited to the school principal. Specifically, I lay out a distributed perspective for thinking about the practice of leading improvement in instruction and examine its entailments. Identifying the limitations of confining our deliberations exclusively to the school level, I make the case for a systemwide, or a systemic approach centred on supporting the professional learning of all educators. To frame conceptually this systemwide way of thinking about the challenge of instructional improvement, I do two things. First, I engage a 'communities of practice' framework for thinking about the work and consider its entailments for the practice of instructional improvement. Second, I argue for a system building mindset and flesh out what the work of system building involves for instructional improvement in general and professional learning in particular. In conclusion, I examine some core and interrelated challenges in the decision-making that will be necessary for (re)building education systems to support ongoing professional learning. First, I argue that more comprehensive models of problem solving that reach beyond techno-rational notions of problem solving and embrace the dilemmas inherent in the work and by extension embracing dilemma management. Second, I show how the school subject is a critical consideration and powerful explanatory factor in any effort to understand the work of education system building fundamentally shaping the decision-making process from the classroom to the school and beyond to the system.

Professor Cathrine Edelhard Tømte: Rethinking professional digital competence for teachers in a world of artificial intelligence

The rapid pace of digital technological development has led to the integration of various digital technologies within educational systems, with many scholars referring to this trend as 'platformisation'. Artificial intelligence has long been embedded in these various platforms and resources that schools have implemented, but the recent prominence of generative language models in education, for both students and teachers, marks a new era. Consequently, teachers must update their digital competence to understand the pedagogical applications of such technology, as well as address privacy and ethical dilemmas. Additionally, they must educate their students on what generative AI is, its possibilities and limitations, and the appropriate and permissible uses within the school context, including measures to prevent academic cheating. In this keynote, I aim to reflect on the current situation, exploring what teachers need to know and how they can become confident users of generative AI while maintaining their professional identity.

Friday 29th August, 13:30-14:30
Location: Sports Hall, Chair: Dr Gene Mehigan

Professor Anne Looney: The space of contradictions

I came across the concept of the 'space of contradictions' in the professional identity of teachers long after I first encountered the phenomenon as a teacher in the classroom. As a teacher in a post-primary school in Dublin in the 1980's, I taught two subjects. English was included in the diet of examinations; the other, religious education, was not. In a moment of insight and with a certain amount of disappointment, a student of mine for both subjects observed at the end of a lesson that being taught by me was like being taught by 'two totally different people'.

Later, the work of Emer Smyth and her colleagues on the experience of students in Irish second level schools, shed further light on the contradiction between what the

students saw as 'good teaching' and the teaching they subsequently came to value as they moved closer to high-stakes tests.

Authenticity is generally conceptualised as a desirable state of a person, organisation or institution, in which there is a striving for truth, genuineness and transparency. Alongside the development of research interest in authenticity more broadly, there has been a recent surge of interest in teachers' authenticity in particular. A systematic review (Plust et al, 2020) usefully identified the attributes associated with authenticity in the teaching profession, as well as the factors that might inhibit or suppress such authenticity; the borders of that 'space of contradictions' inhabited by teachers in their professional lives.

This paper will attempt to map this space in more detail and consider the navigational tools needed by teachers living and working in the age of the performative and the representational.

Time: Wednesday, 27/Aug/2025: 11:30am - 1:00pm; Location: Room 3
Session Chair: Antonio Calderón

Core teacher education practices to foster social justice competence among pre-service teachers (PSTs) in the AI era

Calderón, Antonio; Barquero-Ruiz, Carmen; Moody, Brigitte; Freyne, Ursula, University of Limerick, Ireland

In an era increasingly influenced by artificiality, core teacher education practices are often overlooked. This study aimed to explore the impact of engaging PSTs in core teacher education practices—such as, debating, designing innovative teaching resources, co-creating case studies, and fostering a collaborative learning community—on their competence in addressing social justice matters during their school placement experiences.

A cohort of 63 fourth-year PSTs, and three teacher educators (TEs) participated in the study. Data were qualitatively generated through multiple sources, including the TEs' reflective diaries and teaching artifacts, the critical friend's lesson observations, PSTs' assignments, and three focus groups with PSTs. The analysis led to the development of professionally crafted visuals that supported both TEs and PSTs in reflecting on social justice matters and formulating pedagogical strategies to integrate them into their classrooms.

Key findings indicated that PSTs demonstrated increased competence in utilising appropriate language related to social justice, indicating enhanced content knowledge. They also exhibited awareness of diverse (micro) resources available through social media, webpages, course readings, and school policies, which served as guiding documents for their practice. Additionally, PSTs displayed creativity in devising teaching strategies and resources to address the micro-realities of their placement contexts. However, while they successfully incorporated these resources into their school placement teaching, the processes and contextual factors that facilitated this integration are not clear. These findings underscore the significance of not neglecting the foundational principles of core teacher education pedagogy, even in an era of AI and artificiality. Keeping the 'basics' ensures that PSTs develop meaningful and contextually relevant approaches to social justice education. Visual

aids have the potential to significantly enhance reflection and inform pedagogical practice in teacher education. However, further research is necessary to fully understand and refine their impact in this context.

Student-made learning videos and creativity

Békési, Brigitta[1]; Ulbrich, Eva[1]; Houghton, Tony[1]; Trgalova, Jana[2]; Lavicza, Zsolt[1]; [1]Johannes Kepler University, Austria; [2]Haute Ecole Pédagogique, Switzerland

We studied creativity, and how it can be practised and enhanced, as creativity proved to increase student motivation and is considered as a 21st-century skill necessary for problem-solving. Our study was framed by project-based learning (PBL), constructionism, and the theory of didactic situations (TDS). As we studied a creative process stretching over a longer time, carried out autonomously by groups, we relied on PBL. The result was a creative product, which constructionism finds vital for creating knowledge. While aiming to enhance student motivation and understanding of mathematics, we refer to TDS. Lower secondary school students made learning videos, and we analysed their creativity using an adapted grounded theory approach. We started analysing the videos and aimed to find categories: while watching the videos, features such as storyline, heroes and sound effects kept reoccurring, defining the category 'form'. Similarly, the category 'content' crystallised. While watching the videos further, these categories were refined. Creativity has numerous interpretations. We understand creativity as creating something original locally, meaning original for the students and the activity. To study creativity, we considered fluency (the number of solutions), flexibility (the solutions' variation), originality and elaboration. Student motivation was assessed by field notes, questionnaires and semi-structured interviews. We found that student-made videos show various approaches to presenting content: for instance, by providing a wrong answer and correcting it or using visual aids. We also found that students prefer creating familiar scenes known from everyday life, for instance, a workout session or a school scene, just as well as tales. We concluded that making students create learning videos is a creative activity as students' videos vary in form and how content is presented. Students also provided numerous original solutions. Additionally, we found that this creative activity enhanced students' creativity and motivation while it also enhanced communication, collaboration and cooperation.

In-service teacher training in health promotion: Fallacy or cornerstone for successful active aging?

Vilaça, Teresa, University of Minho, Portugal

The World Health Organization adopts a holistic, whole-school and comprehensive health promotion approach, integrating health into all aspects of school life, that capitalises on the organisational potential of schools to foster the physical, social and psychological conditions for health. According to the Schools for Health in Europe Network (SHE), this involves not only health education in the classroom but also creating a supportive environment, establishing health-promoting policies, and engaging with the community to support health and wellbeing. This study was developed within the scope of a partnership representing the SHE created to carry out the three-year School for Health in Europe for Active and Healthy Ageing Project (SHE4AHA), an ERASMUS+ Project (2021-1-DK01-KA220-SCH-000032766), involving Denmark, France, Iceland, Portugal and Slovenia. The research questions are the following:

i) What is the current situation and priorities of Portuguese schools in relation to health promotion and education?

ii) ii) How do the teachers who participated in the SHE4AHA in-service training organise themselves to plan, implement and monitor health promotion processes in their schools?

A multiple case study, including teachers from a multidisciplinary team for health of two rural school clusters, one urban preparatory school, one semi-urban preparatory and a secondary school in Portugal were involved. Data were collected through: i) a focus group in each school at the beginning and at the end of a teacher training and also two years after training; ii) the analysis of the documents produced by the participants; and iii) the analysis of collaborative logbooks constructed by each school group after each session.

The current situation and priorities of Portuguese schools in relation to health promotion and education highlight different health and wellbeing problems and involvement of the school and community. Teachers involved in the SHE4AHA project organised themselves in their schools as communities of practice to implement health promotion action-oriented projects and monitor them.

Lesson study as a response to evolving policies in teacher education
Hourigan, Mairéad; Leavy, Aisling, Mary Immaculate College, Ireland

There has been increasing focus on school-based professional development, through the introduction of initiatives such as school self-evaluation. Research has found that Lesson Study could play a valuable role in this regard. However, given that Lesson Study is not established in the Irish education system, teachers engaging in Lesson Study require ongoing and multi-dimensional support, and the 'teacher of teacher' roles (Lesson Study facilitator and Knowledgeable Other) are crucial. This paper explores the nature and contribution of these roles within the Lesson Study process, as well as the reality that in countries like Ireland, where Lesson Study is relatively new, most 'teachers of teachers' have limited or no personal experience with Lesson Study as teachers. Hence, consideration will be given to how best to fill these roles and what systemic capacity building is necessary if Lesson Study practices are to be embedded in the Irish education system.

Professional growth through self-assessment and teacher standards: Insights from the initial competency assessment in Italian teacher induction
Pettenati, Maria Chiara; Martinelli, Sara; Tancredi, Anna, Indire, Italy

This study presents a quantitative analysis of the Initial Competency Assessment (Bilancio iniziale delle competenze), used by 45,421 newly hired Italian teachers during their probationary year (2023/24). Grounded in teacher professional standards, the study examines self-assessment as a formative tool for professional reflection, identifying strengths and areas for improvement. By fostering structured self-evaluation, the Initial Competency Assessment aligns with international models of teacher professionalisation and lifelong learning.

The study employs a quantitative and descriptive approach to analyse teachers' self-assessment within a competency framework structured into three areas—Didactics,

Institution and Community, and Professionalism—with eight Standards and 36 Indicators. Teachers evaluated their proficiency on a scale from 0 (None) to 4 (Expert).

Findings reveal key trends in competency distribution. Most teachers placed themselves in the In Progress category across 24 out of 36 indicators, often exceeding 40%, suggesting they feel they are refining their professional skills. The Competency Attained category shows strong representation, while the Expert category remains low (rarely above 6-7%), highlighting limited perceived mastery beyond standard requirements. Higher percentages in the None and Initial categories (above 20-30%) were observed in competencies related to integration into the professional environment, particularly collaboration with external entities (24.3%) and professional networking (28.1%). The most critical areas for teachers include peer collaboration (Indicator 8.3), partnership-building (Indicator 7.4), and school governance participation (Indicator 5.3), where about 50% reported no or minimal experience. Conversely, competencies in supporting students' self-esteem (55.4%), communicating learning objectives (45.3%), and engaging with families (48.8%) were perceived to be attained by about half of the teachers.

These findings highlight the space for designing targeted professional development for newly qualified teachers. This study contributes to the discourse on teacher professionalisation through self-assessment based on professional standards, offering empirical insights into the role of competency frameworks in promoting lifelong learning.

The impact of belonging to a community of practice
Cunningham, Sharon, DCU, Ireland;

This doctoral study investigates the impact of belonging to a Community of Practice (CoP) on post-primary teachers. The understanding of Teacher Professional Learning (TPL) is witnessing a transformative agenda stemming from the recommendations from national and international reviews of existing teacher education. TPL has also gained attention from Cosan's Framework for Teacher Learning (2016), and the recent Action Plan (2021) to support its implementation underpins this research. This investigation into belonging to a CoP in an increasingly demanding educational landscape is scaffolded by two key pillars: the impact on TPL and teachers' sense of

belongingness. Firstly, teachers lead PL based on their own experiences, as continuous engagement and collective learning occur more frequently when teachers work together to develop their professional growth further. CoPs offer a high-quality, job-embedded form of professional learning that has several benefits. Secondly, belongingness is a fundamental need, and it is difficult for teachers to fulfil their duties and responsibilities without a high sense of belonging to their profession. Although teacher PL has its challenges (lack of motivation, lack of time and lack of appropriate opportunities), CoPs have a positive impact on members' self-directed PL in building community, collaborating with colleagues, developing instructional practice and feelings of support and belonging. A constructivist paradigm informs this qualitative case study design. This study researched the experience of seven post-primary teachers in a school in the Leinster region through employing participant reflective journals and semi-structured interviews. Thematic analysis has shown three themes to emerge: CoPs for belonging and wellbeing, CoPs for PL and CoPs for teacher agency.

Thinking with GenAI: Supporting reflective practice and curricular reform in maths education

Byrne, Eleanor; Bray, Aibhín; Tangney, Brendan, Trinity College Dublin, Ireland

Mathematics is a subject that students can find difficult (Boaler, 2022; Bray & Tangney, 2017). International reforms in mathematics education have attempted to change the way it is taught (Burkhardt & Bell, 2007; NCCA, 2017). However, years after curricular reform began, teachers still require further professional development (PD) (Berry et al., 2021; Raymond, 1997). For PD to be successful, it needs to be experiential, beneficial for their students and sustained (Byrne & Prendergast, 2020; Priestley et al., 2013).

The emergence of Generative Artificial Intelligence (GenAI) has raised concerns around its implications for education (Luo, 2024). There is also a view that it may have the potential to support teachers' practice (Hu et al., 2024). Maths Aide is a professional development offering that supports collaborative dialogue between teachers and GenAI to plan lessons and create resources. This research aims to improve mathematics planning and teaching by embedding the aims of recent curricular reforms, while also supporting teachers to engage with the potentially disruptive technology of GenAI by using it as an 'object to think with' (Papert, 1993).

The research follows a design-based methodology utilising a mixed-methods approach to data collection. A baseline survey was administered to N=27 teachers before the first cycle of the research. Following one cycle of engagement with the intervention, interviews were conducted with n=6 participants. GenAI transcripts were deductively coded following the second cycle.

Results show 80% of respondents had never used or only used GenAI once to plan or create resources prior to the intervention. Interviews indicate that the PD was well received, with most teachers recognising the need to upskill. Analysis of GenAI transcripts highlight that teachers are using the curriculum documents to frame their planning and resource creation, indicating that the PD is achieving its goal to support recent reforms.

ICT in higher education: Contextualising students' use of generative AI in Indonesia and Malaysia

Aditya, David Sulistiawan[1,2]; Komarudin, Komarudin[2]; Noor, Nazirul Mubin Mohd[3]; Herczegh, Judit;

[1]University of Debrecen, Hungary; [2]Universitas Aisyiyah Yogyakarta, Indonesia; [3]Universiti Teknologi Mara, Malaysia

After dealing with COVID-19, which has shifted our educational practices, education is now challenged by the presence of Generative Artificial Intelligence (GenAI). GenAI has disrupted many aspects of global education, particularly higher education. However, the studies revealing GenAI usage within higher education are predominantly contextualised in developed countries. Few studies have been conducted in developing countries. Thus, this study aims to explore the use of GenAI among university students in Indonesia and Malaysia, to compare demographic influences, perceived benefits, and contradictions in the adoption of GenAI in their learning activities.

This study employed an open-ended survey to two groups of students in two universities in Indonesia and Malaysia. The survey consisted of 23 questions representing demographic information, motivational aspects, and learning strategies. 360 students participated in the survey. The quantitative data gathered from the survey were analysed statistically through Jamovi statistic program version 2.3.28. Meanwhile, the qualitative data from the open-ended questions were analysed thematically to provide students' perceptions of their perceived benefits and challenges of GenAI in learning, and how their perceptions are similar and contrast over different contexts.

The findings of this study revealed that most students (81.3%) stated that they have used GenAI to support their academic practices. Malaysian students had a higher percentage in terms of the usage of this technology. A mild effect was found in the correlation between Gender and Generative AI use, and nationality and GenAI use among university students, with p 0.041 and 0.066. Meanwhile, the thematic analysis revealed six themes the students perceived as the prominent factors influencing their adoption of GenAI: ease of use and accessibility, learning speed, diverse learning resources, practicality and cost-effectiveness, social influence, and motivation and

engagement. The contradiction and implication of this study are discussed in the content of this paper.

The authentic teacher in the age of artificiality: Focusing on sustainable teaching effectiveness through the enhanced microteaching processes.

Ogunseemi, Olatunbosun Emmanuel; Omodara, Oladele Dennis; Idowu, Ezekiel Kayode, Bamidele
Olumilua University of Education, Science and Technology, Ikere-Ekiti, Nigeria

In the age of artificiality, where digital technologies and artificial intelligence have increasingly influenced educational landscapes, the role of the authentic teacher remains crucial in fostering meaningful learning experiences. This study examines sustainable teaching effectiveness through enhanced microteaching processes, emphasising how reflective practice, iterative feedback, and adaptive instructional strategies contribute to long-term professional development. The study was anchored to constructivist and experiential learning theories and used a mixed methods design with multistage sampling to select three public colleges of Education in south-western, Nigeria. It employed purposive sampling technique to select 133 intact class of part II pre-service science teachers who were offering microteaching from the three colleges respectively with four, six and five groups in the enhanced-microteaching sessions. The instruments used were Teaching Effectiveness (r=0.85), Reflective Practice Self-assessment (r=0.85) scales and instructional guides. In-depth interviews were held with 15 respondents. The quantitative data were analysed using descriptive statistics, Pearson product moment correlation, multiple regression and Concran-C test at $p \leq 0.05$, while qualitative data were content-analysed. Therefore, this research reveals how microteaching supports pedagogical authenticity, instructional confidence, and adaptability in diverse classroom settings. Findings suggest that enhanced microteaching encourages continuous professional growth for sustainable teaching effectiveness in the age of artificiality. It emphasis the need for instructional sustainability, and the integration of technology in classroom practices in teacher education.

Evolving policies in teacher education in the United States: Navigating challenges and opportunities

Beck, Judy[1]; Chapman, Alisa[2]; [1]University of South Carolina Aiken, United States of America; [2]Association of Teacher Educators

The landscape of teacher education in the United States is experiencing significant shifts driven by evolving policies aimed at addressing contemporary educational challenges. This session delves into the dynamic interplay between policy development and the preparation of authentic, effective educators, emphasising the need for policies that support teacher authenticity and adaptability in an era of rapid technological and societal change.

Our session will focus on several key challenges and opportunities in the evolving policy landscape:

1. Early Literacy Policies: Ensuring consistent implementation and providing extensive teacher training to deliver effective literacy instruction.

2. Education Scholarship Accounts (ESAs): Balancing flexibility for families with accountability for educational outcomes and encouraging private school participation.

3. Teacher Recruitment and Retention: Addressing compensation, working conditions, and the recruitment of a diverse teacher workforce.

4. Career Scholarship Accounts: Raising awareness and aligning programs with workforce needs.

5. Standardised Testing and Accountability: Mitigating the risks of teaching to the test and addressing equity issues.

The session concludes with recommendations for policymakers and educators to collaboratively develop and implement policies that balance technological advancements with the need for authentic, human-centred teaching practices. These strategies aim to create supportive environments that prioritise the holistic development of both teachers and students.

The case for policy on integrating gender equality into initial teacher education in Ireland

Liston, maeve[1]; O'Keeffe, Suzanne[2]; Kennon, Patricia[2]; Hanniffy, Maire; [1]Mary Immaculate College; [2]Maynooth University; [3]Atlantic Technological University

Since the first national review of gender equality in Irish higher education (HEA, 2016), higher-education institutions (HEIs) have made significant progress in embedding an ethos and practice of equality, diversity, and inclusion across their campuses.

Despite these developments, in general, teacher educators, and in turn pre-service teachers in Ireland, have received minimal, if any, formal training on integrating gender into their teaching and learning. As a result, they do not have a strong background and expertise in the area of gender equality (Neary, & Cross, 2018). The Gender Equality Taskforce (2018) stated that HEIs have a responsibility to ensure that all their graduates are gender-aware and that Initial Teacher Education (ITE) has a responsibility to educate teachers who greatly influence the society of the future. This is also very important as the new Irish Primary Curriculum Framework (2023), due to be implemented in schools from 2025/2026 onwards, places a strong emphasis on diversity, inclusive education, active citizenship, and wellbeing.

This presentation will discuss key findings from an inter-institutional project on the integration of the gender dimension and the embedding of gender equality into teaching, learning, and all aspects of ITE. Both pre-service teachers and teacher educators have called for gender to be given a more prominent role on the diversity agenda in education. The findings highlight that future policy in teacher education needs to address the following areas: professional development on developing understanding around embedding gender equality into teaching and learning, across the continuum and across all levels in education, and developing curricula that incorporates gender awareness, equality and diversity and challenging symbolic links between gender and discipline.

1E Symposium: 1E Symposium

Time: Wednesday, 27/Aug/2025: 11:30am - 1:00pm Location: Edmund Hall

Session Chair: Anne Dolan

Authentic teachers: Making an informed decision to teach or not to teach about sustainability. A focus on the Sustainable Development Goals

Dolan, Anne; Kieran, Patricia; Ryan, Sandra. Mary Immaculate College, Ireland

The Sustainable Development Goals (SDGs) constitute a call for action by all countries (poor, rich and middle-income) to promote prosperity while protecting the planet. New ways of thinking and acting are required to achieve the ultimate goal of sustainable living. SDGs provide unprecedented opportunities for countries and communities to work together for a sustainable and equitable world. SDG thinking recognises that tackling climate change and the biodiversity crises must go hand-in-hand with economic policies which address a range of social needs, including education, health, social protection, and job opportunities, in the context of monumental environmental challenges. While the SDGs are universal, it is recognised that each country faces its own unique challenges, threats and opportunities. Furthermore, there are different approaches, visions, models and tools available to each country in accordance with national circumstances and priorities. Papers in this symposium critique the Goals as a framework for teaching sustainability in schools.

Education for sustainability requires that teachers and children address a number of possible future scenarios for our future. This involves rethinking our current value systems and addressing common, taken for granted assumptions about our world. Young people need to be able to think critically and creatively about approaches to sustainable living. They need to develop competencies which are transferable to current and future, certain and uncertain, situations (Wals, 2011).

The SDGs provide a unique focus for work across the curriculum, supported by rich data and real-life scenarios around universal themes and current global issues. They open up debate around differing ways of tackling extreme poverty and inequality and alternative perspectives on equality and wealth. The importance of education is firmly recognised within the SDGs. Indeed, education is both a goal in itself (Sustainable Development Goal 4) and a means for attaining all the other SDGs. That is why education in general, and education for sustainability in particular, represents an

essential strategy in the pursuit of the SDGs. However, while the Goals have much to offer, they have been criticised due to their neo-liberal approach. Papers will critique the goals from the perspective of research in education for sustainability.

Practices for cognitive and social-emotional learning

Chesini, Cláudia Chesini; Brito, Renato De Oliveira Brito; Resende, Rita de Cássia de Almeida; da Silva, Reni Elisa, Catholic University Brasilia, Brazil

This research showed that innovative and creative pedagogical practices, in addition to making learning more accessible and engaging, also promote the development of students in socio-emotional skills that are important for the society of the globalised and technological twenty-first century. The theoretical foundation of this research is based on the contributions of Paulo Freire (2019), Lev Vygotsk (2019), Antônio Nóvoa (2023) and Antoni Zabala (2018). The methodological approach adopted allowed the recording of the dynamics experienced by the selected students and teachers. The target audience of the research was full-time high school students from a public school in the Federal District (Brazil), as well as two teachers who teach Philosophy and Mathematics. Empirical data were collected through participant observation (Lüdke & André, 2022) during the regencies taught by the teachers involved in the study. In addition, a semi-structured questionnaire was applied, carried out with students and teachers, to collect their perceptions about the pedagogical practices adopted.

The research objective is to demonstrate how meaningful and creative pedagogical practices contribute to the cognitive and social-emotional learning of high school students. With specific applications: Philosophy: The students reflected on common and mythical sense, argumentation, reason and moral values through a role-playing game, structured from political and social issues of the community where they live and Mathematics: Concepts such as measurements, graphs, probability, mathematical operations, proportion and logical reasoning were explored. To this end, students participated in solving problems contextualised in the reality of the school and in a socioeconomic, cultural and sustainable gymkhana.

The impact of AI tools on pre-service teachers' confidence and competence in design practice and pedagogy

Leahy, Keelin, University of Limerick, Ireland

Research topic/aim

Technology education represents design-based learning opportunities that contribute to global value. Design is a metacognitive activity relying on interdisciplinary domain knowledge, values, and professional design practice and skills. Students are motivated and enthusiastic when involved in creative problem-solving that is relevant and personal to them, which brings authenticity to their learning. However, a disruption to authenticity is an assessment-driven education system, which may hinder one's confidence and competence. During problem solving, many experience cognitive load or research fatigue, or fixation or ideation exhaustion during creative idea generation. This study aimed to support the development of authentic teachers' identities as both educators and designers in creative pedagogical practices using AI tools in an educational setting.

Theoretical framework

A constructivist theoretical framework supported pre-service teachers to develop their design confidence and competence both in practice and pedagogy.

Methods

This action-research study occurred in a year three initial teacher education module in a Higher Education institution in Ireland. Over 12 weeks, 56 pre-service teachers engaged in weekly 4-hour experiential learning sessions, facilitating a design thinking framework for a global challenge. The design sessions applied experimental research via control sessions using habitual strategies, and experimental sessions using AI tools. At the end of the module an online survey was distributed investigating the impact of AI tools to support confidence and competence in problem solving, and creativity.

Findings / Outcome

Overall, the study findings represent a positive impact by AI tools during design-based teaching and learning. To represent some study findings, in terms of competence, 49% of participants reported AI-supported cognitive load or fatigue during research, and in terms of confidence, 21% of participants reported AI-supported creative idea generation. This study integrated AI to support the development of authentic teachers' identities as both educators and designers in creative pedagogical practices.

Exploring core values and meaning-making in teacher education: International perspectives of teacher educators: RDC 2 – Empowering Teacher Education

Ataş, Ufuk[1]; Schlick, Manuela[2]; Schlick, Christoph[3]; Mutlu Gülbak, Gizem[4]; Gümüşok, Fatma[5]; Szplit, Agnieszka[6]; Almási, Annamária[7]; Tezgiden Cakcak, Yasemin; [1]Artvin Çoruh University, TR; [2]University of Vienna, AT; [3]Institute for Logotherapy & Existential Analysis Salzburg, AT; [4]Biruni University, TR; [5]Bartın University, TR; [6]Jan Kochanowski University of Kielce, PL; [7]Eötvös Loránd University, HU; [8]Middle East Technical University, TR

Teacher educators play a pivotal role in shaping future teachers. Understanding what they find meaningful in their work reveals how their values shape their experiences: how they navigate challenges, sustain motivation, and foster meaningful learning situations for student teachers. Values are the constitutive element in being a teacher educator (Davey, 2013), resonating with Viktor Frankl's notion of values as existential pointers that guide meaning-making processes in a unique, situational, and individual manner (Purjo, 2013) through everyday tasks. This highlights values as integral to guiding teacher educators' work and aligning educational goals with deeper teaching purposes (Biesta, 2009). However, limited research explicitly explores how teacher educators articulate their priorities, values, and moments of fulfilment. Addressing this gap, our study aims to uncover what teacher educators find meaningful and fulfilling in their practices.

The data for this study were collected from 102 teacher educators in various educational contexts, who responded to open-ended questions (for example, what makes teacher education meaningful for you?) as part of the research project: *The experience of meaning in the work of teacher educators*. An inductive qualitative content analysis approach was employed to analyse the data systematically. The responses were read iteratively and coded through open coding to identify recurring

patterns and themes. These initial codes were then grouped into broader categories of attitudinal, experiential, and creative values (Frankl 2004, Schlick 2017).

The findings revealed that teacher educators' values predominantly centred around two key levels: micro and meso. At the micro level, these values emphasised strong commitment to student development, cultivation of reflective practice, and continuous self-improvement. At the meso level, the values were shaped by programmatic and institutional contexts, highlighting the importance of professional knowledge, expertise, and alignment with the broader educational goals.

"What we know how to use can serve us, but what we fail to learn cannot." Student teachers' attitudes towards ChatGPT

Elídóttir, Jórunn; Zophoníasdóttir, Sólveig, Akureyri University, Iceland

This study explores the perceptions and use of ChatGPT among students enrolled in two master's courses at the University of Akureyri, Iceland. It examines how AI influences learning and teaching practices in the early days of ChatGPT, addressing opportunities, challenges, ethical considerations, skill development, and implications for education.

The theoretical framework builds on research into AI implementation in higher education, emphasising how tools like ChatGPT shape teaching practices, learning strategies, and ethical concerns. It provides insight into how technology influences the formation of authentic and reflective teaching identities.

A mixed-methods approach was adopted, with data collected through two surveys conducted in September and November 2023. Participants included prospective and practising teachers, and the questionnaires combined fixed-response options with open-ended comments.

The findings indicate significant progress in students' use of ChatGPT. Early in the semester, participants primarily used the tool for basic tasks such as brainstorming and organising ideas. By November, they demonstrated greater confidence and versatility, employing ChatGPT to generate questions, gather information, and analyse diverse perspectives. Ethical concerns, particularly regarding academic integrity in AI use, were prominent. Participants stressed the importance of responsible and critical AI integration in education. All participants expected to use ChatGPT in their future or current teaching practice, as long as it is implemented thoughtfully and ethically.

In conclusion, the study highlights ChatGPT's transformative potential in education while underscoring the need for ethical awareness, critical thinking, and institutional support. Universities play a crucial role in guiding the development of authentic and

effective educators in an age of artificial intelligence. The findings of this study have been published in the Icelandic Journal of Education, 33(2), 2024, pp. 83–102 (Jórunn Elídóttir & Sólveig Zophoníasdóttir, University of Akureyri). The article is available at: https://doi.org/10.24270/tuuom.2024.33.17

Teaching mode exploration of engineering calculation methods in the AI era

Li, Bo[1]; Xiao, Wenhan[2]; Zhou, Shenghan[1]; Chang, Wenbing[1]; Xiao, Yiyong[1]; [1]School of Reliability and System Engineering, Beihang University, People's Republic of China; [2]College of Cryptology and Cyber Science, Nankai University, People's Republic of China

In the era of artificial intelligence (AI), generative models have exhibited remarkable computational capabilities, presenting both opportunities and challenges for educators in the industry. This article investigates the application of modern generative AI tools to enhance the teaching quality of the "Engineering Computation Methods" course and augment teachers' instructional capabilities. Several renowned AI tools, including ChatGPT, Claude, and Deepseek, were selected to address a wide range of engineering computation problems in course teaching. These problems encompass solving systems of linear and nonlinear equations, function approximation, optimisation techniques, numerical integration, solving differential equations, reliability parameter assessment, etc. Three AI usage modes were designed: direct utilisation, question answering based on prompt keywords, and question answering exploiting domain-vertical knowledge. Comparative experiments were conducted to evaluate the computational performance of various AI tools in addressing the aforementioned engineering computation challenges across diverse usage scenarios. Further, the experimental results were analysed, leading to several targeted recommendations for improving the teaching format, content, and instructors' competencies in engineering computation methods courses within the context of the AI era.

Time: Wednesday, 27/Aug/2025: 11:30am - 1:00pm Location: Maple Room

Session Chair: Rory Mc Daid

Teacher self or teacher educator self? Navigating identity binaries and perceptions of betrayal

O Donnell, Ciara, Maynooth University, Ireland

This paper draws on research investigating the experiences and learning of teachers seconded as teacher educators to an Irish continuing professional development (CPD) service and the impact on their professional identities and post-secondment careers. Semi-structured interviews explored this from the perspective of primary and post-primary teachers seconded from their schools to the service. Using a theoretical framework for career transition (O' Donnell, 2023), the paper describes how third space identity (Engeström, 2004) tensions presented before, during and after their secondment. Specifically in relation to this conference's theme, it exposes binary perceptions of 'self' and issues of inclusivity for teacher educators as a distinct group within the teaching profession.

Findings show these tensions presenting before secondment as school peers perceive teachers seeking to be a teacher educator as abandoning the role of class teacher. While in the new role, a struggle between their teacher/teacher educators' selves manifests in occupying a precarious boundary space between policy's rhetoric and practice's realities. Data show this as amplified in their frontline CPD role where fellow teacher audiences view them as having joined the "policy camp". As they mature in the role however, they negotiate this conflict of selves by learning to embrace and capitalise on having dual identities as teacher/teacher educators. On the return to school some of these teachers experience a destabilisation of their new hybrid identities in attempting to re-socialise into habitual school cultures unaccepting of their transformed selves.

The paper concludes that mistrust in the profession can stem from perceived betrayal (Hargreaves, 2002) related to binary views that one cannot authentically be both a teacher and a teacher educator. Recommendations echo this conference's aim to explore how educational leadership and policy can support diverse professional

identities and career routes in education that do not signal a betrayal of the teacher self.

Empowering authentic curriculum enactment through teacher agency and identity

Wyse, Dominic[1]; Curran, Tracy[2]; Spillane, James[3]; [1]University College London, UK; [2]NCCA, Ireland; [3]Northwestwern University, Chicago, USA

The status of teachers' professional identity is a global concern. In particular, tensions have arisen in relation to the intersections between policy change, interpretations of research evidence, and teachers' enactment of education policies (Priestley et al., 2015). These tensions are present both in initial and continuing education and in national curriculum development, which is a focus of this paper.

In Ireland, the role of teachers in shaping educational experiences is central to ongoing discussions about curriculum development and enactment. The *Primary Curriculum Framework* (DE, 2023) outlines a vision for learning, teaching, and assessment in primary and special schools that places teacher agency at the heart of curriculum enactment. By promoting teacher agency, the *Primary Curriculum Framework* offers a pathway for authentic curriculum enactment that is responsive to the dynamic needs of schools and communities. This requires a fundamental shift in perspective, viewing teachers not as passive implementers of a prescribed curriculum but as active agents who make professional and informed decisions in response to local contexts and the unique learning needs of children.

Teacher, and pupil, agency in the curriculum is a capacity that is inseparable from structural forces (Wyse & Manyukhina, 2025). This paper includes brief examples of the impact of roles, routines and norms on agency. It also identifies evidence-informed design principles and conditions that foster agency and encourage teachers to explore, innovate, and engage in meaningful professional learning during times of curriculum change and reform. Drawing on these principles, the paper advocates for fostering collective agency and efficacy through sustained professional collaboration and shared sense-making that both enhances teacher practice and improves outcomes for children.

Telepresence and belonging – Incorporating robots in distance-based and digitised teacher education

Ekberg, Niclas, Luleå University of Technology, Department of Health, Education and Technology, Division of Education and Languages, Sweden

This paper originates from an ongoing study exploring how the dimensions of embodiment, presence, and belonging come into play when remotely situated student teachers use telepresence robots on wheels in on-campus education. Conducted at a university in the Nordic Arctic, where flexible learning opportunities are expanded through spatially transcending technologies, the study investigates how these devices facilitate, challenge, or reconfigure essential aspects of being and learning together. Contemporary research shows that telepresence technologies can enhance inclusion and co-presence by simulating in-person interaction, while also raising design and ethical issues (e.g., gestures, reliability, privacy) that must be addressed to ensure equitable access and robust educational experiences.

The study's theoretical framework is grounded in lifeworld phenomenology, particularly Martin Heidegger's ideas. Heidegger's concept of the fourfold highlights how the human being-in-the-world must be understood in terms of a network of relations, situated within specific spatial, material, cultural, and existential dimensions. Telepresence systems, by reshaping these relational dynamics, must consider this multidimensional interplay to foster meaningful connections rather than mere functional access.

Methodologically, the paper draws on a paradigmatic conversation—a fictional yet thematically structured narrative—constructed from authentic statements by a technology-encountering teacher educator and a student teacher. By weaving together genuine excerpts, theoretical reflections, and AI-generated design, this conversation highlights how new forms of embodiment, shared presence, and community are negotiated within digitally mediated teacher education.

Preliminary findings suggest that telepresence robots foster access and interaction but also reveal gaps in nonverbal communication, authentic engagement, and genuine belonging. Phenomenologically, these findings underscore that robots extend human capacities yet transform classroom relationships, prompting questions about cultivating meaningful pedagogical and social connections amid technological mediation. The paper emphasises the interconnectedness of body, space, and

sociality, and calls for thoughtful design, reflective practices, and critical engagement with telepresence technologies.

Curriculum development, mediation and enactment: An exploration of the process of meso-level curriculum making from the perspective of primary school leaders in Ireland

Ruane, Sinéad, Maynooth University

Curriculum change is exciting but also challenging. Indeed, its history in Ireland and internationally is replete with examples of ambitious and progressive policy provisions not becoming embedded in widespread practice in schools (Walsh, 2012; Bascia & Hargreaves, 2013). The publication of the Primary Curriculum Framework for Primary and Special Schools (Department of Education, 2023) is an attempt to move away from a prescribed curriculum to a more personalised and contextualised approach. It prompts a shift from the individual culture predominant in many schools to a more collaborative culture, requiring teachers and school leaders to use their collective professional capital and agency to make sense of, negotiate, and make decisions on how the curriculum will be enacted. In the reconceptualised role of the teacher as curriculum maker, the expertise and judgements at the local level must be further acknowledged and supported by wider stakeholders. To make this work effectively, meso-level activities are crucial.

This paper aims to investigate the process of meso-level curriculum making from the perspective of school leaders. Specifically, it explores how school leaders perceive and experience their interactions with meso-level sites of activity in the curriculum development, mediation and enactment process. By examining these perspectives, the research seeks to understand how school leaders position themselves within the broader educational landscape and the communication processes involved in curriculum development, mediation and enactment. Additionally, the paper will identify key barriers and enablers that affect the effective communication of curriculum messages, focusing on factors such as system structures, the agency of actors, and coherence across the system.

Guided by the research questions, this study employs qualitative research methods, particularly focus groups, to explore participants' experiences. The theoretical

framework draws on Social Cognitive Theory (Bandura, 1997), with a focus on Self-Efficacy Theory, to investigate school leaders' motivation, confidence, and self-perception in engaging with curriculum change.

Enduring leadership and strategic innovation: Supporting underserved teacher candidates through the Hawkins Scholars Program at SHSU

Berg, Helen; Strunc, Abbie; Victor, Stacey, Sam Houston State University, United States of America

Amid growing legislative constraints and diminishing funding for educator preparation programs across the United States, higher education institutions must respond with resilience, strategic innovation, and a deepened commitment to educational equity. In Texas, recent policy shifts have exacerbated barriers to teacher preparation, especially for underserved populations. To ensure a diverse, representative teacher workforce capable of meeting the demands of today's evolving educational landscape, institutions must implement inclusive practices that foster access and support.

The Hawkins Program at an institution of higher education exemplifies such an approach. Designed to reduce barriers for teacher candidates, the program focuses on supporting bilingual and multilingual students who wish to be certified teachers. At Sam Houston State University (SHSU), where 52% of students are first-generation college students and 67% receive need-based financial aid, this program addresses the needs of students who might otherwise be unable to complete their student teaching due to financial hardship—an issue affecting 24% of education majors. The Hawkins Scholars Program provides targeted assistance through scholarships, childcare support, testing vouchers, academic advising, and guided credentialing pathways, creating a more equitable pipeline into the teaching profession.

This study utilises a mixed-methods design to assess the impact of the Hawkins Scholars Program on student success and retention. A survey will be administered to current and former Hawkins Scholars, collecting data on demographics, program engagement, financial and academic challenges, institutional support, and persistence in teacher preparation. Follow-up interviews with a selected sample will provide deeper qualitative insights. Survey results will be analysed using descriptive statistics, while qualitative data will be coded thematically.

As this program navigates a climate of legislative uncertainty and financial austerity, preliminary findings suggest that the grant served as a model of enduring leadership and responsive innovation while offering critical supports that promote educator diversity and resilience in uncertain times.

Leading language immersion: A critical review of educational leadership in Irish-medium schools

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This critical review examines literature on effective leadership practices within language immersion education programmes in Ireland, addressing the evident disconnect between current educational policies and the distinctive demands placed on principals in Irish-medium schools (Ó Ceallaigh & Ní Shéaghdha, 2021). Despite established frameworks, there is a notable misalignment between general leadership criteria and the unique linguistic and administrative complexities inherent in immersion settings (Nig Uidhir & Ó Ceallaigh, 2024).

This critical review employs a systematic approach to literature selection and analysis, focusing on peer-reviewed journal articles, policy documents, and authoritative reports relevant to educational leadership and language immersion contexts in Ireland. Sources were selected based on their relevance, credibility, and contribution to understanding the complexities faced by principals in Irish-medium education.

The literature indicates a critical gap wherein existing educational policies and leadership frameworks lack specificity regarding the linguistic and cultural dimensions essential to immersion education. Ó Ceallaigh & Nig Uidhir (2023) contend that current policy frameworks lack the necessary distinctiveness required for the ongoing formative development of Irish-medium schools. Additionally, Wiemelt & Welton (2015) highlight the intensified administrative demands placed on immersion principals, who must navigate not only standard educational leadership responsibilities but also additional linguistic, pedagogical, and cultural obligations. Cammarata & Ó Ceallaigh (2020) emphasise the necessity for expertise and disciplinary knowledge tailored specifically to immersion contexts, underscoring the gap between generic leadership models and the nuanced needs of immersion education.

The review concludes that for teacher education policies to cultivate authentic leadership within immersion contexts, particularly in an era of increasing artificiality in educational environments, policies must prioritise contextual specificity and tailored professional development. It advocates for evolving policies that genuinely support principals in fostering authentic, culturally, and linguistically enriched educational experiences within Ireland's distinctive immersion education landscape.

Training change-competent teachers in a changing educational field in Flanders

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In several countries, including Flanders, the existing system of secondary education is challenged by a new grammar of schooling. As a result, a variety of educational practices and school types emerged. These circumstances prompt teacher educators to reflect on the question: how can teacher education programs train students to become change-competent professionals in a changing educational field? In order to address this research question, our project (2022-2024) established a network of 11 Flemish University Colleges. This network engaged itself for two major research actions. Firstly, the participating teacher education institutions conducted a needs analysis, consisting of a survey amongst 336 new graduates and in-depth interviews with 32 school leaders. Building further on this analysis, they established 8 design teams, with the aim of ameliorating their educational program with regards to change-competences of future teachers.

The online survey (n=336) amongst new graduates gave strong insights into the strengths and gaps of teacher education in Flanders. The results show that 57% of the respondents felt adequately prepared by their teacher training institution. More specifically, new graduates perceived themselves as competent with regards to subject knowledge and pedagogical didactical competences. However, 62% of the respondents perceived themselves as not competent to deal with changes and uncertainties in their workplace. When asked to formulate suggestions to improve their teacher education, new graduates demand more attention for the wide variety of tasks outside of the classroom, a.o. teamwork, interdisciplinary teaching and student coaching. The in-depth interviews with 32 school leaders confirm these findings and add the need for an orientation into a variety of school concepts and educational practices in teaching education. In a further stage, 8 design teams in teacher education institutions were founded to implement these findings into their teacher

education programs. Finally, we published a handbook on grammars of schooling for future teachers.

Structuring school-to-school mentoring for sustainable teacher education. Policy-driven enabling conditions for continuous and in-service training
Panzavolta, Silvia; Mangione, Maria Giuseppina; INDIRE, Italy

European education policies emphasise the importance of mentoring as a strategic tool for teacher professional development and systemic school improvement (EC 2018). However, while mentoring is recognised as an effective approach, its integration into national teacher education policies remains fragmented. This contribution examines the potential of school-to-school mentoring as a lever for innovation and systemic improvement in education in order to inform and guide national policies, ensuring its scalability and sustainability within continuous professional development (CPD) and in-service teacher education frameworks.

Employing a multi-method approach, involving 176 participants (158 teachers and 18 school principals) from mentor and mentee school clusters across Europe, as part of the MenSi project, the study integrates qualitative methods (semi-structured interviews, focus groups) with quantitative analysis (structured surveys, network analysis) to identify ten enabling factors for effective and sustainable mentoring. These include shared goals, structured collaboration, leadership engagement, access to resources, and mechanisms for scaling mentoring beyond individual initiatives. A central outcome of this research is the development of the MentorQ self-evaluation tool, designed to help schools systematically assess and improve their mentoring practices. Inspired by the SELFIE, MentorQ measures the maturity of mentoring practices across ten enabling dimensions, offering schools actionable insights to strengthen their processes.

Currently being piloted within INDIRE's Avanguardie Educative and Piccole Scuole networks, MentorQ tool serves as a strategic resource to support national policymaking, facilitating the institutionalisation of mentoring as a core element of teacher education frameworks. Future directions include expanding the mentoring toolkit, validating MentorQ internationally, and providing policymakers with structured guidelines on integrating mentoring into national education policies. By aligning

school-driven innovation with systemic policy design, this research offers scalable and replicable strategies to institutionalise mentoring as a key pillar of national teacher education and CPD policies.

STEM education & our STEM ecosystem

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Over the last number of years, STEM (Science, Technology, Engineering, and Mathematics) education has been receiving much attention both nationally and internationally (Turner et al. 2007). In Ireland, the Minister of Education launched the new Primary Curriculum Framework on the 9th March, 2023. It is envisaged that the rollout of the new primary school curriculum will happen in early 2026. The curriculum is presented in five key curricular areas- STEM Education, Language, Wellbeing, Arts Education, and Social and Environmental Education.

The importance of parental involvement in children's STEM education knowledge has been highlighted (Zucker et. al). Therefore, the primary focus of this research project is to investigate children's STEM education experiences through a school-based STEM education intervention with parental involvement, in an Irish DEIS (Delivering Equality of Opportunity in Schools) Band 1 school.

The key research question is: How does a school-based STEM Education intervention with parental involvement enhance children's primary learning experiences in a DEIS band 1 classroom in the southwest region of Ireland?

This PhD research will adopt a case study approach in a DEIS primary school over several months. Qualitative research methods will be used in the study. Semi-structured focus group interviews, surveys, observations, and reflective diary entries will be used as data collection methods. The data obtained will be analysed thoroughly using thematic analysis.

As this PhD research is at the pre-data collection phase, the findings of the research are undefined at present. However, this research is timely as the introduction of the new Irish primary school curriculum has placed an increased emphasis on STEM education. To explore the value of STEM education, it is imperative to support teachers, parents and children thoroughly, throughout this educational reform. This

research aims to contribute to this significant curricular development of primary education in the Irish educational context.

From automation to authorship? Rethinking chatbots in writing instruction
Westbye, Anne Katrine, OsloMet, Norway

As AI becomes a common part of education, writing instruction must address how to foster authentic student authorship in an era of artificiality. Chatbots powered by large language models (LLMs) are increasingly used in writing, raising concerns about automation replacing independent thinking. While some argue that chatbots undermine students' engagement with their own writing by fostering reliance on automation, weakening critical thinking (Shibani et al., 2024), others highlight their potential to support motivation and idea generation (Susanto et al., 2023). This study examines whether chatbots can function as dialogic partners in writing, helping students develop ideas rather than generating text for them.

This study investigates three questions: (1) How do chatbots influence idea generation and motivation? (2) How does a student-controlled prompt bank impact students' engagement with AI? (3) How do students perceive authorship and ownership when AI plays a role in their writing?

The study follows a Design-Based Research (DBR) approach to refine the intervention. It follows 20 eighth-grade students, with a focus group of 8, as they interact with pre-prompted chatbots designed to encourage reflection and elaboration in early-stage writing. Data collection includes chat log analysis, text analysis, student interviews, and classroom observations. The study is informed by sociocultural and dialogic perspectives to analyse how AI mediates students' writing practices.

Early observations reveal a paradox: strong writers recognise they learn little from AI-generated text but still use it, while weaker writers take pride in chatbot-produced texts despite knowing they did not write them. Initial testing with pre-prompted chatbots did not sufficiently support independent idea development. In the next phase of the DBR cycle, a student-controlled prompt bank will be introduced to encourage deeper engagement. As chatbots reshape writing instruction, educators must consider how to foster authenticity, authorship, and ownership in students' writing.

Enhancing technology education for students with ASD: A scoping review

McCarthy, Maria, University of Limerick, Ireland

In recent times, there has been renewed interest in supporting the needs of neurodiverse students in education. However, despite the calls of various stakeholders to support inclusive education opportunities, there is a scarcity of research targeted at involving students with additional educational needs (AEN) in project-based environments within Technology education. This study aims to analyse the existing body of research looking at the relationship between students with additional learning needs and STEM education, with a particular focus on autism spectrum disorder (ASD) and Technology education. This scoping review adheres to the recommendations of the Joanna Brigs Institute that follows the framework of Arksey and O'Malley (2005) and will be reported in alignment with the PRISMA extension of scoping reviews (PRISMA – SCR). The PCC (Population, Concept, Context) framework was used to identify the main concepts of this study within three main databases (ERIC, Scopus, Web of Science). The preliminary findings of this study suggest that there are limited studies highlighting research-informed pedagogical strategies to cultivate the capability of students with AEN in technology education domains. More specifically, although there is some evidence to suggest that some students with ASD have an aptitude towards creativity and high degrees of empathy, very few studies have explored effective methods to support the development of creativity, modelling and empathy in design and technology contexts for these students. It is important to recognise that mere access to STEM education does not automatically guarantee success; research-informed techniques must be developed and adopted to support students with additional needs, particularly in technology education. Hence, there is a need to explore the impact of technology education for students with additional educational needs in second-level education. Future research stemming from this, including educational interventions, will be informed by these findings.

The mind's needs, digital affordances, and online behaviours of (future) educators

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This study explores the interplay between basic psychological needs and the online behaviours of future preschool and primary school educators, focusing on their engagement with digital affordances for learning, teaching, and content creation. The sample comprised 119 female students (aged 20–46; M = 22.98, SD = 4.95) enrolled in early childhood and primary education programmes. Conducted over two phases across three months, Phase 1 combined human- and AI-driven question generation with the Q-sort technique to develop 52 items reflecting the use of digital affordances, which were then examined in Phase 2. In Phase 2, participants' basic psychological needs (BPNSS) and their reported online behaviours were assessed. Factor and structural analyses (CFA, SEM) revealed distinct structures of digital self and digital (educator) identity behaviours: (1) emotion regulation and multimedia stimulation, (2) cognitive productivity and creative expression with AI, (3) personal resource management and privacy protection, (4) digital collaborative learning, and (5) digital community participation. The results indicated significant associations between the satisfaction of psychological needs and conceptually coherent digital behaviour structures, highlighting the relevance of online security and privacy. These findings underscore how basic psychological needs shape educators' use of digital tools, with implications for teacher education, educational psychology, and the development of digital competencies.

How grade entitlement hinders achievement

Quinn, Kelly, Nagoya Institute of Technology, Japan

This research was motivated by the work of Greenberger et. al (2008) on grade entitlement. Japan is a developed country that invests heavily in English education, but still ranks 136th out of 161 nations in TOEFL scores (2008). The focus on participation in language programs over achievement may explain this gap between investment and outcome. For this project, 400 Japanese students were surveyed to research their attitudes toward grades and class effort. Students were given profiles of diverse fictional students and asked what grade each student deserved. The

profiles included students who attended classes and completed assignments but failed to achieve sufficient proficiency with the material. Also included were students whose attendance was poor but demonstrated high proficiency with the material. Students consistently rated effort over proficiency in grading. A similar survey of teachers in the program was carried out with similar results. Without objective standards, students will continue to receive high marks for substandard work and proficiency will continue to fail to achieve results commensurate with the investment of resources.

Greenberger, E., Lessard, J., Chen, C and Farrugia, S.P. (2008). Self-entitled college students: contributions of personality, parenting and motivational factors. *Journal of Youth and Adolescence*, 37, 1193-1204.

What makes a favourite teacher? - Exploring differences in primary and secondary students' perceptions through mixed-methods longitudinal analysis

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In the era of artificial intelligence, the transformation of human learning methods necessitates a fundamental shift in the role of teachers—from mere transmitters of knowledge to designers of learning experiences and advocates for student development. This transition is essential to better support personalised learning and foster deeper engagement in education. As more intelligent technologies gradually replace human labour, teacher-student interactions require more emotional engagement and human connection. Consequently, the teacher identities must increasingly emphasise the affective dimension. "What kind of teacher is loved by students?" is a classic question in pedagogy, returning to the essence of emotional experience in education. Exploring this question addresses the core of modern education, particularly in building a high-quality teaching force and promoting the all-round development of students. How should teachers be? Everything happening in China is also important for answering this question and serves as a reference for the global development of teacher education. This study utilised student evaluation data from 44 primary and secondary schools in six provinces of China. First, it explored the different performances of teachers in terms of their popularity among students. Then,

it analysed student comments and constructed a portrait of the teachers who are liked by students using Latent Dirichlet Allocation (LDA). We found that teachers exhibited six different characteristics in terms of being liked by students. Students of different grade levels pointed out the qualities they loved, including conscientiousness and humour; personal traits such as gentleness and kindness; designing engaging lessons and providing positive feedback; teaching at a high level, and making students feel they have gained something. A comparison of differences revealed that primary school students preferred patient guidance and the discovery of their strengths, while secondary school students valued individualised education, flexible teaching, a lively atmosphere, and a high level of subject-related thinking.

Musical identity and cultural identity in the era of globalization: Trajectories of influence and inclusion

Finestrone, Francesca; Savino, Francesco Pio; Marinaro, Pia; Toto, Giusi Antonia, University of Foggia, Italy

In an increasingly globalised context, the relationship between musical identity and cultural identity emerges as a complex and continuously evolving phenomenon (Tuncer, 2023). This study explores how individuals' and communities' musical identities are influenced by processes of cultural contamination, hybridity, and musical appropriation. A crucial aspect of this analysis is the distinction between identity in music, which considers how personal and collective identities are shaped through musical engagement, and music in identity, which examines the role of music in broader identity formation processes (Bates, Shevock & Prest, 2021). By integrating these perspectives with contemporary developments in psychological research—particularly the enactive approach to cognition—this study offers a renewed framework for understanding how musical identities emerge, evolve, and interact with cultural influences. The research involves students, educators, and listeners from different sociocultural backgrounds, aiming to understand how local musical traditions adapt, resist, or transform in response to globalization dynamics (Zajda, 2023), and what effects this has on identity construction (MacDonald & Saarikallio, 2022) and a sense of belonging. In everyday life, however, the identities we construct and communicate to others are often linked to our preferences (Fingerhut, 2021)—the things we care about and enjoy. This perspective highlights the deeply personal and

affective dimensions of musical identity, emphasising how musical choices serve as markers of self-expression and social positioning. The study also seeks to investigate the role of music as a tool for inclusion, focusing on educational and community practices that promote the recognition and appreciation of cultural diversity. The expected results aim to provide a critical reading of the interactions between the local and the global in the musical sphere, with implications for cultural policies and models of intercultural education.

Artificial intelligence and transdisciplinary approaches: A systematic literature review

Sablić, Marija; Benčina, Ksenija; Jukić, Renata, University of Osijek, Faculty of Humanites and Social Sciences, Croatia

In order to determine effective ways of integrating artificial intelligence (AI) and transdisciplinary approaches into education, we conducted a systematic literature review. We established that successful implementation requires developing personalised learning experiences that enable teachers to meet students' diverse needs more effectively. Therefore, it is crucial to ensure continuous collaboration across different subject areas and provide teachers with the necessary tools and support to use AI technology. AI integration can only be effective if it contributes to improved learning outcomes, which can be achieved through innovative teaching approaches that foster critical thinking, creativity and problem-solving skills. The instruction should be based on clearly defined goals and activities that engage students in a transdisciplinary approach to learning and collaboration. Also, it is particularly important to consider the ethical aspects of using AI, including inequities in access to technology and bias in algorithms. For the long-term sustainability of this approach, it is necessary to continuously monitor and adapt educational practices, provide ongoing professional development for teachers through learning communities and ensure necessary resources. This creates an inclusive and innovative learning environment that prepares students for the complex challenges of modern society.

What constructions and functions do Japanese teacher education platforms possess?: Focusing on practical cases of physical education teacher educators in the "Intellectual Sharing Platform"

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This study addresses the structure and functions of the Japanese teacher education platform in relation to teacher educators' professional development through a qualitative literature review of Physical Education Teacher Educators (PETE) within an "Intellectual Sharing Platform (ISP)". As a theoretical framework, the "Info-TED" platform (Vanderlinde et al., 2021) was adopted as a key concept for teacher educators' professional development. Additionally, Expansive Learning Theory (Engeström, 1999) was used to explore boundary-crossing learning and analyse the platform's internal dynamics. The research methodology involved a long-term scoping review of Japanese teacher education literature in collaboration with co-researchers.

The findings highlight three key aspects:

1. Structural Composition: Japan's teacher education platform consists of: a) Traditional platforms (academic societies and seminars), b) Physical platforms (teacher training grounded in lesson study), c) Social platforms (public-private initiatives such as NITS, the GIGA School Initiative, and EdTech), and d) Community-based platforms (spaces for iterative practice and research).

2. Role of Teacher Educators: To advance the ISP, teacher educators have to act as brokers, facilitating boundary-crossing learning by engaging with academic and professional communities both domestically and internationally. Additionally, promoting Educational Digital Transformation (DX) through Public-Private Collaborative Innovation is crucial.

3. Critical Perspective: Teacher educators have to continuously interrogate the contradictions (Engeström, 2001) in teacher education.

Developing a third space through Interdisciplinary exchange, cross-disciplinary interaction, and transdisciplinary interaction is essential. Furthermore, exploring an autonomous "third pathway" beyond market evaluation and community recognition is imperative.

Bridging authenticity and quality in teacher training: A cross-European analysis

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Research Topic/Aim

Teaching in an era of digital transformation and artificial intelligence highlights the need to address gaps in quality standards for professional development (PD) across Europe. The Erasmus+ project FOOTT PRINTTS explores conditions for effective in-service teacher training by generating cross-country empirical data and evidence-based guidelines. It emphasises authenticity as a concept linking standardized frameworks with teachers' diverse, context-specific needs and identities. The research identifies criteria for PD that respect Europe's cultural and systemic diversity while supporting teachers in navigating performativity demands and fostering authentic professional identities.

Theoretical Framework

Grounded in professional development theory, the FOOTT PRINTTS research integrates findings from Darling-Hammond's model of teacher learning, and Lipowsky and Rzejak's insights on effective PD. Authenticity is framed as a lens for understanding quality—not merely as adherence to benchmarks but as the alignment of systemic standards with teachers' lived realities. By addressing teacher identities, institutional expectations, and systemic pressures, the project explores authenticity as key to balancing performativity with meaningful, teacher-centered growth.

Methods

A sequential mixed-methods approach is used. Phase 1 involves a quantitative multi-level analysis of training quality perceptions among 4,180 participants, including teachers (micro-level), trainers (meso-level), and policymakers (macro-level) across

six European countries. Phase 2 involves qualitative interviews to contextualise and deepen findings.

Findings and Conclusions

Initial results indicate significant variability in factors influencing perceptions of training quality across countries and levels. This study aims to identify common denominators and develop a framework for quality in European in-service teacher training. The resulting framework will provide teacher trainers with practical guidelines to address diverse needs while fostering authenticity and professional growth in education.

Inclusive education and prevention of deviance: The role of storytelling and autobiographical songwriting in combating educational poverty

Savino, Francesco Pio; Finestrone, Francesca; Lavanga, Andreana; Cangelli, Francesca, University of Foggia, Italy

The "new" phenomenology of marginalisation and educational poverty represents an urgent priority on the agenda of inclusive education, as it is closely linked to situations at risk of deviance and school dropout, increasingly affecting younger age groups (Lavarone, 2019). In Italy, data on school dropout are particularly concerning, with the country ranking among the highest in Europe for school abandonment rates. Additionally, a significant number of young people aged 15 to 29 fall into the category of Not [engaged] in Education, Employment or Training (NEET), currently neither studying nor participating in professional training or employment (ISTAT, 2022).

This contribution aims to present the findings of a qualitative study conducted within a learning programme oriented towards a culture of legality at the "Siniscalco Ceci-Emmaus" community, operating in the Gargano area. The primary objective is to demonstrate how the adoption of innovative teaching methodologies, such as storytelling supported by an autobiographical songwriting process, can effectively contribute to fostering a positive self-representation, developing social skills and resilience (Paolozzi & Maddalena, 2023), and internalising the concept of legality, thus serving as a preventive tool in contexts of educational poverty.

This approach adapts to different levels of environmental complexity, generating positive outcomes in terms of learning and motivation (Bilen, Hoştut & Büyükcengiz, 2019; Hava, 2021), despite the limited resources available and a diverse socio-cultural background. Its implementation proves to be a valuable ally in the pedagogy of deviance, promoting an inclusive and engaging approach capable of actively involving students in the learning process (Del Mastro, Strollo & El Haj, 2022)

Exploring authenticity within Irish Froebelian graduate identities

McLoughlin, Marie; Meegan, John, Maynooth University, Ireland

Authenticity is a growing topic of interest for researchers in education and is generally conceived as a desire for truth, genuineness and transparency. Plust, Murphy & Joseph (2020) outline conditions which inhibit or facilitate the development of authenticity in teachers. The facilitative conditions consist of being congruent, caring, open to encounters and critically conscious. These themes are of particular relevance in this study which is associated with the examination of one's values, beliefs and experiences.

The purpose of this study was to examine exactly what constitutes a Froebelian graduate identity in Ireland. For more than eighty years. primary teachers and early childhood educators have been learning about, learning through and learning to teach according to Froebelian principles in the Froebel College of Education, now the Froebel Department of Early Childhood and Primary Education at Maynooth University.

To explore this, eight faculty members at Maynooth's Froebel Department chose a graduate who, for them, epitomises a Froebelian graduate identity, interviewed them, and together with the graduate, constructed a narrative of the graduate's professional journey and the role of their Froebelian education within it. These narratives were then analysed to create professional identity profiles of the graduates using Kaplan and Garner's (2017) dynamic systems model of professional role identity. This model views identity as the actions that professionals take as a result of interacting components, both external and internal to the individual. These components are sociocultural context, dispositions, relevant ontological & epistemological beliefs; self-

perceptions & self-definitions in the role, purpose and goals, and perceived action possibilities in the role.

Following this analysis, profiles were developed towards the identification of a shared vision of Froebelian graduate professional identities in Ireland. Findings reveal the articulation of deeply held values, beliefs and experiences, indicating potent professional identities aligned with facilitative conditions associated with teacher authenticity.

Teacher identity: Tracing historical conceptualisations and influences in Ireland

Walsh, Thomas, Maynooth University, Ireland

Teacher identity has been framed and moulded through a range of societal values and policy levers – long before the current "age of artificiality." Conceptualisations of this identity were often captured and embedded in policy documents, communicating the personal and professional traits and characteristics of teachers. The aim of this paper is to explore historical conceptualisations of teacher identity as framed both explicitly and implicitly in curriculum documents from 1900 to contemporary times.

This paper engages with the theoretical affordances of identity theory from the field of psychosocial research. The theoretical framework incorporates insights from individual identity theory (Erikson, 1950; Schwartz, 2001) as well as social and collective identity theory (Stets and Burke, 2000). Collectively, these insights anchor the analysis of the conceptualisation of teacher identity across the historical documents under review.

The primary method informing this paper is document analysis (Bowen, 2009). Document analysis provides for the systematic review of documents with a view to exploring both the text and the inherent discourses related to the concept of teacher identity. The key documents reviewed will be the national curriculum from 1900 (Commissioners of National Education, 1902), from the 1920s (National Programme Conference, 1922; 1926), from 1971 (Department of Education, 1971), from 1999 (Government of Ireland, 1999) and from 2023 (Department of Education, 2023).

The comparative analysis of the conceptualisation of the teacher inherent in the primary school curriculum over the past five national curricula reveals a shifting identity in line with societal expectations and influences. The framing of teacher identity has moved from a more liberal conceptualisation evident in 1900, through to a more authoritarian figure in the 1920s, followed by a more agentic representation in contemporary times. This changing conceptualisation of the teacher had a profound effect on teachers' professional practice and professional/personal identity.

Navigating authenticity through changing times: An international perspective on teacher educators' professional motivation. RDC 2 – Empowering Teacher Education

Schlick, Manuela[1,2]; Lüftenegger, Marko[1]; Schlick, Christoph[2]; Smet, Ron[3]; [1]Vienna University, Austria; [2]Institute for Logotherapy and Existential Analysis Salzburg, Austria; [3]Karel de Grote University of Applied Sciences and Arts, Antwerp, Belgium

This study - being part of the RDC Empowering Teacher Education - investigates the concept of authenticity in the professional lives of teacher educators in so far as we examine how their sense of personal-professional meaning influences their work. Authenticity shares roots with "author" and becoming the author of one's (professional) life holds much potential for oneself and one's work. Teacher educators, while often lacking specific professional training in their roles, frequently face complex and emotionally demanding tasks, which can lead to feelings of isolation, overwhelm, or frustration (Yuan et al., 2022).

Our research draws from previous studies on meaning at work (Schnell & Hoffmann, 2020) and is grounded in psychological theories of Logotherapy and Existential Analysis (Frankl, 2020; Schlick 2017) and Self-Determination Theory (Deci & Ryan, 2012), exploring possible correlations between basic psychological needs (SDT) and experience of meaning. To explore these dynamics, we conducted a questionnaire study investigating teacher educators' biographies and work context, experience of meaning, values and self-determination. 100 teacher educators (79% female) from various contexts, aged between 20 and 70 years, participated in this cross-sectional survey.

One aim is to examine whether teacher educators' experience of meaning is associated with their basic needs satisfaction and what further context-related factors influence it. Preliminary multiple regression analyses showed that experience of meaning is positively predicted by autonomy ($b = .40$, $p < .001$) and competence perception ($b = .28$, $p = .002$) but not by relatedness ($b = .04$, $p = .714$). Correlations with information about teacher educators' professional biographies and work-context factors will be analysed.

By investigating the conditions that hinder or promote meaningful experience, this research contributes to understanding how teacher educators can cultivate a more

authentic and fulfilling professional life and how their working conditions can be improved to ensure quality in teacher education.

Podcasting as a teacher educator justice-based pedagogy

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Research topic

Using research-informed, innovative justice-based pedagogies across teacher education (TE) programmes can create opportunities for Student Teachers (STs) to learn from expert advocates and practitioners in various aspects of social justice and the sociology of education. Justice-based pedagogies may include the creation of digital resources that may be shared and disseminated easily and effectively. This paper focuses on a podcasting methodology which utilises episodic audio using technology to share relevant content as a way to engage STs.

Theoretical framework

Kulkov et al (2024) report that research often relies on traditional sources like academic articles, surveys, and archival research, which 'while invaluable…often suffer from limitations such as long publication cycles, the potential for bias and a lack of real-time relevance'. They argue that the digital age has 'ushered in a plethora of new media forms, among which podcasts have gained remarkable prominence' and that 'integrating podcasts into academic research offers a valuable complement to traditional data sources'. They classify podcasts as being 'current, nuanced viewpoints and naturalistic data, which can effectively mitigate the limitations of more conventional methods'.

Methodological design

Kulkov et al (2024) propose a structured, seven-step framework to guide the academic use of podcasts as a qualitative data source. Utilising Kulkov's framework, this paper will present a thematic analysis of Teacher Educators' responses to a purposive survey sample of TE practitioners guided by the following research question;

How and why are teacher educators using podcasts in their courses in teacher education programmes?

Findings and conclusions

Findings indicate that the Kulkov et al (2024) framework offers a robust and nuanced mechanism to explore the viability of podcasts as qualitative data sources and also suggests that podcasts should be used within a triangulation of a broad suite of TE resources that includes other qualitative sources creating an inclusive, accessible pedagogy.

Developing global citizenship and education for democracy in preservice teacher education
Rodrigues, Ana Luísa, Instituto de Educação da Universidade de Lisboa, Portugal

In present society, there is a pressing need to discuss issues of global citizenship and education for democracy. We assume that it is important to promote education for global citizenship with democratic values and that this can have a transformative effect on individuals and contribute to achieving more equality and social justice.

Faced with the challenges of contemporary society, citizenship to democracy assumes a highly relevant role for all citizens, particularly young people and adults. Considering economic, ecological and political issues, it is crucial to promote education for active citizenship in which individuals are aware of their rights and duties in society, facilitating their experience, possibilities for intervention and participation and reducing inequalities. Education for global citizenship, which includes encouraging democratic values, can have a transformative effect on young people and consequently on society.

Tuhuteru (2023) believes that Citizenship Education is capable of instilling democratic values in young people and society, considering that the most effective way is to include subjects in the curriculum. However, there are other formal and non-formal ways of developing education for democracy and education for an active citizenship in a transversal way without the need to create a specific subject.

This study aims to reflect on how education for global and active citizenship, particularly education for democracy, can be developed among future teachers in preservice teacher education.

The method used will consist of a literature review to identify forms, modalities and pedagogical practices used in initial teacher training to develop global citizenship, and particularly education for democracy, which can contribute to the construction of educational public policies.

"I'd rather just help those who are struggling:" Pre-service teachers' challenges in using AI tools for planning mathematics lessons

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With the increase in educational artificial intelligence (AI) tools, preservice teachers (PST) are faced with new opportunities, but many PSTs have little experience using AI tools to develop lesson plans. Thus, the purpose of this study was to understand the extent to which preservice teachers could identify strengths and deficiencies in AI-generated lesson plans. This study is theoretically grounded in König and colleagues' (2021) cognitive demands of lesson planning model, which emphasises six cognitive skills teachers should possess in order to create highly effective instructional experiences. These same competencies are found in the Danielson Framework for Teaching (Danielson et al., 2025), which can be used to assess domains of teachers' praxis. In having PSTs use educational AI tools for lesson planning (Kehoe, 2023), teacher educators can better understand the challenges and affordances PSTs face when using such tools. This study used a qualitative case study design to examine PST's (n = 11) critical analysis of AI-generated lesson plans in mathematics. Over a 15-week period, PSTs analysed lesson plans to understand fundamental lesson planning elements in the mathematics classroom. At the end of the term, the PSTs used ChatGPT to create one lesson and then they analysed the lesson, indicating strengths and specific areas for improvement. From the data three specific themes emerged: 1) A superficial understanding of lesson designs, 2) underdeveloped mathematical pedagogical knowledge, and 3) challenges with aligning learning outcomes with AI-generated activities. This suggests that preservice teachers' novice proficiencies and fragile understandings in developing highly effective lesson plans prevented them from properly critiquing the affordances and deficiencies created by the educational AI tools. Essentially, a sufficient level of professional knowledge is *a priori* when developing mathematically sound lesson plans. Thus, mathematics teacher educators should proceed with caution; the introduction of technological tools without this professional knowledge is insufficient.

Possibilities of using generative artificial intelligence (ChatGPT) for creating lesson plans

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The progressive development of generative artificial intelligence (GAI) significantly affects education. Among all the most famous are chatbots such as ChatGPT, which are interactive, easy to use and user-friendly. Creating lesson plans has been reported by teachers as the most time-consuming task. Because of that, the potential of GAI to generate lesson plans has become a research problem of many studies. But there is discrepancies in research results. Some studies report that AI-generated lesson plans can be used as a final product; however others state that it can be only be a good starting point. This qualitative study used an exploratory case study design to generate and analyse lesson plans created by ChatGPT-o1 to clarify the results. To minimise the impact of prompt quality and user competences in formulating prompts, and in order to obtain more objective results, authors decided to limit the initial prompt to: subject, grade, learning outcome and lesson duration. The results showed that GAI can generate lesson plans (based only on these inputs) partially successful. GAI has great potential in generating lesson plans, making this process more efficient, creative and saving time. In addition, some of the benefits are suggesting a variety of activities, applying modern teaching practices (active and authentic learning methods, heuristic method, using different curricular resources), producing examples, generating stimulating questions etc. But there are also some concerns regarding accuracy of information, suggesting activities which aren't in the zone of students proximal development, appropriate with students age, missing details etc. However, teachers can continue their interaction and ask for additional explanation, corrections, and ideas to obtain preferable results.

Accordingly, we conclude that GAI can be effective for creating lesson plans, but teachers need to be familiar with its strengths and weaknesses, critically evaluate the output and have a great content-knowledge as well as a high level of pedagogical and didactical skills.

A comparative analysis of generative AI and peer-peer lesson planning in pre-service teacher education

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This paper presents research currently underway in teacher education, exploring whether GenAI can support students in the creation of engaging and challenging lesson content of equal or higher standard to that created by peer-to-peer collaboration. The research involves second-year Bachelor of Education students, HEI supervisors, and faculty, comparing GenAI-assisted lesson plans with traditional peer-to-peer created plans. The findings have the potential to 1) highlight the challenges and/or advantages of using GenAI as a lesson planning support tool, and 2) offer insight to Initial Teacher Education (ITE) providers regarding the integration of GenAI that ensures high professional standards and competencies, and 3) inform policy decisions on GenAI use in education. Are Research questions are:

1. How does the use of GenAI in lesson planning impact the quality and effectiveness of plans compared to traditional peer-to-peer collaboration?

2. What are the ethical and practical challenges associated with integrating GenAI into lesson planning in Initial Teacher Education?

3. What are the perceptions of students, HEI supervisors, and Faculty members of using GenAI as a lesson planning collaboration tool?

The research is set within the Froebel Department of Primary and Early Childhood Education, Maynooth University, involving second-year Bachelor of Education student teachers. The context includes workshops, surveys, and focus groups to explore the integration of GenAI in lesson planning. Comparative and thematic analysis of the findings will be presented, identifying common themes and insights.

Advancing from andragogy to heutagogy: Investigating student teachers' perceptions of professional learning in higher education

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This study investigates student teachers' perceptions of the most effective professional learning approaches they experience in higher education. The study builds on Knowles' (1984) principles of adult learning and Hase and Kenyon's (2000) concept of heutagogy, which promotes a move from traditional didactic methods and emphasises the importance of learners taking full ownership of their educational journey, cultivating critical thinking, creativity, and adaptability to navigate the complexities of modern professional ecosystems. The research adopts an interpretative design, analysing data collected from the complete cohort of students enrolled in a four-year initial teacher education program. Data collection included a comprehensive questionnaire that captured both quantitative and qualitative insights on learning preferences, self-directed learning attitudes, and perceived challenges in adopting heutagogical practices. This was supplemented by focus groups representing each cohort, enabling a dialogic exploration of the findings and providing a deeper understanding of participants' experiences and perceptions of heutagogy in practice. Findings indicate that whilst student teachers value interactive, practice-oriented learning experiences tailored to real-world classroom challenges, the transition toward heutagogical orientations reveals significant barriers, including developing self-directed learning skills, critical reflection, and adaptability. In instances where these barriers are overcome, heutagogy presents a transformative potential, fostering co-creation of knowledge and greater student engagement. It is recognised that this approach clearly requires substantial changes to curriculum design, assessment strategies, and staff development to create a cultural shift towards the creation of a more adaptive, student-driven learning environment. Nonetheless, the study underscores the potential of heutagogy in equipping future educators with the autonomy, critical thinking, and adaptability needed for thriving in dynamic and complex educational landscapes.

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AI-informed pedagogical strategies for teacher education: Enhancing content knowledge and critical thinking in student-teachers

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Despite the growing potential of artificial intelligence (AI) in education, there is a limited number of studies exploring its application in teacher education. This study seeks to address this gap by exploring whether an AI-supported flipped classroom approach improves content knowledge, as well as technological and pedagogical content knowledge, while helping student-teachers recognise the potential of AI in enhancing their teaching practice. The study involved 56 student-teachers, with 16 participating in a World Café session to reflect on the experience and the study's objectives. The AI-supported flipped classroom included two phases: in the pre-class phase, students engaged in collaborative readings using Perusall. In-class activities involved responding to prompts, completing application tasks, and conducting self-assessments using Wooclap. Four case study narratives were generated using AI with prompts aligned to the course content and research questions. These drafts were refined through discussions between two researchers. Four mixed-achievement teams of four student-teachers each were formed, and using the World Café protocol, participants collaboratively responded to a case study on shared paper. Visual data were analysed inductively following Charmaz's (2015) approach: initial coding, focused coding, and theoretical coding. The AI-supported flipped classroom approach enhanced student-teachers' content and pedagogical content knowledge, effectively achieving the intended learning outcomes. Critical engagement with AI was key to supporting this learning. After the experience, student-teachers acknowledged AI's potential in areas such as lesson planning, classroom management, teaching strategy selection, and pedagogical model application. They also recognised AI's potential to

benefit their future students' learning. These findings suggest that AI-informed pedagogical approaches contribute to the "making of authentic teachers." However, it is important to consider what we mean by being an authentic teacher in the context of AI integration.

Training teachers to become competent creators of high-quality learning games in the age of AI
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Quality learning materials contribute to improving students' outcomes and support both learners and teachers in the instructional process (Van Den Ham & Heinze, 2018). At the same time, teachers may feel incompetent in their choice of materials for different reasons. First, teachers are not aware of the criteria for assessing the age-appropriateness of learning materials for students (Reints & Wilkens, 2019). Second, teachers may feel uncertain when they have to decide which materials to use to achieve learning objectives. With the aim of increasing teachers' competence in evaluating digital learning games, their readiness to create new ones, a development study was planned.

The sample consisted of 50 Estonian pre- and primary school teachers who had experience in teaching Estonian as a second language to children from different linguistic and cultural backgrounds. In the first stage of the study, the teachers filled in a questionnaire; descriptive statistics and thematic analysis were used to analyse their responses. On the basis of results, 18 teachers were invited to a training session on how to create high-quality digital language games. After training, the teachers, in collaboration with university experts, created 50 digital language games. They considered the integration of different subject areas and the distribution of games across students' language skills.

A total of five training sessions were organised for teachers, including a session on the potential of AI. In addition to original illustrations, interactive content was created for the games. A 120-hour e-learning course was developed to facilitate teacher collaboration with experts. Finally, the games were tested in different schools to ensure their quality. After the study, the games have been made available on the national education portal and presented in pre- and in-service training courses at the

university. In this way, every school teacher can become a competent developer of high-quality learning materials.

Implementation of a Teams/Moodle approach to enhance the technological knowledge of early childhood educators

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In 2020, COVID-19 posed a unique challenge to education globally (United Nations, 2020) and forced educators to rethink the provision of early learning opportunities (Timmons et al., 2021). This was further exacerbated by educators having little confidence in their technical knowledge and ability to use technology as a tool to support learning (OECD, 2020). Indeed, further research in the wake of the pandemic identified a need for educator training and support to enhance their technological competence (Dayal & Tiko, 2020).

As a result of a wider systems integration project in the authors' Institute, an opportunity arose to use MS Teams and Moodle in a novel manner, with a cohort of early childhood education students. The research questions focused on the 'ease of use' and 'perceived usefulness' (Davis, 1989) of this new innovative delivery method, using the Technology Acceptance Model theory (Bagozzi, 2007). The research study used a mixed methods approach and surveys and focus groups were conducted with the pilot participants. Non-parametric statistical tests were performed on the survey responses, and the focus groups were analysed using Braun & Clark's (2006) thematic analysis model.

Moodle, being a familiar platform for students, facilitated scaffolding and enhanced confidence of students participating in the implementation of a Teams/Moodle approach. Early results indicate that 'ease of use' and 'perceived usefulness' were the two main motivational factors for students' to access the integrated Teams and Moodle module. Equally, ease of access and the affordances of a single sign on as a point of entry to content, were mentioned in the focus groups. Future work will include wider implementation of this Teams/Moodle approach across all modules in the Institute. This pilot study was a success and ensured students could access their course materials, online, no matter their device, platform or entry point.

Keep in contact - Telepresence robots as an innovative teaching strategy for absent students

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Digital transformation is reshaping educational landscapes, offering new opportunities to accommodate students with diverse learning needs. In the case of students who are not physically present at school, for example due to chronic illnesses or anxiety phenomena, barriers to regular school attendance are frequently encountered (Zillner et al., 2022). This effects both their educational development and social participation (Weibel et al. 2023; Pinquart& Teubert, 2012). Telepresence robots, such as AV1, represent an innovative strategy to support teachers in addressing this issue by enabling real-time classroom interaction and fostering a sense of belonging (Johannessen et al., 2023; Newhart et al., 2016).

The Keep in Contact (KiC) study is the first to investigates the use of AV1 in German schools, where approximately 1,000 units are currently in operation (No Isolation, 2024). Through an online questionnaire survey with 175 participants, including the affected children, their parents, and teachers, the study examines conditions of use, demographic factors, and contextual conditions influencing the telepresence robot's implementation. Both quantitative and qualitative data were collected on social inclusion, perceived benefits, and system limitations.

Findings indicate that the telepresence robot enhances classroom participation, allowing students to interact with teachers and peers despite their physical absence. Teachers report increased classroom integration, while parents emphasise the emotional value of AV1 in reducing isolation and returning to a daily school routine. However, challenges persist, including technical difficulties, infrastructural limitations, and the suitability of the system for different health conditions. Teachers also face challenges in terms of how to incorporate the robot into their teaching.

This study highlights AV1's potential as a creative pedagogical tool, aligning with efforts to develop inclusive learning environments. At the same time, findings point to the need for targeted teacher training, improved infrastructure, and further research to refine telepresence-based strategies for education.

An approach to using mathematical modelling and reflection to enhance student utility value in mathematics

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This study aims to address the declining perception of mathematics as a useful subject as students' progress through school (Eccles & Wigfield, 2020; Chouinard & Roy, 2008).

Theoretical Framework

Eccles & Wigfield's (2020) "Situated Expectancy-Value Theory" indicates that expectancies and values drive future engagement with tasks. Task values are linked to enjoyment, attainment, how useful a task is perceived to be (utility value) and the costs involved (effort required and opportunity cost) (Eccles & Wigfield, 2020).

Research indicates that students' Mathematical utility value responds positively to targeted instructional interventions, particularly utility value reflections (Harackiewicz et al., 2014; Hulleman et al., 2017). However, many students still struggle with the utility value of abstract mathematical concepts. Liebendörfer & Schukajlow (2020) suggest that engaging with mathematical modelling has the potential to address this issue. This research explores the combined use of reflection and mathematical modelling, drawing upon approaches such as responsive teaching (Galbraith & Stillman, 2006).

Research Question

Does the approach advocated, of combing mathematical modelling with reflection, enhance students' utility values for mathematics?

A pragmatic Design-Based Research paradigm is being followed (Hogue, 2013), resulting in a set of principles for the creation of learning experiences which assist students to learn about abstract mathematical concepts while exploring real-life problems. The approach is called "Modelling, Reflection, Utility" or MRU.

An initial pilot study is scheduled for March 2025, where three classes will engage with MRU based activities for two 1-hour class periods. The impact of MRU activities on utility value will be analysed and design principles will be refined iteratively. Data

will be collected via questionnaires (Gaspard et al., 2017), workings, lesson observations, focus group discussions with students and teacher interviews.

Analysis of this data will show if tasks created according to MRU can have a positive impact on student mathematical utility value.

Critical thinking in higher education

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Student activation and development of students' own ability to think critically have been given a greater place in recent regulations and guidelines. Critical thinking in this context is about being critical of scientific choices and the ability to be critical of one's own practice as a vocational teacher. This article examines master's students' experiences with critical thinking during the implementation of action research projects in their own practice. Previous research indicates the need for more critical thinking through work with holistic tasks in higher education. Experience-based theory emphasises the need to take as a starting point the students' own interests and challenges in and around their own practice as vocational teachers. Students solve problems by performing real actions and reflect on the consequences of their actions. In this process, both professional development and the formation of one's own ability to think critically take place. All research choices and academically justified changes lead to a tension between thinking creatively and thinking critically. To move forward, the student must come up with something constructive. The study is based on a constructivist scientific perspective with a phenomenological approach. The data material consists of analysis of the students' exam papers, analysis of the students' research logs, an anonymous survey with open questions, and two group interviews with the students. The results show that critical reflection was used in several phases of the action research. In connection with planning, start-up, during the process, in the writing process, and afterwards. In summary, it turns out that when students are allowed to make their own experiences through action research projects, they develop their critical thinking.

Learning design within the online framework: E-tivity and E-portfolio models for authentic teaching practices. Insights from Italian AcOnHe research

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In recent years, innovative tools and methodologies have been recognised as keys to fostering active student engagement and deep learning in digital education. The 2022 PRIN project "Active Online Assessment in Higher Education" (AcOnHE) was developed to design and validate an online formative assessment framework supporting effective learning outcomes in online, blended, and traditional higher education. A literature review following the PRISMA model on e-portfolios in university education, related to the e-tivity model, has provided the theoretical foundation for the experimental phase. Accordingly, the project was implemented through deploying and structuring e-tivities in three different university courses at Pegaso Digital University during the academic year 2024-25.

E-tivity is a set of online learning activities used in face-to-face, online, and blended learning in different disciplines and supported by technologies. Literature shows how using e-tivities and e-portfolios positively impacts student learning and fosters the development of metacognitive and transversal skills (Salmon, 2002; Armellini & Aiyegbayo, 2010).

The AcOnHE project aims to introduce a scalable and adaptable model for implementing e-tivities and e-portfolios in the learning program. The methodological approach follows a five-stage structure. The role of the teachers in the overall process has been reviewed, to acquire a student-centred and process-centred approach. Learning goals have thus been identified in consequential phases of access and motivation, online socialisation, information exchange, knowledge construction, and development. Students have been involved in synchronous and asynchronous activities, supported by the e-moderator. The completion of these tasks resulted in an e-portfolio that facilitates reflective assessment. This implementation will contribute to a deeper understanding of pedagogical theories and enhance the critical thinking skills of future teachers.

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It was a team effort!: Developing teachers' professional digital competence in vocational education

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This research project aims to investigate the development of teachers' professional digital competence (pdc) in the context of vocational education. Technology-rich learning arenas in schools create an increasing need for teachers to develop their pdc. This is particularly true in vocational training, where teachers must ensure that pupils develop the necessary skills to be prepared for a working life characterised by rapid technological development. The research question is: What factors have been important for the development of teachers' pdc in the BlendVET project? The BlendVET-project: Blended learning in vocational education and training, was a three-year (2021-2024) EEA and Norway Grants project with partners from schools and higher educational institutions in Norway, Iceland and Slovenia. Its main focus was to implement the pedagogical use of digital technologies by fostering a collaboration between partners to collectively develop, learn from each other and exchange valuable experiences.

Desimone's (2009) four-phase model of effective professional development, is used as a theoretical lens for examining the impact of professional development initiatives on teacher practice. Data was collected from a group interview with teachers, conducted at the end of the project. In order to further investigate the teachers' perspectives, a thematic analysis (Braun & Clarke, 2017) was conducted, resulting in five main themes:

1. Developing competence(s) by means of practical experimentation.
2. Reflection on teaching practices in technology-rich learning environments.
3. A supportive professional community and a culture for exchanging knowledge.
4. Sense of achievement and self-confidence.
5. Opportunities for differentiated learning.

Preliminary findings suggest that teachers learned most effectively by applying new knowledge about digital competence through practical experimentation with relevant digital technology, both collaboratively and individually. Through the project they became more aware of their role as teachers in technology-rich environments and how this affected the way they plan for, implement and understand teaching and learning.

From "Here I am!" to "Where am I?": A duoethnography of two university EFL teachers' user experience with large language models in teaching

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The rapid proliferation of large language models (LLMs) across various educational contexts has outpaced our understanding of their multifaceted impact at the pedagogical forefront. To address this gap, this duoethnography explores two university English as a Foreign Language (EFL) teachers' user experience with LLMs in college EFL teaching at a prestigious Chinese university. The study is grounded in Borycki and Kushniruk's (2010) Cognitive-Socio-Technical (CST) Framework of user experience, which integrates two complementary levels: (1) the cognitive level, describing how humans perceive and interact with technology, and (2) the socio-technical level, describing how technology affects human work. This study addresses two key questions: (1) How do the two university EFL teachers perceive LLMs and interact with them in their teaching over time? and (2) What challenges, benefits, and transformations emerge from the two teachers' use of LLMs in their teaching over time? Drawing on data from tandem writings and conversations, the narrative unfolds the two teachers' user experience with LLMs across three stages: "Here I am!," where the teachers enthusiastically began exploring LLMs, driven by a curiosity about their functionalities and the anticipation of practical time-saving at work; "So Far So Good?," a period of experimentation and adaptation where early successes were intertwined with the considerable time investment required for prompt refinement and the ongoing evaluation of LLM output quality, revealing valuable learning opportunities and new challenges in the integration process; and "Where am I?," a reflective stage in which the teachers evaluated the transformative impact of LLMs on their professional identities and pedagogical approaches. The findings highlight the opportunities and ethical dilemmas of LLM use, including enhancing teaching effectiveness and navigating issues of academic integrity. By presenting the personal narratives of two teachers' journeys, this duoethnography illuminates the nuanced

emotional, professional, and transformative dimensions of LLM adoption in EFL education.

Teacher beliefs on the use of AI technologies with multilingual learners

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The use of AI in its various forms – Artificial Intelligence (AI), Generative AI (gAI), and Large Language Models (LLM) – has grown exponentially in the past three years (Kohnke, 2025). Although these forms (collectively "AI") are dependent upon language input, which has been primarily in English, AI is now extending into other languages as source data (Chapelle, 2025). For teachers of multilingual learners (MLs), the use of AI to teach language is largely understudied (Dilzhan, 2024; Lai & Lee, 2024). This study aimed to address this and capture teacher beliefs about the use of AI for language teaching. It asked: What do pre- and in-service teachers of ML students believe about the use of AI in the language learning classroom?

Two theories frame this study: Technology Acceptance Model and Critical Pedagogy. The Technology Acceptance Model, described by Davis (1989), and focuses on how users of technology come to accept and use it in their contexts. Critical pedagogy examines power and equity in teaching and learning practices. Articulated by Freire (1970) and expanded upon by critical scholars (e.g., Hooks, 1994), this theory frames how teachers see and use AI as reifying or challenging social and structural inequities for ML students. Together, I refer to these theories as a critical Technology Acceptance Model (cTAM).

Data was derived from pre- and in-service teachers who enrolled in a *Multilingual Teaching and Learning Methods* course. Data collection was through a Qualtrics survey (Phase 1) and focus groups (Phase 2). Early findings suggest that teachers have nascent knowledge about how AI affects the language learning processes for ML students and little understanding of how generative AI depends upon language corpus. Teachers felt pressure to quickly expand their knowledge alongside the growth of AI technology and tools. Thematic findings will be presented with implications for educators of ML students.

From programming to prompting: Advancing computational thinking with generative artificial intelligence

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The advancement of large language model-based generative artificial intelligence (LLM-based GenAI) has sparked significant interest in its potential to address persistent challenges in computational thinking (CT) education. CT, a critical problem-solving approach in the digital age, includes key elements such as abstraction, iteration, and generalisation. Despite its significance, the abstract nature of CT often poses barriers to meaningful teaching and learning, leaving educators seeking innovative methods to make these concepts more accessible and engaging.

This paper introduces a constructionist prompting framework that leverages LLM-based GenAI to foster CT development through natural language programming (NLP) and prompt engineering (PE). The framework integrates five core principles: meaningful prompting, iterative prompting, social prompting, metacognitive prompt-response analysis and learner-directed prompting. These principles enable learners to interact with LLM-based GenAI in a contextual and organic manner, bridging the gap between abstract CT elements and practical application.

The paper outlines a three-phase workshop for pre-service teacher education to support practical implementation. This workshop aims to equip future teachers with the skills and strategies needed to design and facilitate learning activities that integrate LLM-based GenAI to promote CT based on the proposed framework. The paper concludes with an exploration of the framework's theoretical, practical, and social implications, advocating for its integration into educational practice and calling for further validation and refinement. This theoretical model offers a promising pedagogical approach to enhance CT education.

Cultivating socially just teachers: Understanding what AI can't do!

O' Keeffe, Margaret, Mary Immaculate College, Ireland

Teacher preparation plays a pivotal role in addressing educational inequality (Denessen et al., 2022). Educational inequality impedes the development of a socially just society, perpetuating disparities in access to resources, opportunities, and outcomes (Cutri & Whiting, 2015; DiAngelo & Sensoy, Ö., 2010; Denessen et al., 2022). Teacher bias has been identified as a barrier to creating a socially just classroom, as it can influence educators' perceptions and expectations of students (ibid). While AI can address educational inequality by providing assistive learning tools to support all learners, an argument is made that it cannot facilitate pre-service teachers to confront bias they may hold. This study explores to what extent school placement can enable pre-service teachers to develop self-awareness of bias.

The pre-service teachers in this study were enrolled in year three of a four-year B.Ed. programme in an ITE college in Ireland. 30 pre-service teachers participated in a four-week placement, 1.5 hours a week in multicultural schools. This interpretative study gathered data using semi-structured one-on-one interviews with ten pre-service teachers. Reflective journals from 30 students were also employed as a data source. Findings indicated that school placement provided a platform for pre-service teachers to confront assumptions they held about children from economically and culturally diverse backgrounds. Connecting emotionally with those who are discriminated against due to biased assumptions, pre-service teachers developed empathy. The development of self-awareness and empathy cannot be generated by AI, as empathy is deeply rooted in human connection. In the development of socially just teachers, consideration needs to be given to three key pillars: the development of the teacher self, school placement as a platform for critical reflection, and the value of empathy as a core component of teacher preparation to foster compassionate educators.

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Preparing future teachers for the AI era: Exploring AI readiness, perspectives, and literacy in initial teacher education

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The integration of Artificial Intelligence (AI) into education presents both significant opportunities and challenges, particularly for Initial Teacher Education (ITE) programmes tasked with preparing future teachers for its effective and ethical use. However, varying levels of AI readiness among student teachers—encompassing their knowledge, skills, and attitudes toward AI—complicate this process. This conceptual discussion paper is intended to stimulate reflection and discourse on the development of AI literacy within the ITE context.

The paper opens by introducing a *'kaleidoscope of AI perspectives,'* ranging from techno-scepticism to techno-optimism, to encourage student teachers to reflect on their own attitudes toward AI and identify where they align along this spectrum. This reflective process aims to deepen awareness of the varied dispositions that influence AI adoption and use in educational contexts.

The paper explores the intersection of AI readiness with the UNESCO AI Competency Framework, offering a structured, dynamic approach to developing AI literacy within ITE. Central to this discussion is the debate over whether AI literacy should be treated as a distinct area or integrated into broader digital literacy frameworks (Holmes, 2022). Additionally, the paper examines where and how AI literacy could be incorporated into ITE programmes, providing actionable recommendations for its inclusion.

The author argues that embedding AI literacy into ITE is critical for equipping future teachers to navigate and employ (or not) AI responsibly, ethically, and effectively in

educational contexts. This proactive measure is positioned as essential, given AI's growing influence in education (EC, 2022). By fostering an informed and critical mindset, the proposed framework aims to prepare teachers not only to use AI technologies but also to understand and question their implications for teaching, learning, and equity.

The electronic register and formative assessment: Constraints and opportunities in transformative teaching

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This study investigates some challenges faced by educators in utilising electronic registers to support formative assessment within the context of Italian educational legislation. The aim is to identify the discrepancies between the design of these digital tools and the principles of transformative teaching and formative assessment outlined in current regulations, thereby providing insights for potential redesign. Formative assessment is a crucial component of educational practice, emphasising ongoing evaluation to foster meaningful learning experiences. In this perspective supported by the regulations, formative assessment is not limited to the formal tests provided by the basic functionalities of the register but is recognized as a continuous process that occurs through daily observation of students, analysis of verbal interactions, and examination of work such as written productions, artifacts, exercises, and problem-solving.

Previous studies highlight the inadequacies of traditional assessment measures, such as the arithmetic mean, in accurately reflecting students' learning progress. The enactment of ordinance 172/2020 and its evolution in 150/2025 further underscored the need for assessments that go beyond standard evaluations, advocating for a criterion-referenced approach to enhance educational outcomes. This exploratory research employed qualitative content analysis (QCA) to examine over 300 responses from primary school teachers participating in professional development aimed at implementing new assessment regulations. The analysis, conducted by 4 independent evaluators, utilised thematic coding and cross-case methods to identify recurring themes and relationships within the data, ensuring a robust and

comprehensive evaluation of the challenges faced (Cohen's kappa ensured intercoder reliability).

Preliminary findings indicate that the primary difficulties encountered by teachers relate to the limitations of electronic registers in facilitating formative assessment practices. Specifically, educators reported a lack of features that support the documentation of ongoing feedback and the visualisation of student learning data. These challenges not only hinder effective communication with students and families but also impede the implementation of transformative teaching strategies.

Professional identity formation amongst pre-service language teachers

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The aim of this paper is to present initial, partial results of ongoing doctoral research. The focus of the research is to understand the process of professional identity formation during bachelor studies, including the external and internal factors that shape the professional identities of the students. The primary question is: what are the factors affecting professional identity formation amongst bachelor students? The study uses Grounded Theory methodology, following the structured approach to Grounded Theory, using the procedures of Corbin Strauss. This framework assures structured and sound approach to data collection, coding and analysis. The data was collected using semi-structured interviews, with extensive researcher memoing through the process. The research is still in the initial stages, with a limited sample size, nevertheless the initial results are as follows: Individual experiences prior to enrollment play a role in student motivation and expectations, the need for connection between students and learners is explicit, a significant factor in understanding of teaching at a conceptual level stems from practical experiences acquired prior or during the study process.

Navigating the professional identities of foreign-language teacher educators in Japan through self-study: Challenges, tensions, and collaborative growth

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Professional learning and identity development of teachers have been extensively studied in teacher education. However, professional growth and identity formation of teacher educators—those who train in-service and pre-service teachers—remain underexplored (Brody & Hadar, 2011). While teacher educators often investigate the relationship between teachers' pedagogical approaches and students' learning, they rarely examine their own positionality as researchers or reflect on their development as teacher educators. This lack of focus leaves a critical gap in understanding the

challenges and transitions involved in becoming a teacher educator (Trent, 2013). Research highlights the difficulties faced by novice teacher educators, including establishing professional connections and navigating relationships with students (Williams & Ritter, 2010). These challenges are integral to the identity formation process.

In Japan, teacher educators in foreign-language education typically lack formal qualifications or training for their roles (Takeda, 2012). Asaoka's (2022) narrative study reveals the highly individual and non-linear pathways these educators take, emphasising the processes of identity "deconstruction" and "reconstruction" as they draw on their experiences as learners and teachers. Asaoka also highlights the isolation many teacher educators experience, as they lack opportunities to share their feelings, negotiate their identities, and build professional networks.

This study examines how two foreign-language teacher educators in Japan collaboratively co-produce their professional identities. Using online journals and focus-group interviews, the author explores how they generate professional knowledge, navigate tensions and dilemmas as novice and experienced educators, and form new relationships with student teachers. The findings reveal how collaborative research fosters reflectivity, reflexivity, and new perspectives, enabling teacher educators to better understand and navigate their professional journeys. This study offers insights into the potential of co-productive research for supporting identity formation and professional development among teacher educators of foreign languages.

Developing a teacher identity: Authentic experiences of pre-service student teachers with disabilities on school placement
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Teacher identity refers to the stories and experiences that teachers embody as they engage with knowledge and contexts, shaping their values, emotions, and sense of self within the teaching profession. This study was aimed at increasing the participation of underrepresented groups in higher education in Ireland. This paper provides insights to the experiences of Initial Teacher Education pre-service teachers with disabilities, in the context of barriers and facilitators to successful professional

school placement and offers recommendations for improving the inclusivity and accessibility of initial teacher education programs and professional school placements. The framework for this paper is the disability studies in education (DSE), a valuable framework for both recognising and resisting exclusion as well as for developing policies and resources that make inclusive practices more likely and more sustainable. This paper presents part of a mixed-methods, multi-dimensional research study that aims to explore the experiences of Initial Teacher Education pre-service teachers with disabilities in the context of their professional school placements by capturing their experiences. The data was collected from ITE students through online surveys and interviews. Our study has been approved by the research ethics committee in the University. The data analysis involved quantitative analysis using statistical methods to identify patterns and trends, and qualitative data analysis using Braun and Clarke's (2019) reflexive thematic analysis approach extracting key insights and recurring themes. The findings detail the experiences of Initial Teacher Education pre-service teachers with disabilities, in the context of barriers and facilitators to successful professional school placement and offers recommendations for improving the inclusivity and accessibility of initial teacher education programs and professional school placements. The outcomes include representing disabled students' experiences in the context of school placement, and providing a comprehensive understanding of the experiences, challenges, and support mechanisms related to school placements.

Insights from a co-creation and co-learning experience between student teachers and students with intellectual disabilities

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Aim

This research focuses on the design, delivery and assessment of an initial teacher education (ITE) module on Inclusion in Education – Policy and Practice in Education, following a school placement period, aimed at exposing the ITE students to co-creating and co-learning with students with intellectual disability (ID) enrolled in a Certificate in Disability-Inclusive Practice (CDIP) Level 6 programme.

Theoretical Framework

This research draws on the growing body of research investigating ITE for inclusive education, from a socioecological model of inclusion and instructional alignment. In this context, the notion of blending paradigms in ITE, which includes technical skills, professional knowledge, and critical inquiry practices aligned with social justice, is essential. We focus on collaborative learning and inclusive pedagogical strategies in ITE, supporting the understanding and implementation of inclusive education in ITE progammes.

Methods

Using a case-study design, a detailed description of the module where the ITE and CDIP students collaborated is provided as pedagogical context. Within this context, the assignments from the top performing ITE students (n=10) were extracted and thematically analysed.

Findings

Analysis of the ITE students' assignments evidence what they learnt from co-creating and co-learning with students with intellectual disabilities and how this shaped their thinking reflection on teaching practice following a school placement period. Aligned with the socioecological model of inclusion, four representative themes are presented:

1. embedding the voice of learners with disabilities;

2. enacting inclusive pedagogy;

3. shaping an inclusive school ethos; and

4. teacher professional development.

Conclusions

This collaborative approach between ITE students and students with intellectual disabilities, shares insights from a socioecological perspective of inclusion. We then draw implications for practice suggesting that ITE adopts theoretical frameworks and values of inclusive pedagogy, while underpinned by inclusive organisational culture and instructional alignment principles.

Curriculum integration: Questions and challenges for initial teacher education
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Curriculum integration is a popular, but contested, educational endeavour with ongoing debates about its conceptualisation, implementation and efficacy. Nevertheless, many countries such as Ireland, Australia and Scotland are prioritising its use in primary classrooms. In Ireland, the Céim Standards for Initial Teacher Education (Teaching Council, 2020) emphasise the importance of "cross-disciplinary team processes" in pre-service teaching programmes (p. 12) to help future teachers "apply their creativity, knowledge and skills within and across disciplines" (p. 10). This paper draws on a systematic review of 211 empirical studies on curriculum integration in primary schools, teacher development courses, and Initial Teacher Education (ITE) settings. It examines the challenges and opportunities of teaching an integrated curriculum in ITE. Findings indicate that curriculum integration takes various forms, with differing emphasis depending on the purpose and disciplinary areas involved.

Among the 26 studies that specifically focused on ITE, benefits included interdisciplinary content knowledge, enhanced pedagogical understanding and increased student motivation and confidence. However, teacher educators often encountered significant barriers and challenges when attempting to work outside of familiar, disciplinary-based structures. As with all other levels of the education system, adopting an integrated approach required significant time investment from teacher educators. This, alongside other organisational barriers (e.g. timetabling, resources) often made it difficult for teacher educators to persist with integrated approaches. Furthermore, some studies raised concerns about whether integration provided sufficient disciplinary depth to adequately prepare pre-service teachers for classroom practice. Although the studies relating to ITE and curriculum integration were small in number and scale, they offer valuable insights. They highlight the need for clear examples and expectations for integration with pre-service teaching content alongside a structured time and space for collaboration. Future empirical research should explore how the unique characteristics of higher education contexts can support the development of high-quality integrated ITE programmes.

Aligning initial teacher education with signature pedagogies, accreditation standards and institutional norms: A case of a physical education teacher education programme

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Aim

This research dissects an Initial Teacher Education (ITE) degree accreditation period, within Physical Education (PE). It focuses on the process of aligning Signature Pedagogies (SP) with required accreditation standards and institutional norms, specifically in the component of Curriculum-Based Physical Activities (CBPA) modules. This comprises five core PE modules, taught to 150 students across three years of the programme, with 14 different tutors and lecturers teaching sports and physical activities aligned with Irish post-primary PE curricula.

Theoretical Framework

This research is underpinned by the concept of SP and research on systemic alignment, entailing the ITE programmatic structures, institutional norms and external accreditation standards from the national accrediting body for Irish teachers (Teaching Council of Ireland).

Methods

Through a qualitative research design exploring the Irish PE Teacher Education (PETE) degree, specifically on the five CBPA core modules, document analysis and team meetings pre and post accreditation yielded the qualitative data that was thematically analysed.

Findings

The findings show how a PETE programme, with a particular focus on the CBPA modules as compulsory for the PE subject teaching qualification, has continuously and collegially crafted systemic alignment towards accreditation standards, while embedding institutional norms at the university and school levels. Findings also evidence the most prominent SP in CBPA as Experiential Pedagogies scaffolded from Living the Curriculum to Peer Teaching, aligning to the professional expectations of post-primary PE. Further findings evidence the role of authentic pedagogy and assessment in pursuing systemic alignment.

Conclusions

We conclude with the vital role of collegial approaches towards crafting systemic alignment across top-down elements such as accreditation standards and institutional norms, while prioritising bottom-up ITE design processes underpinned by shared and negotiated frameworks and practices under SP.

Enhancing teacher buoyancy in an era of post-performativity: Examining early career teachers' experiences in mainland China

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Utilising the concepts of post-performativity and teacher buoyancy, this qualitative study explores how early career teachers (ECTs) in Mainland China navigate the performative pressures (e.g., parental demands, exam orientation, and shifting educational policies) within the education system. In the era of post-performativity, teachers tend to internalise or adapt performative demands, such as accountability measures and performance targets, without necessarily resisting them. Teacher buoyancy is defined as teachers' capacity to manage everyday challenges, including their ability to respond to setbacks and the resources they utilise to address recurring issues.

Semi-structured interviews were conducted with 11 ECTs from primary and secondary schools. Using the concept of teacher buoyancy as an analytical lens, the study highlights how ECTs in the post-performative era develop teacher buoyancy as they internalise the demands of performativity. This development is associated with the interplays between emphasising teachers' psychological and emotional well-being and the utilisation of a spectrum of proactive acts – i.e., reflection, day-to-day and phased adaptation, recognition of improved outcomes, and enhanced professional competence. Additionally, the findings show how ECTs utilise personal and contextual resources to navigate the performative pressures and thrive in their daily work. These ECTs manage to attain the performative targets while holding seemingly humanistic professional values.

Based on this study in Mainland China, this research offers insights into enhancing teacher buoyancy amidst the complexities of performative demands. The findings highlight the significance of teacher buoyancy as a valuable lens for understanding teachers in the post-performative context.

Teacher well-being, emotions and professionalism in challenging times

Flores, Maria A., University of Minho, Portugal

This paper draws on a nationwide study focusing on how teachers experience changes at school, including the pandemic and the post-pandemic period. The goal is to look at the experience of professionalism in context and the role of emotions, and how they affect teachers' work and lives. A national survey was carried out in which a total of 2192 teachers participated. The questionnaire included open and closed-ended questions concerning aspects of teachers' work and lives. Data were analysed through SPSS and thematic content analysis. Findings illustrate the inner tensions of being a teacher: the focus on teaching and on students' learning needs and well-being, on the one hand, and the pressure for immediate results within a logic of greater accountability and control on the other hand. Teachers feel overwhelmed by policy initiatives and the greater demands and pressures over their work associated with the increase of bureaucracy and endless reforms, which impact their subjectivities and understandings of professionalism. However, positive elements were also found when teachers refer to their work with students. They spoke of energy, motivation, job satisfaction and willingness to carry on. At the centre of their professionalism are their core professional values, in particular the moral and social purposes of teaching, care, dedication and commitment to students' learning and well-being. This paper illustrates the importance of recognising and enhancing teachers' professionalism as well as the emotional dimension of teaching as a complex and multidimensional profession. It requires the consideration of teachers' voice, their capacity for action, and the investment on policies of teacher education that are congruent with sophisticated and complex of views of teaching and of teachers' individual and collective agency.

Meaningful moments in teacher educators' careers. RDC 2 – Empowering Teacher Education

Ustilaitė, Stasé[1]; Daugbjerg, Peer[2]; Szplit, Agnieszka[3]; Schlick, Manuela[4]; Schlick, Christoph[5]; Prescott-Pickup, Francis J.[6]; [1]Vilniaus kolegija / Higher Education Institution, Lithuania; [2]VIA University College, Denmark; [3]The Jan Kochanowski University of Kielce, Poland; [4]University of Vienna, Austria; [5]Institute for Logotherapy & Existential Analysis Salzburg, Austria; [6]University of Eötvös Loránd, Hungary

Being a teacher educator includes several elements of professional awareness concerning teacher education as a specific profession, such as self-studies as a method for development, second-order teaching, and teacher educators' involvement in research (Nielsen, 2023). This highlights the diversity in teacher educators' professional development and personal practice.

We aim to research how teacher educators experience satisfaction in their work. We have used a value system proposed by Schlick and Wipperfürht (2019) to analyse the participants' stories for aspects they value in their work as teacher educators. The value system is derived from Frankl's (1984) theory of logotherapy, which describes a person's drive to find meaning in life, combined with self-determination theory. Based on this value system, nine categories were developed to describe how meaning can be experienced in human life, these served as the starting point for the coding of the transcribed interviews.

To bring forward the voices of the individual teacher educators, it is necessary to listen to their professional stories. We have done this by conducting and recording focus group dialogues with volunteers at two international conferences. There were seven dialogues, with a total of 15 participants from seven countries. Participants were prompted to self-reflect on their meaningful moments. Each participant then shared their moment, followed by clarifying questions from the group.

This study explores teacher educators' approaches to their work and their sources of satisfaction, including teaching, student interactions, and presenting their ideas. Teacher educators attain satisfaction through authentic meetings with students, specifically by nurturing meaningful relationships, sharing experiences, and caring for students. Satisfaction is also linked to experiencing a certain amount of autonomy, opportunities for continual learning, and growth in the teaching profession. These

aspects contribute to making their educational careers meaningful and valuable.

An interdisciplinary interrogation of authenticity in teaching and teacher education

Murray, Clíona; Heinz, Manuela; Munday, Ian; Flynn, Niamh; Hall, Tony, University of Galway, Ireland

Chair and discussant: Dr. Manuela Heinz

It is widely accepted that authenticity is a desirable trait in teaching, carrying within it the promise of constructive educational relationships and genuine human connection. However, as with many taken-for-granted concepts, what we actually mean by authenticity in teaching is not always entirely clear. The theme of this conference acted as a catalyst for us, a group of teacher educators from various disciplinary backgrounds, to explore and unpack our understandings of authenticity. Our reflective interdisciplinary conversations highlighted how we, and others, have often used the concept of authentic teaching or authentic teachers loosely, implicitly assuming it to be a desirable trait both for our student teachers and for ourselves as teacher educators. Through our discussions, we came to acknowledge the lack of clarity regarding its meaning, and the potential challenges associated with it. In positioning authenticity as a vaguely defined goal for teachers, it was not always obvious what the aims of authenticity were nor where its limits lay. As our conversations spanned various disciplinary perspectives and historical contexts, it became clear that a superficial application of authenticity is not only confusing, but also potentially problematic, as it may lead to interpretations with unintended (or intended) negative consequences.

In this symposium, which takes the format of an extended interdisciplinary dialogue, we will critically interrogate the discourses surrounding authenticity in teaching and teacher education. In our exploration we interrogate authenticity alongside key concepts and theories from each of the foundational disciplinary perspectives. We welcome the opportunity to further critically examine and refine our understandings of authenticity, and to provoke a more thoughtful and rigorous discussion of its place within education and teacher education. We also aim to address common

misconceptions and critically challenge the binaries often drawn between authenticity and performativity, artificiality, and control.

We begin the symposium by providing brief overviews of the concept of 'authenticity' from our diverse disciplinary perspectives, which aim to orientate attendees to some of the key questions around the concept. Following the short individual presentations, we will develop a critical interdisciplinary perspective on authenticity in teaching and teacher education through exploring the following core questions together, inviting the audience also to contribute to the discussion:

- How can we more usefully conceptualise authenticity within the context of teaching and teacher education?

- In what ways can the concept of authenticity inform and advance the theoretical frameworks and practical methodologies used in teacher education?

- How do various factors, such as educational policies, cultural norms, and personal experiences, contribute to or complicate the process of striving for authenticity in teaching?

- What does the era of artificial intelligence mean for teacher authenticity and for the authenticity of humanity and human relationships?

We will conceptualise authenticity in teaching as a dynamic, contextually situated process that evolves across time, settings, and relationships, with both potential benefits and pitfalls. By engaging deeply with these complexities, the symposium aims to advance a more nuanced understanding of authenticity, and of its role, in teaching and teacher education.

Preserving intellectual ownership of accessible assessment design

Graham, Linda; Killingly, Callula, Queensland University of Technology (QUT), Australia

Pre-produced curriculum and assessment resources are being touted internationally as solutions to teacher overwork. In some countries, such resources are already in place with a growing number of commercial providers. Concerns about "canned curriculum" are not new and include deprofessionalisation of teachers, incursion of vested interests, and inflexibility of curriculum products. For the last seven years, our research team has been focused on improving the accessibility of assessment and pedagogy for diverse learners, and we now find ourselves grappling with another important problem: how to ensure accessibility at scale without the urgent need for it being used to justify the production and distribution of yet more pre-produced resources/products that take development control away from teachers? In this paper, we outline our new study involving 10 Queensland government primary, secondary, and combined schools. The study builds on the Accessible Assessment ARC Linkage Project (2019-2023; Graham & Willis, 2025), Phase 1 of which tested whether and how improving the visual, linguistic, and procedural accessibility of summative assessment task sheets impacted students' experiences, engagement and achievement in Year 10 English. Importantly, not only did greater accessibility achieve significant improvements in all three domains but teachers' understanding of accessibility in assessment provided a foundation for the second phase of the project in which we applied these accessibility principles to classroom pedagogy (Graham & Tancredi, 2024). Our new project with 10 schools scales our accessibility work to other subjects, year levels, and school phases through professional learning and the provision of a set of Design Principles, as well as exemplars to support the achievement of visual accessibility (VA). VA is "templateable", however, linguistic and procedural accessibility is complex and requires deep intellectual work by expert teachers. In this paper, we argue for teachers' right to engage in this work and the importance of their doing so.

Creative mathematical writing in minority language contexts. RDC 1 – Science and Mathematics Education

Nic Fhinn, Tríona[1]; Harbison, Lorraine[2]; Scully, Conor[2]; Nic an Ultaigh, Nóra[3]; Wyndham, Bríd-Teasa[3]; [1]An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, Ireland; [2]Dublin City University; [3]Fighting Words

A new primary mathematics curriculum was launched in Ireland in 2023. Based on the premise that 'every child is mathematical' the curriculum principles include assertions of the need for children to be active and have ownership over their learning, and teaching that fosters children's engagement in learner-centred ways linked to their experiences of the world. To support the enactment of the new curriculum, this research explores the use of creative writing in mathematical instruction thus creating opportunities for authentic assessment and responsive teaching. Grounded in formative assessment theory, the study highlights how assessment of student-generated stories can uncover student thinking. It also draws on theories of concept images and cognitive conflict, which examine how students construct and refine mathematical understanding. Situated within the Fighting Words initiative and the Write to Right pedagogical approach (see https://www.fightingwords.ie/), a qualitative methodology was employed, analysing student-created narratives from writing workshops in an Irish-medium school. The data provided insight into students' concept images and revealed their conceptual understanding in geometry. Common misconceptions they held about geometric shapes also surfaced through the narratives. Findings indicate that while students accurately calculated perimeters and angles, they struggled with distinctions between two-dimensional and three-dimensional shapes. Additionally, it suggests that creative mathematical writing enhances both mathematical proficiency and bilingual identity, reinforcing the connection between language and conceptual development. This study offers insights into how teachers can mediate curriculum in a way that is dynamic, interactive, and responsive to student needs. It further aligns with broader discussions on curriculum reform in Ireland and internationally, by positioning creative mathematical writing as a tool for fostering authentic teaching by integrating formative assessment and student agency within minority language education.

Aligning policy with practice: The role of teacher voice in shaping professional development in a top-down education system

Alqahtani, Reem, University of Oxford, United Kingdom

Research Aim

Teacher professional development (PD) plays a critical role in the educational reforms underpinning Saudi Vision 2030. Despite substantial investments, existing research critiques the top-down nature of PD policies, where teachers' voices are often excluded from the decision-making process. This study investigates teachers' perceptions of PD policy implementation in Saudi-Arabia, focusing on the role of teacher involvement in the design and effectiveness of PD programs. By exploring the gap between policy intentions and teachers' needs, the research aims to enhance the alignment between PD policies and actual classroom realities.

Theoretical Framework

The research is framed within the policy-implementation-theory and teacher agency, which suggests that for PD to be effective, teachers must be actively involved in its design and execution. This theoretical approach challenges the traditional top-down policy models, highlighting the importance of teacher voice in shaping PD that meets their professional needs. The study aims to expand the theoretical discourse on PD by emphasising how teacher voice can influence PD-effectiveness and support educational reform.

Methods

A mixed-methods approach was employed, combining quantitative data from an online survey of 583 teachers with qualitative data from semi-structured interviews with 24 teachers and 7 policymakers. Descriptive statistics and Two-Way ANOVA were applied to the survey data, while thematic analysis was used for the interview

data. This approach allows for a comprehensive exploration of teachers' experiences and policymakers' perspectives on PD policy implementation.

Findings/Conclusions

Preliminary findings reveal that teachers recognise the value of PD but feel excluded from its design. Teachers desire greater involvement in the PD policy-making process, highlighting a disconnect between PD content and teaching realities. Policymakers acknowledge the need for teacher feedback but continue to favour a top-down approach. The study underscores the necessity for a more inclusive PD policy-development process that better aligns with teachers' needs, thus enhancing the effectiveness of PD initiatives.

Educational inequalities and good practices for male and female students with migrant background: Policy recommendations
Leoncini, Sabina, UNISI, Italy

Inclusion in education is an issue of primary importance in Italy and in the international context, finding its full place among the objectives of the 2030 Agenda. This contribution proposes policy recommendations based on a review of the scientific literature, with a specific focus on Italy on the subject of educational inequalities and good practices aimed at students with a migratory background conducted within the *REVERS-ED Horizon Project: Trends on educational inequalities over time and successful interventions that contribute to reversing them.* Pedagogy engaged in the search for effective solutions for transformative paths, can develop recommendations that allow the implementation of interventions aimed at counteracting the dynamics of exclusion and promoting more equitable and sustainable educational practices. The theoretical framework is dialogic pedagogy. This is an educational approach that emphasises the importance of dialogue and communication in the learning process. It is based on the idea that learning is not just about transmitting information from teacher to student, but about engaging in meaningful conversations where both students and teachers actively participate in the construction of knowledge. The focus is on interaction, collaboration, and shared inquiry, rather than one-way instruction. The literature review was conducted through the Web of Science, Scopus, and ERIC

databases, using combinations of keywords related to educational solutions for migrant and refugee children. The search resulted in 185 works, of which 30 relevant scientific articles were selected for the international context and 10 for Italy. The paper highlights the strategies needed to address the educational needs of migrant and refugee children, emphasising the importance of innovative and diverse approaches. These studies show how transforming language practices, recognising cultural strengths, and integrating technology can improve educational outcomes for these vulnerable populations. Only a global and culturally sensitive approach can ensure quality education and foster the integration of these students.

Pre-service teacher research: A way to future-proof teachers?

van Katwijk, Lidewij, Rijksuniversiteit Groningen, Netherlands

Aim

The aim of this study is to shed light on the perceived and actual value of pre-service teacher research for becoming a teacher by exploring the relationships among perceptions of most important learning outcomes, measurements of teaching quality and quality of pre-service teacher research.

Theoretical framework

The main aim of teacher education is to educate future-proof teachers with an inquiry stance (Cochran-Smith and Lytle 2009; Dana and Yendol-Hoppey 2019), who can work in inquiry-based contexts and use literature or conduct practitioner research to reflect on their own practices or those of their school organisation (Baan, et al. 2019; Uiterwijk-Luijk et al. 2019). Though a considerable number of pre-service teachers seem sceptical of the relevance for practitioner research, and direct use in the teaching profession (Puustinen et al. 2018; Reis-Jorge 2007; Ulvik 2014; Van Katwijk et al. 2019).

Methods

We used a multi-methods approach with a questionnaire (*n*=236) and a database of assessment scores of graduating pre-service teachers' primary education (*n*=650).

We calculated the correlation between the quality of pre-service teacher research and the quality of their teaching and combined this with a qualitative analysis of an open question about the most important learning outcome.

Findings and conclusions

The study identifies four profiles of pre-service teachers, differentiated by their perceived learning outcomes: 1. Good practitioners (n=207; 32%), 2. Average students (n=191; 29%), 3. High achievers (n=127; 20%), and 4. Low achievers (n=125;19%). The perception of graduating pre-service teachers toward pre-service teacher research is positive, regardless of their assessment scores. The differences among the profiles in perceptions of the most important learning outcomes were remarkable. Besides this, we find a significant positive correlation between scores on pre-service teacher practice and scores on pre-service teacher research.

Dilectings - Development and evaluation of a toolkit for achievement of digital literature literacy for school teachers

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(Dilectings is an Erasmus+ project with partners in Italy, Romania, Spain and Ireland)

https://www.dilectings.learnovatecentre.org/

Research topic/aim

The development of Digital Literacy for Language Learners (DLL) and Literature Digital Reading (LDR) among primary school teachers and students is important in an ever-changing technical world. Provision of access for teachers to authentic resources and a digital toolkit would address this. However, there is a lack of solutions for teachers. Existing tools like Europass are not specifically tailored to teachers' needs and rely on a siloed approach of self-reflection rather than peer discussion and collaboration. Others (like SELFIE) appear to be individualistic rather than collaborative. Moreover, research suggests that teachers learn from each other more than through individual learning methods.

Theoretical framework

In the initial phases of Dilectings project, a conceptual framework was developed using a literature review and survey, which provided a sound basis for focusing on the appropriate needs of teachers in the next phases.

Methods

We have used a learner-first approach to understand the needs of teachers. This methodology is a synthesis of Design Thinking, Outcome Driven Innovation and Lean Start-up and helped to clarify thinking around the teacher profile and context and detail their specific needs and desired outcomes referred to as 'jobs to be done'.

Findings and conclusions

The outputs of this approach fed into development of Dilectings toolkit to assess and provide personalised learning resources. It also allowed teachers to exchange these skills via direct communication with peers. Initial assessment using System usability scale indicated a median score of 67.5, which led to improvements and feature enhancements in the toolkit. The updated toolkit increased the usability (median score 75) and received positive feedback from teachers after using it and they plan to embed it in their daily teaching routine.

Dive in! Exploring the creative use of virtual reality to support and enhance immersive STEM learning experiences in the irish primary school classroom
Mc Namara, Michael, Mary Immaculate College, Limerick, Ireland

In today's increasingly digital society, it is essential that educators employ creative pedagogical approaches which empower students to leverage the potential of digital technologies to support their present learning and to prepare them for innovative digital futures (DeWitt and Alias, 2023). Government policy within Ireland, The Digital Strategy for Schools to 2027 (Department of Education, 2022), recognises this immediate need to equip students with the requisite skills to become competent 'global citizens in a digital world', extending their learning beyond the walls of the classroom.

A creative pedagogical approach that effectively enables teachers to achieve this aim is the use of virtual reality (VR). Gavish et al. (2015) note that VR in education has become increasingly popular in recent years owing to its 'immersive, imaginative, and interactive features' which Clark (2006) asserts makes learning more engaging and attractive to students, improving their motivation and attention.

This presentation offers an overview of a qualitative study undertaken with 5 primary level schools in the west of Ireland which explored students' and teachers' perspectives regarding the use of VR within a 5-week integrated STEM project. Following the delivery of an initial workshop in VR, students worked collaboratively in groups to research, design and create their own digital VR stories to outline concerns and proposed solutions regarding Ocean Conservation issues.

Pre-project and post-project data were collected from students (n=100) using qualitative questionnaires and a post-project focus group in each school. Teachers (n=8) also engaged in post-project semi-structured interviews to provide their perspectives.

The findings outlined in this presentation, contextualised through the lens of the TPACK framework (Mishra & Koehler, 2006), explore participants' views regarding the impact that this VR project had upon teaching and learning. Participants' self-perceptions regarding the development of digital competencies and enhanced conceptual awareness regarding STEM education will also be discussed.

A quantitative approach to the intercultural, care- and technology-based educator identity in the theoretical teaching of dance university students

Tongori, Agota, Hungarian Dance University, Hungary

Irrespective of institution size, universities catering for international students need to adapt their teaching style, methods and numerous further aspects to the multicultural entrants of their campuses in our globalised world. Educators' positive intercultural attitudes foster an encouraging learning environment, which might improve student well-being (Alesech & Nayar, 2021; DeCuir-Gunby & Bindra, 2022; Lulic et al., 2023, cited by Basarkod et al., 2024). This research investigates the experiences of international dance university students in Hungary regarding intercultural, care- and technology-based methods in their theoretical classes. We aim to reveal the attitudes of a multicultural cohort towards AI-powered digital applications grounded in the concept of intercultural knowledge exchange. We have conducted an online survey with the purposive sampling of international students (*n*=30), including both dance artists and dance coaches, who marked their answers on Likert scales to 25 questions (Cronbach's α= 0.86) about the significance of mutual respect and appreciation in their theoretical classes, such as Hungarian Culture, Communication, Writing for Academic Purposes and English as a Foreign Language. The survey also assessed the perceived effectiveness of technology-based tasks and tools in promoting knowledge sharing and intercultural learning. The majority of students valued their professors' interest in and respect for their personal development and home country culture and expressed high appreciation for their professors' and peers' cultural backgrounds. Most students found digital tools engaging and useful for intercultural knowledge sharing. However, 30-50% of respondents did not regard their peers' respect and support for their individual development and home country culture as equally important. The study suggests that mutual respect and appreciation are more valued in educator-student relationships than among peers. This highlights the significant role of educators in the traditional master-student relationship in dance

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education. Also, technology-based tools might foster care for students' achievements in intercultural knowledge-sharing.

AI in teachers' education: Students' and lecturers' perspectives
Storvik, John Eivind; Jacobsson, Anna Katharina, Nord university, Norway

The aim of our research is to uncover how students and teacher educators use artificial intelligence in the practice of their work. Knowledge about the different target groups' usage and assessments of AI can develop a better understanding of how educators can better facilitate a constructive and developmental use of AI, as well as reveal the most obvious pitfalls in using AI in education and research. The research question is: What do students and university employees know about AI as a tool, and how do they use various tools in their daily work?

The theoretical framework focuses on three different aspects: 1) Develop knowledge about what AI is and how AI is used in teaching, assessment, and learning. 2) Develop learning models for AI use in teaching, and 3) Develop generic competence and ethical norms for students in their encounters with various AI tools.

This research paper is based on research where an open and exploratory approach uses mixed-methods combining survey and interview data to explore how students and university teacher educators use and perceive AI tools in their academic work. Data collection is carried out with a digital online form with open and closed questions, and interviews. A literature review will be conducted in addition.

We expect to find widespread use of various AI tools among students and a lesser interest in AI tools among university employees. Concerns about quality, plagiarism, lack of learning, and ethical considerations are expected to be greater among university staff than among students. The lack of good guidelines creates a space for action among students that university employees sometimes struggle to handle, particularly in assessment situations. The article aims to provide recommendations for developing a collective practice in dealing with students.

The AI support scale: A tool for enhancing transparency and integrity in teacher education assessments

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Research topic and aim

The era of artificiality offers immense opportunities to enhance educational practices and foster dynamic student-teacher learning. Initial teacher education programmes should harness AI to prepare future educators, yet ethical concerns regarding AI are significant. The blurred line between human-generated and AI-assisted work complicates accurately assessing individual performance. As the credibility of academic degrees hinges on valid assessments of learning outcomes, addressing academic dishonesty in teacher education assessments is vital to shaping "authentic teachers in ages of artificiality."

Equipping student teachers to effectively leverage AI in classrooms while safeguarding academic integrity is essential across all stages of teacher education. As AI tools become more advanced, clear and reliable methods to assess AI's role in student submissions are increasingly critical. This research aims to enhance transparency by developing a validated tool enabling educators to define and disclose acceptable levels of AI support in student assessments and academic work.

Theoretical framework

This paper introduces an 8-point scale, based on maturity model logic, to classify AI's role in student assessments and research, ranging from fully human to fully AI-produced. Its strength lies in establishing clear benchmarks and scalable progression stages for evaluating AI involvement.

Methods

The scale is implemented in a business module across five initial teacher education

programmes at a university in Ireland. Qualitative insights are collected from student teachers and educators through focus groups, analysed using thematic analysis with NVivo software, and iteratively used to refine the AI Support Scale.

Findings and conclusions

Developing a standardised scale to measure AI's contribution to student assessments is crucial for adapting to the evolving educational landscape. This tool clarifies AI's role in student-teacher assessments, addressing academic originality and authenticity. It fosters transparency and fairness, enabling more accurate evaluation of student learning while ensuring their work's educational value is assessed with precision.

AI-2-Z: Student teachers' experiences of AI in education

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This study explores Nordic student teachers' ways of relating to AI as they develop into future teachers. Drawing on data from four Nordic countries, we ask: How do student teachers engage with and conceptualise AI in their teacher education and classroom practice? How do they understand their own agency and role as teachers in relation to their use of AI?

This study adopts a cultural-historical approach, highlighting that humans perceive reality through artefacts with dual material-conceptual dimensions (Vygotsky, 1978; Cole, 2003). These artefacts—classified as primary, secondary, or tertiary—mediate progressively abstract levels of understanding and engagement with the world (Wartofsky, 1973). Further, engaging theoretically with Luckin (2010, 2018), we discuss the potential of technology as a "More Able Peer" and the importance of consciously designing educational technology settings.

Eight advanced student teachers in four Nordic countries (Sweden, Norway, Iceland, and Finland) will partake in qualitative, in-depth, and open-ended research interviews. The interview guide covers three core topics: (1) student teachers' experiences and relationships with AI, (2) their encounters with AI during teacher training, and (3) their emerging practice as teachers. A thematic analysis (Braun & Clarke, 2022) is conducted to show how teacher students conceptualise AI technologies and the contemporary teacher role in an era of evolving artificial intelligence.

Our findings will outline how AI is used within four Nordic teacher education programs, the student teachers' own experiences of AI for educational and teaching purposes, as well as their anticipated use of AI in their future professional practice. The presentation focuses on potential possibilities and challenges in the student teachers' role, particularly concerning how they conceptualise and negotiate their agency as teachers in a technology-saturated educational setting. Thus, we address possible ways of understanding the teacher role when knowledge representations, lessons, assignments, and assessments can be created by AI.

An exploratory study of generative AI use among college of education students in the U.S. and Ireland: Opportunities, challenges, and professional development needs

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Generative Artificial Intelligence (GenAI) tools, such as ChatGPT and MidJourney, are increasingly integrated into higher education, offering transformative potential for academic, personal, and professional tasks. This exploratory study investigates the experiences, frequency, perceptions, and professional development needs of College of Education (CoE) students from Dublin City University (DCU) in Ireland and Arizona State University (ASU) in the United States. Data were collected from 331 participants via online questionnaires, focusing on their use of GenAI tools for personal, academic, and lesson-planning activities.

Findings highlight both opportunities and challenges associated with GenAI in education. Students reported that the use of GenAI tools can support lesson planning, foster creativity, and reduce workload. However, concerns were raised about the

reliability of AI-generated content, the potential for over-reliance, and ethical issues, including data privacy and plagiarism. DCU students expressed a greater need for training on effective and ethical use compared to their ASU counterparts, who emphasised ethical concerns more prominently. These insights underscore the necessity of targeted professional development programmes that not only focus on the technical capabilities of GenAI but also equip students to critically evaluate and ethically implement AI-generated outputs.

This study contributes to the growing body of research on GenAI in education by addressing the contextual differences between the two institutions and their implications for integrating AI technologies. It also emphasises the role of CoE students as future educators, whose ability to navigate the opportunities and challenges of GenAI will shape its effective adoption in educational practice. Recommendations include the development of institution-specific professional development programmes that address identified gaps, particularly in ethical AI use, and further exploration of how institutional contexts influence GenAI perceptions and practices.

Professionalising boundary crossing teacher educators requires attention for processes above and beneath the surface

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Developing student teachers' authenticity requires authentic contexts and tasks in combination with theoretical input from the teacher education institute. Hence, for optimally supporting student teachers' learning, it is crucial that the institute and the partner schools work closely together (Timmermans, 2022). Connecting both learning contexts seems easy, but this appears to be rather challenging (Nieuwenhuis et al., 2017) and requires boundary crossing of teacher educators (Bakker & Akkerman, 2016). This relatively new role for teacher educators has led to professionalisation needs (White et al., 2020), but little knowledge is available on how to professionalise such boundary-crossing teacher educators. Therefore, through practice-based research, guidelines for supporting boundary-crossing teacher educators were sought. For this, three professional development programs focusing on supporting boundary crossing teacher educators were investigated in three iterations of program observations and reflective dialogues with the facilitators and the managers of the programs. First, exploratively preliminary guidelines for professionalising boundary crossing teacher educators were distilled, which in the second iteration were used for focused investigation of the professional development programs. During the research, it became clear that intangible deep-level processes negatively influenced the outcomes of the professional development programs (e.g., lack of clarity/turmoil on many levels, resistance to change). Since such underlying processes play central roles in change failure but are rarely explored or articulated (Heracleous & Bartunek, 2020), it was decided to deepen our investigation in order to shine light on these highly influential processes. For this, the same data-sets were re-analysed, which led to an overview of intangible deep-level themes. These themes were member-checked with the facilitators and managers of the professional development programs. In this presentation, we will elaborate on the research process and present both the

guidelines (surface level) for professionalising boundary crossing teacher educators and the deep-level themes.

A good start is half the battle: Tools and guidelines for supporting student teachers' orientation on the workplace

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Marnix Academie, Netherlands

Developing student teachers' authentic professional identity requires collaboration between universities and schools (Koster, 2013). Workplace learning has major impact on this development because of the authentic learning situations (Onstenk, 2016). However, it appears to be challenging for student teachers to fully use the workplace due to its complexity (Timmermans, 2012). Hence, it is key for student teachers to start the internship with an in-depth orientation of the learning context of the school. Despite ample knowledge on supporting learning in practice (White et al, 2020), little literature is available on how to facilitate student teachers' orientation in practice (Nieuwenhuis et al, 2017). Therefore, in an innovation project, both tools supporting students' orientation on practice and guidelines for teacher educators to support these processes were developed.

In-depth orientation is defined as a profound exploration of the workplace to fully utilise the potential of the learning context (Van den Anker & Hagen, 2024). After the exploration, it is required to reflect on the findings in relation to both the teacher education learning outcomes and student teachers' learning wishes. This definition formed the base for the development of an orientation tool and guidelines for supporting these orientation processes, which were tested in a pilot. First, all teacher educators and student teachers were instructed on why and how to use the orientation tool. Thereafter, the teacher students, supported by teacher educators within the schools, used the orientation tool. In the end, together they reflected on the findings, resulting in a plan for the remaining internship period.

The experiences of both student teachers and teacher educators were investigated through (group)interviews and questionnaires. Analysis of the data showed, among others, the importance of clarity on the aims of orientation on practice and integration

in student teachers' curriculum. In this session, after presenting the outcomes of the pilot, the developed materials will be shared.

Cultivating culturally responsive educators: A residency model for equitable literacy and inclusive practice

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Despite increasing diversity in K–12 schools, both teacher candidates and in-service educators often lack the preparation to engage in courageous conversations around sensitive sociopolitical issues, such as pandemics, racial injustice, and systemic inequality (Ononuju, Best-Green, & Martinez, 2020; Taie, Goldring & Spiegelman, 2017). A significant challenge for educator preparation programs (EPPs) and school districts is equipping future teachers with the cultural competence necessary to meet the academic and emotional needs of all learners. Central to this is the adoption of Culturally Responsive Teaching (CRT) practices, which foster inclusive, equitable learning environments. The disconnect between the increasing diversity of the student population and the homogeneity of the teaching force—primarily white, middle-class, and female—necessitates intentional efforts in teacher education to bridge this gap.

This session presents findings from an 18-month university-school residency pilot conducted in partnership with two school districts. Designed around school needs rather than university calendars, this yearlong residency provides authentic, practice-based preparation. Residents engage in core teaching practices (Ball & Foranzi, 2011; Grossman et al., 2009), with an emphasis on culturally responsive pedagogy and strategies that promote literacy development among diverse learners.

The presentation will highlight research-based strategies that leverage students' cultural knowledge, lived experiences, and learning preferences. These include embedding cultural orientation into classroom management, utilising varied assessment methods, and building literacy through culturally relevant instruction. By integrating CRT into clinical experiences and curriculum, the residency supports the cultivation of teacher advocacy and responsibility for equitable student success. This model aims to prepare future educators to create inclusive classrooms that affirm student identity and foster academic excellence, aligning closely with conference themes focused on impactful practices for diverse learning environments.

From tools to teaching: Mapping technology use in tertiary vocational education

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Competencies in artificial intelligence, data analytics and creative problem-solving are projected to become increasingly vital (World Economic Forum, 2025, s. 85). The Norwegian government, in partnership with local authorities, aims to ensure comprehensive digital competence development across the public sector, encompassing both existing workforce and education programs, with strategic targets set for 2030 (Ministry of Digitalisation and Public Governance, 2024, s. 9,14,59)

Significant obstacles to achieving these goals exist, with one recent ministerial report indicating that tertiary vocational education (TVE) teachers demonstrate varying levels of technological competence, with substantial gaps in their digital pedagogical skills (Skutlaberg et al., 2021, s. 31-32,35,44-45,52).

This preliminary study examines how in-service TVE teachers utilise pedagogical and vocation-specific technologies. The research questions are: How do teachers describe their proficiency in utilising new digital technologies? What integration challenges do these teachers report at a vocational pedagogy level, and how do their responses relate to broader patterns of technology use in Norwegian tertiary vocational education? Finally, what characterises the positive adoption of emerging technologies in vocational teaching practice?

Drawing upon multi-site survey data from 120 vocational teachers across diverse disciplines, we analyse how educators conceptualise and implement digital tools, emerging technologies and artificial intelligence (AI). The findings indicate that while 71.7% of teachers self-report competent to expert-level digital proficiency, significant gaps persist between technological capability and pedagogical integration, with 24.2% reporting underutilised workplace technology due to insufficient skill.

Preliminary analysis focuses on three principal findings: a gap between institutional technology adoption and pedagogical implementation, an emerging focus on AI

integration, and a clear need for structured and continuing professional development. These findings hold significant implications for policy and practice in tertiary vocational education, particularly regarding emerging technology implementation and professional digital competence (PDC).

The practice and evaluation research of integrated undergraduate-graduate curriculum with AI technology

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The study aims to explore the practice and evaluation system of integrated undergraduate-graduate curriculum under the AI technology background. This study focuses on key issues such as AI technology empowering curriculum integration, innovative teaching models, and improving the quality of talent cultivation. These are the key issues to meet the goals of the "Excellence Program "in STEAM Education. This study analysed and constructed an integrated theoretical framework for integrated undergraduate-graduate curriculum supported by taking the system engineering course as an example. The practice and evaluation framework for the undergraduate-graduate integrated curriculum is designed by leveraging AI technologies such as learning analytic, personalised recommendation, and intelligent assessment. This approach aims to optimise the curriculum system and teaching models, with a focus on cultivating innovation capabilities, practical skills, and interdisciplinary literacy. The research systematically collects and analyses data on curriculum integration experiences and needs from the perspectives of schools, employers, and students, employing a mixed-methods approach that includes literature review, questionnaire surveys, and in-depth interview analysis. The study undertook an international comparative analysis, drawing on advanced practices and distinctive features of undergraduate-graduate curriculum integration from global contexts. It identified and analysed key factors influencing the development of practical competencies, leading to the formulation of a targeted course optimisation framework. Concurrently, artificial intelligence technologies were leveraged to enhance course evaluation and facilitate continuous optimisation. Finally, through longitudinal tracking of graduates' professional achievements, the study further

confirms the significant positive influence of AI-driven undergraduate-graduate curriculum integration on students' career development.

Blurring the lines between reading and play: Experiences of preschool teachers in the context of Book Reading and Play Program (BookRPlayP)

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Early literacy skills can predict later reading and writing skills. There are studies in the literature on the benefits of intervention programs aimed at supporting early literacy skills for children, families, and teachers. This study, which is part of a project funded by the Scientific and Technological Research Council of Türkiye (TÜBİTAK), focused on the experiences of participating preschool teachers regarding the Book Reading and Play Program (BookRPlayP). BookRPlayP is a 12-week intervention program developed by researchers that includes repeated book-reading processes with children and guided play activities that support early literacy skills in three separate intervention groups (Family, Family-Teacher, Family-Teacher-Librarian). Before the program was implemented, the participating teachers were trained on the use of picture books with guided play activities. The teachers' practices were observed in the classroom throughout the program implementation. The data for this study were obtained from teacher observations, semi-structured interviews, and reflective journals. Inductive data analysis was used to create codes, categories, and themes. Prolonged engagement, persistent observation, peer debriefing, and triangulation strategies were used in the research for the quality of the study. The themes that emerged from the analysis are: BookRPlayP's contributions to stakeholders, effective elements in the BookRPlayP process, and difficulties experienced in the BookRPlayP process. Preschool teachers stated that the program contributed to their professional development; their perspectives changed, they gained awareness in early literacy, children's interest in reading increased, early literacy skills were supported, and families' awareness increased. They emphasised that integrating of picture books and play and repeated readings were effective elements in the BookRPlayP process. The

participants expressed the environmental problems as the difficulties they encountered.

Cultural identity formation participatory approach to working with children
Lyne, Aine, University of Limerick, Ireland

Research Topic/Aim
This study explores how cultural identities are developed among migrant and native Irish families in contemporary Ireland. It examines the influences and outcomes of cultural identity formation and highlights the differences between parents and children, first-generation and second-generation migrants, as well as families from ethnic minorities and those from traditional Irish backgrounds. The research takes place in DEIS primary schools. DEIS schools have a higher proportion of families from a migrant background than non-DEIS schools, so they are an important site for cultural exchange and the formation of multiple identities (Smyth, 2017).

Theoretical Framework and Methodological Design
Participatory research methods were employed in research with children grounded in the Lundy Model of Participation (2007). The key focus of this model is to ensure that children have the space to express their views; their voice is enabled; they have an audience for their views; and their views will have influence. For example, the use of creative visual methods for engaging children in joint knowledge production, as literacy is not required. Although visual data may be difficult to analyse, if paired with spoken feedback from children, such data can convey in-depth information (Kleine, D., Pearson, G., and Poveda, S. 2016). A series of three workshops was conducted with four different class groups and scrapbooking/collage was used to facilitate the children to create artistic representation of their own cultural identity.

Findings and Conclusions
The research is ongoing, with emerging findings suggesting that migrant children and their parents navigate complex cultural identities. There is evidence that the school environment plays a critical role in shaping these identities, fostering both inclusion and diversity. Preliminary observations are that inclusive pedagogies aided

relationship building, facilitated individual expression of cultural identity and resulted in more engagement and greater depth of discussion in the focus groups with children.

STEM in the primary school classroom: Creative pedagogical practices in fostering computational thinking
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In September 2025, Ireland will introduce a new Science, Technology, Engineering, and Mathematics (STEM) curriculum in primary schools, emphasising computational thinking and programming (NCCA, 2024). While this presents exciting opportunities for equipping students with essential 21st-century skills, it also raises challenges regarding how best to integrate computational thinking into primary education. Much of the existing research on computational thinking and programming has focused on older students or informal learning settings, leaving a gap in understanding its implementation in primary classrooms. This study addresses this gap by designing and implementing a programming initiative within an Irish primary school. Grounded in the "head, hands, and heart" framework (see Milwood et al., 2018; Brennan & Resnick, 2012), this research explores computational thinking as a multidimensional construct. "Head" represents cognitive understanding of computational concepts, "hands" refers to the practical skills required for programming, and "heart" encompasses the attitudes and motivations that drive engagement. A range of qualitative and quantitative data collection methods—including artefact analysis, interviews, questionnaires, and classroom observations—captured students' computational thinking development. A two-stage analytical approach was used: first, deductive analysis mapped findings onto Brennan and Resnick's (2012) framework, followed by inductive analysis to explore how computational thinking emerged in context. Findings provide valuable insights into the pedagogical factors shaping computational thinking, including programming language, project type, scaffolding, and peer collaboration. This research highlights the importance of creative pedagogical practices in fostering computational thinking and provides practical implications for teachers, researchers, and policymakers working to implement Ireland's evolving STEM curriculum.

Text-to-image generative AI in writing instruction: Visual feedback

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This study investigates the use of AI text-to-image technology to support writing instruction and enhance the revision process among lower secondary students. The research examines whether AI-generated visual feedback can be used as a meaningful prompt for students to revise and enrich their descriptive writing, aligning the intended message with the reader's perception.

The study is grounded in the process-oriented writing model (Hayes & Flower, 1980; Kim & Graham, 2022) and multimodal literacy theories (Kress, 2003; Edwards-Groves, 2011). These theoretical models offer suggestions supporting that integrating visual feedback into the writing process (Lin et al., 2025) can help learners identify gaps in their work and foster critical revision skills.

A mixed-methods design was implemented in a lower secondary school in Turin. Three teachers participated in a professional development course that focused on incorporating AI text-to-image tools (such as DALL-E 3) into their curriculum. During the experimentation (February–May 2024), teachers guided students through a four-phase recursive cycle of instruction: (1) initial text writing on paper; (2) generating an image from the text using AI; (3) collaboratively analysing the image as feedback; and (4) revising the text based on the feedback. Data were gathered through classroom observations and pre- and post-intervention students' writing essays.

Preliminary analyses indicate that the intervention not only increased the revision process but also improved the descriptive quality of their texts. However, effective teacher mediation was essential to address inaccuracies in the AI output and properly enrich the text descriptions (Steiss et al., 2024).

In conclusion, the findings suggest that, when properly scaffolded by teachers, text-to-image AI technology can be a valuable tool for writing instruction. This approach supports multimodal literacy development and meets diverse learning needs, offering

a promising direction for integrating digital media into education and improving the revision process in written composition.

The role of LLMs in enhancing argumentative writing: Voices from EFL learners

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Language teaching and learning have been profoundly influenced by the rapid development of artificial intelligence (AI) in recent years. By adopting large language models (LLMs) into the learning and teaching in an argumentative writing course at a foreign language university, this study explores EFL learners' perceptions regarding the role of LLMs in enhancing their writing skills.

Qualitative data were collected from 12 students along with four argumentative writing tasks throughout the course. Detailed feedback on each submission was provided by the instructor, while feedback from the LLMs (either ChatGLM or Doubao) was produced during individual in-class tasks. Reflective journals and follow-up interviews on the effectiveness of the feedback from the LLMs were collected during following class sessions. Data was coded and analysed to identify key features of effective LLMs in comparison with the teachers' feedback.

Preliminary results revealed that LLMs excel in providing suggestions regarding skills for enhancing the overall structure and organisation of arguments, and skills for improving the language. However, feedback from teachers was found irreplaceable in critical areas such as identifying logical fallacies, ensuring coherence and cohesion, and correcting academic formatting.

This study highlights the potential of LLMs to complement traditional feedback mechanisms, fostering a nuanced understanding of their strengths and limitations. Findings contribute to the growing body of knowledge on integrating LLMs into EFL instruction, offering practical implications for educators seeking to enhance students' argumentative writing.

Addressing high school teachers' developmental needs in the age of artificial intelligence

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High school teachers' professional development in the age of artificial intelligence is essential to keep pace with technological advancements. National education authorities in Norway have launched a bundle of resources, materials and content intended to support teachers' work in using AI in teaching. The bundle comprises information, guidance, and support that are provided in a structured manner. It is specifically designed to enhance the AI skills and practices of school personnel. Local education authorities have been delegated the task of providing privacy-safe AI for use in schools. To explore how teachers ($N = 223$) perceive the materials in question, we developed a survey drawn largely from previous research using a five-point Likert scale. The purpose of the present study is to estimate the strength between high-school teachers' self-reported use of these digital resources in teaching, teacher willingness to experiment, teachers' collective attitudes to AI, and teachers' digital self-efficacy in teaching. Structural equation modelling was used as a method. The results show that both teachers' willingness to experiment and their reported use of the bundle of resources are statistically related to their digital self-efficacy in teaching. Collective AI attitudes are not directly related to teacher efficacy but are mediated via the use of the digital resources afforded by national education authorities. Implications for practice and further research are discussed.

Leadership and mentoring as complementary and synergetic levers

Storai, Francesca; Rossi, Francesca; Nencioni, Paola, [1]Indire, Italy

Mentoring as a lever for innovation and school improvement

In the context of the European MenSi project, this study explores the role of mentoring in promoting innovation and school improvement. It examines the synergy between mentoring and leadership to guide national policies and support scalability and sustainability in the context of continuous professional development

Theoretical framework

Mentoring enhances peer learning (Karcher, 2008; Parker et al., 2008) and promotes meaningful professional growth by reducing isolation and improving team cohesion. A strong mentoring system supported by leadership (Dziczkowski, 2013; Godshalk & Sosik, 2007) strengthens collaboration and helps teachers acquire new skills.

The methods

This study, conducted within the MenSi project, identified ten key factors for effective mentoring. It was first validated in Italy by means of a survey of 176 participants (158 teachers, 18 school leaders).

Results and conclusions

The results confirm that mentoring is essential for teachers' professional growth and school improvement. However, its success depends on school leadership, particularly a shared leadership model that fosters teamwork and collaboration. Leadership should not be an individual effort but a collective process, actively involving all team members to create an environment of support and collaboration

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Educating for equity and diversity in initial teacher education
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The purpose of this paper is to address recent policy development in Portugal towards more equitable practices in the context of initial teacher preparation. This paper reports on data drawn from a wider project derived from a large-scale EU-funded project (focusing on issues of equity and diversity) aimed at mapping and interpreting official documents (macro) and institutional (meso) levels and the practices (micro-level). The paper draws on document analysis as well as on data from a focus group with student teachers and with teacher educators. From the macro level analysis, it is possible to identify a variety of strategies and formats. Findings from the focus group point to positive views of existing practices in initial teacher education. For instance, student teachers spoke of the inspiration and model provided by some teacher educators who address equity and diversity exemplarily, but they also identified the need for more specific, practical and theoretical training. In turn, teacher educators see opportunities for development through internal and external initiatives, such as the Council of Europe, as well as volunteering programmes and international projects. However, there is consensus on the need for greater institutional support and specific continuous training programs for equity and diversity. A more systematic and intentional approach is needed with a more explicit focus on equity, inclusion, and

diversity. This approach must be supported by a robust institutional commitment and innovative and inclusive pedagogical practices.

Resisting crisis, sustaining resilience: Authentic teaching in an age of disruption

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In an era of permacrisis, characterised by overlapping and persistent global disruptions—climate emergencies, political instability, pandemics, and technological transformations—education systems are under continuous strain. Teachers, as central actors in these systems, face the challenge of sustaining authenticity while responding to institutional demands, evolving pedagogical expectations, and their own professional and personal well-being. This symposium critically examines the role of authenticity in teacher professionalism, exploring how it interacts with resilience, trauma-informed practices, and the broader systemic conditions that shape educators' agency and sustainability in crisis-driven contexts.

Authenticity in teaching is not a static or innate quality; rather, it is a relational and context-dependent process that emerges through the negotiation of professional identity, ethical responsibility, and institutional constraints. Educators must continuously balance competing tensions—such as closeness versus distance, innovation versus tradition, and autonomy versus compliance—in ways that shape their professional agency. These tensions are exacerbated in crisis-ridden environments, where teachers are expected to be both emotionally available and structurally adaptable while managing the increasing complexities of student needs and systemic pressures.

A key perspective in this discussion is trauma-informed education (TIP), which provides a foundational framework for understanding how authenticity in teaching intersects with psychological safety, trust, and resilience. Trauma-informed practices rest on six core principles: safety, trust, choice, collaboration, empowerment, and cultural responsiveness. While all six are critical in fostering stable and inclusive

learning environments, trust plays a particularly pivotal role in sustaining authentic pedagogical relationships. Authenticity is not only an individual practice but a relational construct, deeply embedded in the trust-building processes between teachers and students, as well as within professional communities. This symposium examines how authenticity, when integrated within trauma-informed approaches, can function as both a protective factor for educators and a pedagogical tool for fostering student well-being and engagement.

However, resilience and authenticity should not become individualised burdens placed on teachers. The expectation of unwavering resilience—where educators are continually asked to "hold" the emotional weight of their students while navigating their own professional vulnerabilities—raises significant concerns about teacher burnout, emotional exhaustion, and attrition. This session critically examines the structural conditions that shape teacher resilience and interrogates whether the emphasis on authenticity, when framed as an individual responsibility rather than a collective and systemic priority, may contribute to professional precarity rather than sustainability.

Finally, we challenge the prevailing "fix the broken child" discourse in education, which places disproportionate responsibility on teachers to remediate individual student challenges without addressing the systemic inequities that perpetuate educational disparities. Authenticity, we argue, should not be seen as a personal virtue alone but as a political and institutional practice—a means of resisting harmful performative expectations, reclaiming professional agency, and advocating for structural transformation in education.

This symposium provides an interdisciplinary platform to critically engage with the intersection of authenticity, resilience, and systemic change. By integrating empirical research with practical strategies, we seek to develop actionable pathways for sustaining teacher well-being, embedding trauma-informed principles in education, and redefining teacher professionalism in an era where crisis is no longer an exception but the norm.

Co-creating inclusive teaching narratives: Using fictional vignettes to support student teachers with disabilities in placement contexts

Bran, Camelia Nadia, University College Cork, School of Education, Ireland

Research topic/aim

This study investigates the experiences of student teachers with disabilities during their placements, emphasising co-created solutions for fostering inclusive educational environments. As part of the "EKARA - Exploring Knowledge and Awareness of Reasonable Accommodations/Adjustments for ITE Students with Disabilities in ROI and NI" project, supported by ScoTens, the research highlights barriers and practical strategies for inclusion in teacher education.

Theoretical framework

Grounded in participatory and emancipatory research principles, this study integrates inclusive education theory with narrative inquiry. Fictional vignettes are employed as tools for amplifying marginalised voices and fostering dialogue on systemic change. The framework emphasises the role of co-creation in democratising knowledge production, empowering participants, and challenging traditional hierarchies in educational research.

Methodological design

The vignettes were developed through a phased co-creation process. Student teachers initially authored fictionalised accounts inspired by their lived experiences. These narratives underwent iterative refinement through feedback sessions and were validated by the students in their final form. The vignettes will serve as prompts in focus groups with placement coordinators and tutors to explore institutional practices and policies. Additionally, they will be integrated into a digital toolkit as part of EKARA's outputs, providing practical resources for enhancing inclusivity in teacher education.

Findings and conclusions

The validated vignettes highlight the nuanced challenges faced by student teachers with disabilities, as well as their proposed solutions. Infrastructural adjustments, such as accessible facilities, consolidated classroom allocations, and improved navigation tools, are identified as critical to creating supportive environments. Collaborative support networks, including team teaching, mentor check-ins, and tailored mental health services, emerge as essential for reducing barriers and fostering well-being. Pedagogical flexibility, encompassing schedule adjustments, recorded lectures, and opportunities for breaks, further underscores the importance of adaptable approaches in inclusive teacher education.

"Sometimes, lack of institutional support makes me re-think about my profession": An international survey study on teacher educators' reasons for leaving the profession. RDC 2 – Empowering Teacher Education

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Teacher attrition is one of the most pressing, global and hyper-complex problems challenging the educational world (Kelchtermans, 2017). Given the close and interdependent relationship between teachers and teacher educators, concerns about a ripple effect leading to teacher educator attrition are valid, necessitating proactive measures to ensure sustainable education. The present study investigates the reasons that may cause teacher educators to consider leaving the profession as a first step toward preventing attrition.

The study is part of ongoing research in the Empowering Teacher Education RDC into how teacher educators experience meaning in their work based on Schlick and Wipperfürht's (2019) value system developed for analysing teacher educator narratives. This value system is, in turn, derived from Frankl's theory of logotherapy (1984), which attempts to explain the human drive to find meaning in life, and self-determination theory. Since negative experiences also contribute to meaning, this

study focuses on the negative aspects that teacher educators experience in their work and how they affect the meaning it has for them.

A mixed-methods approach will be employed to analyse cross-sectional survey data collected from 102 teacher educators in more than 20 countries. The qualitative analysis focuses on categorising open-ended responses to explore teacher educators' stated reasons for leaving the profession. Meanwhile, relevant quantitative data will be analysed descriptively, with frequency distributions providing insights into patterns and trends.

It is important to explore the negative experiences as well as the positive ones to fully understand what it means to be a teacher educator and to see how they cope with adversity. The findings will examine the negative aspects of meaning-making more directly. Initial results indicate that job dissatisfaction can be due to an absence of work-life balance, a lack of advancement and opportunities to do research, a non-supportive working environment, and a lack of recognition.

Becoming an intercultural educator: Positioning, pedagogy and partnership

Heinz, Manuela; Deignan, Niamh, University of Galway, Ireland

This paper explores how teacher and student positioning and agency interact in an inquiry-based intercultural education module. We draw on qualitative longitudinal data from the Erasmus-funded Learning Interculturality from Religion (LIFE 2) project, involving 48 teachers from 25 schools across eight countries. The project aimed to address rising racism and intolerance through school-based modules fostering a sense of 'shared humanity.'

We focus on one student teacher, Amy, examining her experience with designing and implementing an arts-based intercultural education module, 'Culture Remix,' in Ireland. The module engaged students in reflecting on their own cultural understandings, exploring intercultural art, and creating personal artistic expressions of interculturality. Data was gathered through national team meetings, Amy's classroom observations, and reflections and led to the construction of a narrative which traces Amy's and her students' learning pathways.

Identity and positionality are central to intercultural education. Amy realised that "the concept of self, served as both the obstacle and pinnacle" in this learning process. Applying a sociocultural approach (Solari et al. 2022), we analyse Amy's professional identity development, shaped by relational, pedagogical and school-cultural factors. Despite initial low student engagement, Amy's commitment to active learning methodologies, bolstered by national and international professional networks, strengthened her agency. She noted how students' conventional views of schooling influenced their positioning and engagement, leading her to reconsider her own role as a teacher and reflect on the socio-emotional factors impacting student behaviour.

Our findings suggest that collaborative teacher research in intercultural education sustains the 'projective dimension' of teacher agency (Emirabayer et al. 1998), enabling educators to reimagine pedagogical futures. The LIFE 2 project demonstrated how engagement with an international educator network fosters

perseverance and inquiry-oriented teaching, expanding the repertoire of alternative educational futures (Priestley et al. 2015).

Teacher professional development: A system in chaos
Survutaitė, Dalia, Vytautas Magnus Universitety, Lithuania

Theoretical framework

Targeted teacher professional development (TPD) enhances the effectiveness of daily educational practice (Neuman & Cunningham, 2009; Firestone et al., 2010), with teacher competence positively impacting student learning and achievement.

Object and aim

This study focuses on teacher professional development, aiming to explore the possibilities for its advancement. The objectives are to characterise the diversity of TPD and to highlight relevant measures within educational policy.

Methodological design

The research was based on the theory of teacher professional development (Guskey, 2002), grounded in the complexity of the attitude to TPD (Evans, 2008). The case of TPD in Lithuania was analysed within the context of education policy using quantitative descriptive statistics and qualitative analysis.

Findings

The diversity of professional development opportunities enables teachers to enhance their subject-specific competencies and general skills. Among OECD countries, Lithuanian teachers' participation in professional development is characterised by the greatest variety of both topics and types of activities. National studies (Česnavičienė et al., 2018; Merkininkienė et al., 2023) show that TPD is not yet systematically planned for improving educational practices and student learning outcomes. Horizontal coordination of activities remains challenging (OECD, 2021). However, government initiatives have been observed to improve conditions for continuous teacher training, including expanding programme availability and establishing new

priority areas for qualification development (2022). A perspective on TPD emerges where personal professionalism develops in the linear routine of professional growth (Scanlon et al., 2022). Continuous participation in TPD activities improves knowledge, skills, and job satisfaction.

Conclusions

Teachers enhance their qualifications through continuous training, short-term courses, seminars, and reading professional literature. The fragmentation of their participation is addressed by government measures and national programmes. Teacher competence is guided by government-approved priority areas in PTD developed for the upcoming strategic period.

A design-based study of identity change in school teacher educators

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Topic/aim

As teacher education has increasingly become embedded within higher education, teacher trainers have primarily assumed roles as university-based professionals. However, with the recognition of practical knowledge and the expansion of school-based teacher education (SBTE), trainers working in schools have gained renewed significance. While SBTE educators are recognised as a distinct group, the literature provides limited discussion on teachers' roles and professional identity in practices more closely aligned with higher education rather than long-term mentoring or SBTE leadership. This study explores the identity formation of these educators.

Theoretical framework

Grounded in identity formation theories, teacher-educator development has been conceptualised as a transitional process (Murray & Male, 2005), a learning and identity construction trajectory (Dengerink et al., 2015; Chu, 2022), and a dynamic system of sub-identities influenced by personal and contextual factors (Swennen et al., 2010, 2013; Andreasen et al., 2019). Despite this, professional learning

mechanisms and identity formation among school-based teacher educators remain underexplored (Richter et al., 2021).

Methods

This study employs a development-based design research methodology (Plomp & Nieveen, 2007), which facilitates the integration of theoretical insights with practical training interventions through cyclical inquiry (Kelly, 2008). The research investigates:

1. how school teachers position themselves within the broader teacher-educator community,

2. how they interpret and redefine their roles, and

3. what identity learning processes emerge from this engagement (Dengerink, 2015; Beijaard et al., 2023).

Data collection methods include semi-structured interviews, focus group discussions, reflective diaries, journey mapping, and best practice sharing.

Findings

Findings reveal a multifaceted teacher-educator role, emphasising school organisational learning, role complexity, and supervisory functions. However, participants predominantly perceive themselves as evaluators rather than teacher education learners or contributors, highlighting a crucial gap in identity recognition and professional development.

Research as a catalyst for professional growth: Exploring teachers' engagement through signification perspectives

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Despite the practical utility of research, relatively few teachers actively integrate research findings into their professional practice (e.g., Kowalczuk-Walędziak *et al.*, 2020). This disconnect underscores the need to delve deeper into the meaning and signification teachers attribute to research within their professional contexts, striving to uncover its deeper, symbolic value beyond its immediate functional utility in day-to-day practice (Ion *et al.*, 2024).

To fill this gap, by drawing on Baudrillard's semiotic theory of consumption (1968), this European cross-national study explores the relationship between how teachers signify research and whether or not they use it in their professional practice. This study responds to "How does teachers' signification of research influence their use of it in their professional practice?"

A questionnaire (Brown *et al.*, 2022; Ion *et al.*, 2024) featuring items pertaining to the benefits, costs, and signification the teachers perceived as being linked to their use of research in their professional practice has been administrated to a sample of teacher from Catalonia (*N*=343), England (*N*=79), Slovenia (*N*=55), and Romania (*N*=38) and Poland (*N*=112). The final valid sample of *N*=608 participants for the signification block of items.

In order to answer the research questions formulated for this study, this paper uses data gathered exclusively via the 14 items pertaining to the teachers' signification of research use.

Findings show that teachers engage significantly more with research when they themselves signify it as relevant, useful, and having a positive impact on their students, their classroom practice, and their school. While years of teaching experience do not influence their signification of research, factors such as alignment with school goals, leadership support, and colleagues' research engagement do.

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Teacher-as-researcher? Exploring post-primary educators' attitudes to practice-based research

Moore, Maria Kathryn; Logue, Pauline; English, Marie Thérèse; O' Donovan, Dermot

Atlantic Technological University, Ireland

The concept of 'teacher-as-researcher' is one where professional educators and school leaders simultaneously embrace a dual identity as both teachers and researchers, thereby investigating their own practices to enhance professional knowledge. In Ireland, the Teaching Council aspire to promote a dynamic research community, wherein teachers are actively involved in and with research, to advance their pedagogical practice. This aligns with international findings suggesting that research-informed teaching underpins quality education. Action research, focusing on a cyclical process of self and critical reflection, evidence gathering, planning, implementation, and review, is a methodology which has the potential to support this practice. The aim of this paper is to examine whether post-primary teachers and school leaders (of pupils aged 12-18) identify as researchers. Drawing on a constructivist approach, this qualitative, exploratory case study examines the views and experiences of technical teachers and school leaders pertaining to practice-based research, specifically action research. Participants were selected using stratified random sampling (*n*=24). Qualitative data were collected using an online questionnaire, three semi-structured interviews and a group interview. Themes were developed using Braun and Clarke's Reflexive Thematic Analysis model. The study finds that the Teaching Council's vision of teacher-as-researcher is not generally embedded within school culture. The findings indicate a diverse range of participation in research, misunderstandings as to the nature of action research, and minimal identification with the concept of teacher-as-researcher. Ongoing initiatives are essential to effectively disseminate information, provide support, and offer comprehensive training to all professional educators regarding the fundamental principles of the teacher-as-researcher identity.

'I don't want to say the wrong thing and offend someone': Third level ITE students' perceptions of teaching about difference and controversial issues

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[1]Mary Immaculate College LImerick, Ireland; [2]Educate Together, Ireland; [3]Community National Schools, Ireland

This paper outlines the research aims, methodology and selected findings from EDUCATE's (Educating about Difference Uniting Classrooms and Teacher Education) all-island mixed methods research project. This North-South SCoTENS' funded EDUCATE research project (2023-4) brought together researchers from Mary Immaculate College and Queen's University Belfast in partnership with Community National Schools (ETBI), Educate Together Schools (ET) and the Northern Ireland Council for Integrated Education (CIE). This paper will briefly overview the research rationale and aims as well as its methodology. EDUCATE was a collaborative North-South mixed methods research investigating the skills, knowledge, resources and interventions that enable Initial Teacher Education (ITE) students to teach about difference and controversial issues in primary and post-primary classrooms on the island of Ireland. This innovative research was conducted by a North-South team of teacher educators in collaboration with partner organisations, and it focused on students in ITE programmes. Research methods included collaborative resource gathering, surveys and focus groups. The paper presents findings and recommendations from surveys and focus groups carried out with Third Level ITE students and North-South classroom-based teachers in the Republic of Ireland. The research findings highlight the benefits of opportunities for fostering communities of reflective practice and sharing of resources between ITE students and experienced teachers in classrooms. Findings of this research suggest a need to address a knowledge and research deficit around the preparation of ITE students to teach in diverse settings.

Creation and re-creation of mathematical tasks for assessment: Integrating teacher insights. RDC 1 – Science and Mathematics Education

Ryan, Miriam; Harbison, Lorraine; Ní Chonghaile, Deirdre, DCU, Ireland

This paper reports on one phase of a study developed to support teachers in innovative and responsive assessment practices. The revised Primary Mathematics Curriculum in Ireland (Government of Ireland, 2023) places a new focus on learning pathways, and on formative assessment. Formative assessment is a challenging pedagogical task, requiring the application of considerable knowledge and skill on the part of teachers. However, there are indications that the innovative and responsive use of the necessary suite of tools and processes (Shiels & Dooley, 2022) can have a significant impact on student learning (Lee et al, 2020). Drawing on principles of mathematical problem solving and language development, a resource for teachers in the Irish-language immersion sector was developed. The revelatory tasks were supplemented by a range of indicative solutions closely connected to the learning pathways identified in the curriculum in order to facilitate authentic assessment of mathematical skills. A cohort of classroom teachers (*n*=4) were briefed on the aims of the resources, and tasks were trialled in their primary classrooms with the aim of reporting on them and on the assessment materials. Post-lesson semi-structured interviews were audio-taped and analysed thematically. In light of teachers' responses, tasks and support materials were amended substantially. A selection of amendments will be presented and contextualised with reference to implications for task design and for assessment practices.

Education for sustainability:(Dis) Educational ruptures

Chesini, Cláudia; Brito, Renato De Oliveira; Araujo, Michel Silva; Silva, Verusca Alves de Lima,
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Creativity and education for sustainability in the context of teacher training are essential in the development of pedagogical practices aimed at caring for the environment. Harari (2016) emphasises the historical difficulties faced by humanity, such as famine, plagues and war, and his reference to the continuous struggle for the valorisation of human life and suggests that, in the face of global challenges, creativity emerges as an essential element. For Robinson (2015), creativity is a core competence in the development of students and life skills.

The teacher training process implements pedagogical practices that promote sustainability. For López (2022), educators must keep in mind natural elements — water, earth, air, and fire — as sources of inspiration for practices aimed at caring for the environment, in line with the guidelines of the 2030 Agenda of the United Nations Development Program (UNDP), which seeks to achieve the 17 Sustainable Development Goals (SDGs) and focuses on the areas of people, planet, prosperity, peace and partnerships.

The UNESCO Report (2022) reinforces education as a fundamental pillar for change and highlights ecological literacy for advancing care for the planet. In this sense, Freire (2018) corroborates the idea that education should be a collective process, in which everyone actively participates in the construction of knowledge and in the transformation of society

This research is a qualitative theoretical-methodological approach, based on the analysis of the historical process of construction of the normative frameworks of teacher training in Brazil and on the current evidence of "sustainable learning and lifestyle", contributing to the understanding of how creativity and education can be allies in the construction of a more sustainable and humane future

Tools for supporting (future) teachers' resilience within school-university partnerships

Sipman, Gerbert; Timmermans, Miranda, Marnix Academy, Netherlands

The challenges teachers face are increasing and becoming more complex (Flores, 2017). Many teachers are dropping out in the first five years of their career (Dekker et al., 2021). Higher teacher resilience can reduce feelings of stress and prevent dropout (Arnup & Bowles, 2016). In collaboration with pre-service teachers, a toolkit was developed to foster the resilience of (future) teachers as an element of their authentic professional identity. The toolkit functions as a boundary object (Dingshoff et al., 2023) within school–university partnerships.

Applied research was used to determine the challenges and needs of (future) teachers as well as to develop and test low-threshold tools for supporting their resilience. In interviews and research workshops, pre-service and novice teachers, as well as school and institute-based teacher educators, were questioned. The questioning was guided by the dimensions of teacher resilience: profession-related, emotional, motivational and social resilience (Mansfield et al., 2016). Inductive analysis led to challenges per group of respondents per dimension.

After determining the most relevant challenges, prototypes for tools were designed. For designing the tools, available methods/approaches at the teacher education institute and/or in schools were used. Additionally, a literature search was done and experts were consulted, leading to approaches related to mindfulness and self-compassion (Toonen, 2022).

The prototypes were iteratively tested and refined through a series of research workshops. il the end, 21 tools with additional online materials (e.g., extra tools/exercises/information and videos/podcasts) were developed. The toolkit was received enthusiastically within and outside the school-university partnership. And although further research is needed to assess its impact, the first user testimonials are highly promising. In this session, we'll present our research, after which we'll

discuss the added value of the toolkit for (future) teachers in the challenging times we live in.

Heroic creatures in the classroom: Imaginaries of teacher beings

Krause, Sabine, Université de Fribourg, Switzerland

The proposed presentation tackles the question of *making authentic teachers* from a dystopian-utopian philosophical perspective. It is clear that the advantage teachers once had in terms of providing a sense of security in an uncertain future by appearing knowledgeable and caring, like superheroes (Huddleston 2019), is over. It is now the digital world that offers 'knowledges,' communication and social interaction. AI is finally set to replace old superheroes, and bearing in mind the philosophical discussions of virtuality in the 20th century, the question must be asked: has there ever been an authentic teacher?

This paper's investigation is firmly rooted in philosophy. Firstly, I analyse imaginaries of being a teacher to investigate the lurking pedagogical elements (Fendler 2012). What ideas of teachers (from authentic to superhero) and technology as a knowledge conveyor can be identified? Have teachers ever been authentic beings, or was it always a suggestion, a virtual picture? To what extent is virtuality, and thus the invisible and tangible, already woven into the classroom?

Today, we are taking another step forward with AI. Will the initially unwelcome, then quite welcome and now sometimes cursed technical artefacts (Bryant and Pollock 2010) and technologies eventually take over the classroom completely? Have we imagined playful tools, made available and kept in check by teachers, but received gremlins? In a speculative fabulation (Haraway 2016), I will present imaginaries of being a teacher based on current technological developments in generative and explainable AI that will restore the feeling of being an authentic teacher.

I will close my presentation with light at the end of the dark tunnel – because in the end, the virtuality will save us, longing beings, and let us imagine the community we need, with AI at our hand to help us create it.

Developing a global professional identity: A systematic review of 20 years of published scholarship in action in teacher education

Goodson, F. Todd; Lickteig, Amanda Diane; Wertzberger, Eileen Montalvo, Kansas State University, United States of America

In an age of increased globalisation (Goodwin, 2020), there is a growing need for teacher preparation programs to foster their candidates' abilities to meet the diverse academic, social, emotional, and cultural needs of their future students (Gay, 2000; Ladson-Billings, 1994 & 1999). But when integrated with so many other responsibilities, how can teacher educators grow their personal and professional global identity authentically? In this presentation, the current editorial team of *Action in Teacher Education*, the premier journal of the Association of Teacher Educators (United States), uses critical intercultural pedagogy (CIP)—"an analytical framework for examining researchers' and teachers' knowledge and practices that foster experiential and reflexive approaches to teaching and learning" (Dix, 2023)—to extend the global conversation of teacher educators. It is well established that an educator's quality of instruction is a key predictor of student success (e.g., Gaertner & Brunner 2018; Scherer, Nilsen, & Jansen 2016). Therefore, providing teachers and teacher educators with professional learning activities that engage them in the creation and consumption of educational scholarship via writing and research serves as a means of improving teaching quality. Employing a literature-based examination of the past twenty years of scholarship published in *Action*, presenters will discuss how using academic journals as a vehicle to promote engagement with international audiences can be used to assist teacher educators in cultivating and supporting strong global identities, thereby informing their practice. The purposes of the session, then, are two-fold: sharing the insights gleaned through a systematic examination of two decades of published scholarship in the journal and, in a more practical vein, providing a structure of support for educators wishing to take their first steps the global professional conversation. This session concludes with participant support on developing an author and reviewer profile with the journal.

Supporting student teachers to build connected and inclusive classrooms: Insights from school placement tutors on one Irish Masters-level secondary ITE programme

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The restructuring of postgraduate initial teacher education (ITE) in Ireland from a one-year Postgraduate Diploma to a two-year Professional Master of Education (PME) programme commenced in 2014. A key rationale for this change in programmes was to ensure that ITE programmes would be afforded the time and space to better prepare teachers for the increasingly complex needs of Irish schools. It was felt that by extending the duration of ITE programmes and school placements that new teachers would develop the knowledge, skills, and understandings to meet the challenges of building inclusive classrooms (Foley 2024).

Anecdotal evidence suggests that this seismic change in ITE has enhanced the depth, quality, and outcomes of ITE programmes. However, there is a lack of empirical evidence to illustrate the specific impact of the change. To begin to address this gap, this paper will present a case study in one Irish university examining the perspectives of PME School Placement Tutors, who are pivotal to supporting student teacher development in schools. In-depth, semi-structured qualitative interviews were conducted with School Placement Tutors (*n*=8) who support the PME student teachers' development over yearlong school placements. Thematic analysis interrogated the opportunities and challenges experienced by those School Placement Tutors in developing effective teachers who value and respect diverse learners in contemporary Irish classrooms.

This paper examines how the change to a two-year Masters level programme has allowed for the development of essential professional skills to enable student teachers to meet the complex demands of teaching. Key findings include the need for structured guidance to help pre-service teachers navigate classroom divisions, how embedding reflective practice encourages pre-service teachers to critically engage

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with their experiences of classroom dynamics, and how the development of relational skills helps to bridge classroom divisions.

Career-change student teachers (CCSTs): Experiences, challenges and opportunities

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Research aim

In New Zealand, Career-Change Student Teachers (CCSTs) are actively recruited and comprise over 60% of the initial teacher education (ITE) cohort, but there is relatively little research on them. This research investigated their experiences, challenges and opportunities within ITE.

Theoretical framework

CCSTs bring strengths to teaching that should be drawn on (Baeten & Meeus, 2016). Discourses from CCSTs' prior work and experiences suggest the importance of a socio-constructivist approach in ITE (Hogg et al., 2023).

Method

A qualitative approach of two in-depth interviews with five secondary school CCSTs. One within the first few weeks to ascertain initial thoughts with a follow up end-of-year interview. Interviews were analysed through reflexive thematic analysis (Braun & Clarke, 2022).

Findings and conclusions

Five overarching themes were derived:

1. Teaching makes sense in my life trajectory – how moving into teaching connects with my past, future and personal characteristics.
2. The importance of learning for the context of teaching in New Zealand (a colonised country with an indigenous population).
3. Must recognise students' needs, e.g. cultural/socio-economic background.

4. Teaching involves purposeful and values-driven relationships and communication.

5. ITE is stressful/hard work but I have support.

Our study concludes that CCSTs bring sophisticated conceptions of teaching with regards teaching within a context and the importance of building relationships. This differs from previous literature where secondary school CCSTs emphasised the importance of bringing expert, real-world subject knowledge (Hogg et al., 2023). This has implications of the nature of ITE for CCSTs that need to be explored.

Teacher autonomy in curriculum reform: The experiences of early childhood educators

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In early 2024, the Ministry of National Education (MoNE) of Turkey, in collaboration with the European Union and the Republic of Turkey, implemented an updated version of the Preschool Education Program, which had been in effect since 2013, as part of the 'Enhancing the Quality and Access of Early Childhood Education' project. A few months later, the MoNE announced the Turkish Century Education Model as a new education policy and enacted a curriculum reform. The successful implementation of such educational policies depends on how well teachers understand and support these policies, as well as their ability to effectively integrate them into their teaching practices. However, narrowly conceptualising teachers as mere policy implementers may limit their pedagogical creativity and professional autonomy. Conversely, teacher autonomy empowers educators to synthesise policy objectives with their own pedagogical understanding, facilitating effective implementation in the classroom and contributing to policy development with creative and innovative solutions. The present study focuses on the experiences and roles of teachers as implementers of the curriculum during the period of curriculum reform. The objective of the study was twofold: firstly, to ascertain how teachers experienced the curriculum change process, and secondly, to evaluate the curriculum reform in terms of teacher autonomy. The present research was designed as a case study, using semi-structured interviews with

ten preschool teachers who have experienced curriculum change and used two different curricula. The interview form was developed by the researchers and updated in line with expert opinions. The analysis of the data is being conducted through content analysis. The present study is still in progress, with data collection and analysis ongoing. It is anticipated that the findings of this research will provide valuable insights into the role of teachers in educational policies and practices.

Teachers' digital literacy and attitudes towards AI

Protopsaltis, Aristidis; Salamon, Eszter, Stichting International Parents Alliance, Netherlands

Theoretical framework

Teachers' attitudes towards AI in education are shaped by a variety of factors, including their perceived competencies, readiness to integrate AI into their teaching practices, and the ethical implications of AI technologies. The relationship between teachers' digital literacy and transversal skills such as critical thinking and problem-solving, and the integration of AI in education is increasingly recognised as essential for modern pedagogical practices. The DigCompEdu emphasises that digital literacy encompasses not only technical skills but also critical competencies necessary for effective teaching and learning in a digital environment (Nascimbeni, 2018). This holistic view is essential as it prepares teachers to navigate the complexities of AI, fostering a more responsible and informed use of technology in their classrooms.

Methods

The data collection involved conducting structured interviews with teachers, guided by protocols developed from a gap analysis conducted across seven European countries during the initial phase of the DRONE Erasmus+ project. This paper specifically examines data collected from teachers in Germany and the Netherlands (*n*=50). Thematic analysis was employed to interpret the findings.

Results

The findings revealed that teachers hold mixed views about AI, highlighting both its advantages and limitations. On the one hand, they appreciate AI for simplifying repetitive tasks, creating adaptive content for students, and filtering information effectively. On the other hand, they expressed concerns about AI being unreliable, misleading, and biased. Additionally, many teachers reported discomfort with

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integrating AI into their practices, observing that students appear to use AI tools more frequently than educators.

Their attitudes towards AI were characterised by curiosity and apprehension. A notable finding was the apparent lack of understanding of AI's capabilities among the majority of teachers in both countries. This limited understanding implicitly points to a gap in their in-depth knowledge, which could hinder the effective adoption of AI in educational settings.

Leveraging diverse feedback for enhanced essay writing: The role of teachers, AI, and peer support in student learning

Engeness, Irina, Østfold University College, Norway

Research topic/aim

This study investigates the impact of multiple feedback sources on student learning in essay writing, focusing on feedback from teachers, artificial intelligence (AI), and peer collaboration.

Theoretical framework

The study is grounded in the Assessment for Learning (AfL) approach (Black et al., 2003), which emphasises the role of feedback in supporting students' understanding of writing process. Additionally, a cultural-historical perspective (Galperin et al., 2023) guides the analysis, providing insights into how structured feedback can enhance students' learning.

Methods

A mixed-method approach was employed, involving 81 ninth-grade students from three Norwegian secondary schools. Students were divided into a target group and a comparison group. The target group received AI-generated feedback through Essay Assessment Technology (EAT), while the comparison group relied solely on peer feedback. Data collection included video recordings of the writing process, student reflections and essay assessments.

Findings and conclusions

The analysis reveals that the integration of AI feedback enhances student understanding by providing structured and categorised suggestions. AI feedback, when combined with teacher and peer input, facilitates deeper engagement with content, structure, and revision processes, leading to significant improvements in students' writing. In contrast, peer feedback alone tended to focus primarily on surface-level issues, such as spelling, rather than content development. Statistical analysis demonstrated a notable improvement in the quality of essays in the target group compared to the comparison group. These results underscore the value of AI-driven formative feedback in educational settings, suggesting that AI has the potential to complement traditional assessment practices by enriching student learning and engagement.

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Learning with AI: Exploring teacher students' perspectives on generative AI at Østfold University College

Hagelia, Marianne; Engeness, Irina; Haugsbakken, Halvdan, Østfold University College, Norway

This presentation shares findings from the research project *Learning with AI*, conducted at Østfold University College. The study aims to contribute to a deeper understanding of AI literacy and its integration into higher education. Specifically, it examines how teacher students engage with generative artificial intelligence (GenAI) tools prior to and during their teacher education program.

Based on data collected through surveys and group discussions (*n*=180), the study employs thematic analysis to identify students' existing skills, experiences, and reflections on the educational and ethical use of AI.

The analysis revealed that teacher students had received little to no formal training in GenAI. Instead, they have independently adopted and explored these tools, often learning collaboratively. Our findings highlight three distinct perspectives on how teacher students use chatbots:

1. As students, they use chatbots to help them understand academic content and support their writing process.
2. As teachers in training, they utilise chatbots to design lesson plans and educational materials during practicum.
3. As classroom practitioners, they integrate chatbots to facilitate learning activities with students.

These three perspectives not only illustrate the diverse ways in which chatbots are utilised but also reflect a need for structured training within teacher education programs. Ethical considerations, critical evaluation of AI-generated content, and strategies to foster academic integrity were prominent themes in students' reflections.

The implications of this study emphasise the necessity of foundational training in generative AI during teacher education, tailored to address these three distinct roles. By acknowledging the multifaceted use of AI tools, teacher education programs can better prepare future educators for the challenges and opportunities of integrating AI into their teaching practice.

The impact of inclusive teaching practices on academic self-efficacy and achievement: A longitudinal panel data

Bula, Marek Matous; Nehyba, Jan; Svojanovsky, Petr; Obrovska, Jana, Masaryk University, Czech Republic

The use of inclusive teaching practices is recognised in contemporary pedagogy as a critical means of adapting educational processes to individual student needs. In light of increasing classroom heterogeneity, differentiation and personalisation are emphasised as essential strategies. This study explores the role of differentiated instruction and personalisation in inclusive education.

The Students' Inclusive Teaching Practices Scale (Schwab et al., 2022) measured personalisation and differentiation. Academic self-efficacy was assessed using the Academic Self-Efficacy Questionnaire for Children (Bong & Skaalvik, 2003). Academic achievement was determined via average math grades. The longitudinal study involved 556 sixth to eighth-grade students, with data collected in four waves. Psychometric network analysis examined the nested data structures.

Preliminary analyses show that students' perceptions of personalisation correlate positively with academic self-efficacy and grades. Students with the highest grades reported significantly greater satisfaction with their educational needs compared to their peers. No differences were observed in perception between students with and without specific educational needs.

Contemporary network analysis reveals that higher perceptions of need satisfaction by teachers at one time point might be associated with improved academic performance at a subsequent time point but not vice versa. Furthermore, students who achieve higher grades at one time point may perceive greater diversity in how teachers adapt tasks and deliver instructions at the following time point.

In conclusion, the findings suggest that emphasising the fulfilment of students' individual needs could enhance academic success across the classroom. However, further research is required to investigate the mechanisms underlying these relationships.

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The dynamics of peer learning in inclusive classrooms: Teacher practices and student voices

Jurčík, Miroslav, Masaryk University, Czech Republic

Peer learning (PL) is a widely used strategy in inclusive classrooms, fostering collaboration and knowledge exchange among students. While its benefits are well-documented (Cockerill et al., 2018), less attention has been given to how teachers structure PL to meet diverse student needs and how students perceive its impact. This paper explores these aspects, focusing on the challenges of balancing PL to ensure both engagement and effectiveness.

The research was conducted in two lower secondary schools, involving 42 students and six teachers across multiple subjects. Data collection included classroom observations, individual and group interviews with students, and post-lesson teacher interviews.

The findings indicate that teachers successfully engage students with diverse needs through PL, yet maintaining an optimal balance in its use remains a challenge. Teachers view PL as a key instructional strategy, but some students report feeling overwhelmed by its frequent implementation. Additionally, certain students passively rely on their peers, leading to disparities in participation and learning outcomes.

The study highlights that teachers often emphasise the procedural aspects of PL, such as group structures and collaboration rules, rather than adapting the approach based on students' individual needs. This may limit the full potential of PL, particularly for students who struggle with active participation. In the context of increasing digitalisation and the growing influence of artificial intelligence in education, the role of the teacher in providing personal support and guidance remains essential. To enhance PL, teachers should incorporate structured role rotation, balance

collaborative and individual learning, and ensure that student voices are considered in shaping the learning process.

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Quality assuring ethos in Education and Training Board (ETB) schools

O'Brien, Shivaun, Dublin City University, Ireland

This research explores the development of an ethos quality framework by the DCU Centre for Evaluation Quality and Inspection (EQI) for Education and Training Board Ireland (ETBI). This included the development of ETB ethos standards through consultation with key stakeholders, which are set out in the ETBI Patrons' Framework on Ethos. In addition, it involved the development of an ethos school self-evaluation (SSE) process, the provision of detailed guidelines, online evaluation tools, as well as a training programme for teachers leading the ethos SSE process in their schools. The ethos self-evaluation process was piloted in 20 ETB primary and post-primary schools.

Through interviews with 11 key personnel from ETBI and ETBs, the research examines the motivation for this initiative. It explores the process of developing the ethos quality framework and piloting the ethos SSE process across 20 schools. The research finds that this historical development has had a significant impact on ETBI as a patron body and on the national network of ETB schools, particularly in terms of identifying, communicating, and promoting core values. The research also demonstrates the further application of a model of professional learning for school self-evaluation developed by EQI which has been incorporated into this initiative.

Liminal explorations of pedagogy to address AI challenges

Musaio, Marisa, Università Cattolica del Sacro Cuore, Italy

AI achievements are registering positive points of view and enthusiastic support, which are not free from the risk of computerised drift of the human (Han, 2022). At the same time, reluctance to change leads to greater caution for understanding educational and training implications. The comparison between pedagogical science and the areas of AI applications, beyond possible and understandable resistance, implies not avoiding critical reflection.

The contribution favours attention to an epistemological analysis by a pedagogy as a science called to be increasingly in relation with a horizon composed of meanings, practices and values implicated in our interaction with technologies.

On the point of view of an epistemological reflection, the author proposes a "pedagogy as a transformative science" that looks at the relationship between the human being and the new frontiers of AI as decisive challenges to investigate "liminal areas" of pedagogy, to research and practice the "threshold dimensions", the dialogue between disciplines, the search for new syntheses to integrate ways, times, spaces of an "educational sensitivity" to be rediscovered in relation to the virtual.

The pedagogical explorations of a liminal nature investigated come from the dialogue with cultural anthropology, arts, different forms of beauty, poetic word, narration, expressiveness of the body. The sensitive qualities of education draw from these dimensions, which is not reduced to a list of activities to be carried out or tasks to be fulfilled, nor to dispositions to conform to. Educating is rather a progressive advancement into a hermeneutics of ours and of the other.

Performativity in teaching: Exploring 'authenticity' in creative practices with refugees and migrants

Piazzoli, Erika, Trinity College Dublin, Ireland

In an age of AI and increasing pressures on educators to shape and perform specific teacher identities, questions of authenticity in teaching become more urgent than ever. This presentation explores how performative teaching and arts-based research can contribute to degrees of 'authenticity' in creative teaching practices, particularly in the context of working with migrant and refugee students. In this presentation, I discuss a Government-funded arts-based research project, a partnership between the School of Education, Trinity College Dublin, and two migrant and refugee youth centres in Dublin.

The study was guided by three research questions: 1) The scope of embodied research methods in arts-based methodology; 2) The relationship between 'motivation to belong' and language learning in performative language teaching; 3) How to support an 'ethical imagination' in performative practitioners. The findings are articulated into nine research themes. An arts-based elaboration of these themes led to the creation of a data poem, written collectively by the team, and interpreted through the lens of a painting. This poetic and pictorial representation culminated in seven key assertions, which focus on trauma-informed performative teaching in Refugee and Migrant Education.

By engaging with performative pedagogies in a research context, this presentation highlights how embodied approaches to teaching and learning can strive towards more authentic, ethical, and inclusive teaching practices, in an era increasingly shaped by artificiality and social pressures.

An exploration of children's and teachers' perspectives of playful pedagogy in the teaching and learning of mathematics in senior primary classes

O' Donnell, Natasha[1]; Dobutowitsch, Mira[1]; Haals Brosnan, Maja[1]; Murphy, Breed[2]; Ó Corcoráin, Donncha[1]; Porcenaluk, Sarah[1]; Browne, Sorcha[1], [1]Marino Institute of Education, Ireland; [2]Mary Immaculate College

Research topic/aim

Playful approaches are one of five key pedagogical practices emphasised in the Primary Mathematics Curriculum in Ireland (Department of Education, 2023). This research seeks to better understand and reconcile perspectives of playful pedagogical practices to enhance the teaching and learning of mathematics.

Theoretical framework

Play as a learning tool has long been valued, with Ellis (1998) inferring play is central to people flourishing. While play is a staple feature in early education, the most recent guidelines on the primary mathematics curriculum calls for "playful learning" (Department of Education, 2023). Whitton (1998) long ago proclaimed play to have an important role in mathematics, suggesting mathematical inquiry to hold many of the key behaviours observed in meaningful play, but to successfully infuse play into the mathematics curriculum, we must establish a shared understanding of playful learning. Many comment on how play gets hijacked for learning purposes (Goouch, 2008; Hedges, 2014), drawing on the analogy of chocolate-covered broccoli (Bruckman, 1999). Therefore, it is important to establish what meaningful playful learning is and how teachers and students experience playful learning approaches.

Methods

This study will present findings generated from quantitative and qualitative analysis of questionnaire responses provided by teachers and children on the topic of playful approaches. Data are analysed using quantitative data analysis software and thematic

analysis. Ethical approval has been granted by the institutional ethics committee with data collection taking place in February and March 2025.

Findings and conclusions

Findings related to experiences of playful learning and characteristics of playful learning will be presented. We anticipate children and teachers will share insights on their experiences, as recent studies have documented the use of games in mathematics education in Ireland.

Developing preservice teachers' diagnostic skills related to student thinking: A learning environment supported by pedagogies of practice
Demirel, Damla; Celik, Derya; Beşken Ergişi, Meral, Trabzon University, Turkiye

Focusing on and effectively addressing student thinking is widely regarded as a prerequisite for effective teaching and teachers (Krumphals & Haagen-Schützenhöfer, 2021). Effective teachers are expected to adapt their instructional strategies in alignment with students' thought processes. Central to this adaptation are diagnostic skills, which are situation-specific abilities involving the identification, interpretation, and evaluation of data related to students' thinking. These skills, defined as perception, interpretation, and decision-making, play a critical role in the competency model for diagnosing student thinking (Heitzmann et al., 2019; Leuders et al., 2018) and act as a bridge between theoretical knowledge and practical performance. Research indicates that while pre-service teachers often struggle to apply these skills in practice, they can be developed and enhanced through well-designed learning environments (Jacobs et al., 2010). This study aims to create a learning environment centred on student thinking and to analyse its contribution to the development of pre-service teachers' diagnostic skills.

Using Grossman et al. (2009)'s pedagogies of practice model, an intervention program was designed to enhance diagnostic skills among 36 junior-year pre-service elementary mathematics teachers. Using rubrics developed by researchers and drawing on studies such as Jacobs et al. (2010) and Wildgans-Lang et al. (2020), preservice teachers' skills in perceiving, interpreting, and responding to student thinking were assessed before and after the intervention. This assessment was

conducted by utilising a video recording of real classroom practices. Initially, pre-service teachers' perceptions lacked focus on student thinking, but post-intervention, they became more structured and mathematically detailed. Their interpretations evolved from superficial descriptions to evidence-based inferences about student reasoning. Similarly, their decision-making, initially disconnected from student thinking and lesson objectives, became more aligned with both after the intervention. The findings highlight the program's effectiveness in improving pre-service teachers' diagnostic skills.

The Sahlberg report (2012) in a historical context

Walsh, John, Trinity College Dublin, Ireland

The review panel on the structure of initial teacher education in Ireland, led by Pasi Sahlberg, set out a lofty vision of research-driven teacher education in a university setting, offered by a 'relatively small number of institutions' accommodating the continuum of teacher education. The international review had significant long-term influence on initial teacher education, underpinning a rationalisation of teacher education institutions and transforming traditional denominational alignments.

The Sahlberg report set out a vision of structural rationalisation and institutional restructuring in which economic and political agendas coexisted uneasily with authentic educational aspirations. It is worth reconsidering the ideological underpinnings and political context for the report, following a decade in which many of its recommendations have been substantially implemented.

The review drew on examples of international best practice but was profoundly influenced by the national political and economic context and the historical legacy of extensive state intervention in teacher education. Teacher education was a consistent focus of intervention by successive Irish governments since 1922. This paper suggests that the Sahlberg report was the latest and arguably most influential attempt by the Irish state to restructure initial teacher education in an international context of economic crisis, fiscal retrenchment and increased regulatory authority. The review explicitly served an ambitious official agenda of 'directed diversity' outlined by the HEA in 2012, designed to achieve a reformed higher education landscape delivering a smaller number of larger HEIs, able to compete aggressively in the global marketplace. Sahlberg was one of a series of reports commissioned by reform-minded ministers and officials, advancing proposals such as regional clusters and institutional mergers, which positioned higher education as an essential avenue for national economic salvation (Walsh and Loxley, 2015). This paper offers a re-appraisal of the

vision, recommendations and outcomes of the international review in a historical context.

Recognising authenticity: Evolving policies for immersion teacher competencies in Irish-medium education

O Ceallaigh, TJ[1]; Nig Uidhir, Gabrielle[2]; [1]University College Cork, Ireland; [2]St Marys University College, Belfast, Northern Ireland

In an era increasingly dominated by artificiality, the quest for authentic teaching practices becomes ever more pressing, particularly within specialised educational contexts such as Irish-medium education (IME). IME, a bilingual education model striving for the rejuvenation of the Irish language, continues to expand in Ireland, yet faces unique challenges due to the complexity of its pedagogical implementation. Central to addressing these challenges is the urgent need for evolving teacher education policies that acknowledge and embed immersion-specific competencies essential for IME teachers.

Drawing upon sociocultural theory and Shulman's Domains of Teacher Knowledge, this study identifies and exemplifies the distinctive professional competencies vital for teachers within immersion education settings across both Northern Ireland and the Republic of Ireland. Data, gathered through diverse methodologies, including semi-structured interviews, focus groups, student symposia, and extensive questionnaires, informs the development of an innovative rubric designed to stimulate reflection, enhance professional growth, and ultimately guide policy change.

This paper critically synthesises existing literature and empirical findings to argue for significant policy reform that formally recognises the unique competencies required of IME teachers. It advocates for a holistic, collaborative, and sustainable approach to teacher education, proposing targeted policy initiatives and robust partnerships that can foster authenticity in teaching. In doing so, it aims to ensure more inclusive, culturally responsive, and effective educational environments, better suited to meet the evolving needs of students in an age of artificiality

A 'happy marriage'?: Examining participants' experiences in Dutch school-based teacher education partnerships

van Beveren, Pettra[1]; Swennen, Anja[2]; [1]HU University of Applied Sciences Utrecht & NOA; [2]Vrije Universiteit Amsterdam

Workplace learning is a compulsory, integral component of becoming teachers for student teachers in the Netherlands, typically accounting for around 40% of the curriculum in school-based teacher education programmes. As in many other countries, Dutch teacher education has, in recent years, evolved from a predominantly institution-based model to a well-structured and formal collaboration between teacher education institutions and schools. This collaboration often takes the form of a formal partnership, known as an 'opleidingsschool', which is best translated as a professional development school. Such a partnership usually consists of some teacher education institutions (universities) and several schools which, together, are responsible for educating the student teachers.

Research suggests that strong partnerships in teacher education programmes are beneficial (Darling-Hammond, 2005; Helms-Lorenz et al., 2028). However, there is also criticism of professional development schools. For example, Duffy (1994) criticises the top-down approach that compels schools and teachers to participate in professional development schools, ultimately creating additional work for them.

Based on semi-structured interviews with the main partners - student teachers (5), school- and university-based teacher educators (4), and educational administrators of universities and schools (4) - the main questions we explore in our presentation are: What do professional development schools in the Netherlands look like, how did they and their workplace learning evolve, and - most importantly - how do those involved experience working within a partnership to educate both student teachers and teacher educators?

We anticipate that our findings will show that participants have different expectations, levels of involvement in the partnerships, and visions for the future of partnerships in the ever-changing Dutch educational landscape.

The impact of banning critical race theory on authentic education in the United States

Wallace, Jennifer, Association of Teacher Educators, United States of America

With discontentment from lawmakers, educators, and civil rights organisations across the state, the government in the United States have signed into law Senate Bills and other legislation that oppose critical race theory lessons in k12 public schools or charter school, junior colleges, and state colleges and universities. They proclaimed that the teaching of Critical Race Theory imposes guilt on children and coerces them to declare themselves as "oppressors." This presentation will address legislators' perspective of Critical Race Theory and how it impacts educators' freedom to teach authentic history. It will include historical context from legislators in the House and Senate. Further, it will discuss how the banning of teaching part of history intrudes on educators' lesson planning and how the education system may exclude authentic concepts of history in America, as legislated by lawmakers who reject equal educational content and resources in the state.

Learning Objectives:

1. To understand how states are making policies inhibiting material relevant to the struggle of cultures in America.
2. To analyse the impact laws have on public higher education that trickles down to k12 public education.
3. To evaluate the Black Caucus perspective of Critical Race Theory in America.
4. To provide thematic themes of lawmakers' perspectives for focused steps leading to advocacy.
5. To provide an understanding of ways to advocate for all-inclusive public educational material, history, and resources.

Reclaiming the human in the age of AI: Towards a pedagogy of authenticity and liberation in teacher education

Parente, Rafael C P; Brito, Renato de Oliveira; Silva, Maria Cristina Mesquita, Catholic University of Brasilia, Brazil

In an era where artificial intelligence and digital technologies mediate educational spaces, the pursuit of teacher authenticity must go beyond adaptation—it must be an act of resistance and transformation. This study investigates how teacher education programs can cultivate authenticity as a practice of freedom, ensuring that educators critically engage with AI rather than passively conforming to algorithmic norms.

Grounded in Freire's (1970) concept of praxis—the dialectic between reflection and action—alongside Cranton and Carusetta's (2004) theory of authentic presence in education, this research interrogates the intersection of pedagogy, technology, and teacher agency. It examines whether AI-driven educational practices reinforce dehumanising structures or create possibilities for a more dialogical and human-centred teaching experience.

This study employs a critical mixed-methods approach: (1) a literature review mapping the sociopolitical implications of AI in teacher education, (2) case studies of teacher training programs integrating digital technologies and critical pedagogy, (3) in-depth interviews amplifying the voices of teachers navigating AI-mediated classrooms, particularly those in marginalised communities, and (4) document analysis of policies shaping teacher preparation. By triangulating these perspectives, this study reveals both the constraints and transformative potential of AI in education.

Findings identify three strategies for cultivating teacher authenticity in an algorithmic world:

- Pedagogy of Critical Uncertainty: Positioning ambiguity as an entry point for inquiry and transformation.

- Digital Affective Literacy: Developing the ability to foster genuine human connection in AI-enhanced educational spaces.

- Liberatory Human Presence: Ensuring technology serves pedagogy, preserving teachers' agency and students' critical thought.

Rather than treating AI as a deterministic force, this study argues that teacher education must foster a humanising praxis—empowering educators to navigate digital

spaces critically, shaping AI rather than being shaped by it. In doing so, we move beyond the artificial to cultivate educators engaged in the struggle for justice, equity, and truly emancipatory education.

Time: Thursday, 28/Aug/2025: 3:15pm - 4:45pm Location: Room 12
Session Chair: Feargal Ó Laighin

'Sentio ergo Sum' – Emotional competences and the learning environment

McGee, Edward; Haughey, Sharon, St Mary's University College, Belfast, United Kingdom

In recent years, educators have sought to navigate the challenges and opportunities presented by the emergence of AI technologies and online social platforms in order to explore and embed more effective pedagogical strategies to enhance learning and teaching within an increasingly digital learning environment.

At the same time, it is becoming increasingly evident that one of the truly authentic and defining characteristics of the teacher is the human capacity to empathise and relate to students, creating a learning environment focused on the holistic formation of young people and offering high-quality pastoral care which is trauma-informed.

Building upon the work of Peter Salovey (1991) and Daniel Goleman (1995), this quantitative research project employs the 'Profile of Emotional Competence' (PEC) assessment tool developed by Brasseur and Mikolajczak (2013) to examine the Intra-personal and Inter-personal emotional competences of Initial Teacher Educators (ITE) in Northern Ireland.

This PEC assessment tool examines five core competences (identification, understanding, expression, regulation and use of emotions) distinctly for one's own emotions and the emotions of others.

The research undertaken provides a nuanced insight into both the emotional competences of initial teachers and also informs a more tailored approach to developing these competences among their students in the classroom.

Key Findings

- The profile of emotional competences of ITE students demonstrates progression across the programme of formation as teachers.

- The profile of emotional competences of ITE students can inform the personal formation of teachers to assist them in becoming more effective practitioners within the classroom.
- A study of emotional competences can inform a more proactive and tailored curricular programme to build resiliency among pupils within the classroom context.

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Exploring the complexity of teachers' emotional health and well-being and impact on practice across nations: A focus group discussion. RDC 3 – Health, Environmental and Sustainability Education

Bijlhout, Diola[1]; Sulaimon, Jamiu[3]; Petrovic, Danijela[2]; Shyyan, Olena[4]; Vilaça, Maria Teresa Machado[5]; Zimmerman, Varda[6]; [1]University of Wales Trinity Saint David, Institute of Inner-City Learning, Health and Social Care programs, United Kingdom; [2]Faculty of Education in Sombor, University of Novi Sad, Serbia; [3]Faculty of Education, University of Ilorin, Nigeria; [4]Department of Educational Policy, Lviv Regional In-Service Teacher Training Institute, Ukraine; [5]Institute of Education, University of Minho, Braga, Portugal; [6]Education Department, Givat Washington Teacher Training College, Israel

Increasingly, we can determine that teachers and trainee teachers' emotional health and wellbeing in the 21st century is challenged due to global and national events (e.g., climate, health, national conflicts). Furthermore, an association with the teaching practice globally has been identified (Taylor et al., 2024). Our ATEE RDC's research will investigate the perceptions of teachers and trainee teachers in different countries regarding their emotional health and well-being in current times, the role of personal and external factors and the impact on their teaching practices.

This research will use the theoretical framework for resilience from Norman Garmezy (1991). This follows a strength model approach as the concept of resilience is viewed as a process or capacity regarding the outcome of successful adaptations despite challenges or threatening circumstances (Zimmerman & Arunkumar, 1994). One's ability to build resilience will positively impact on wellbeing and wellbeing is viewed as multi-dimensional.

This research follows a qualitative approach, and one online focus group discussion with teachers and trainee teachers from different countries (i.e. Portugal, Ukraine, Brazil, Israel, Serbia, Nigeria, United Kingdom) was conducted on the research topic. Participants were recruited through the ATEE RDC network in the first quarter of 2025. Ethical consideration is facilitated as participants will provide consent first and the data findings will be anonymised. The data is analysed using thematic analysis (Braun & Clarke, 2022).

The findings will shed greater light on the emotional health and well-being status of teachers and trainee teachers in specific countries. Moreover, how their emotional health and wellbeing is influenced by specific country characteristics, national and global events, and personal factors and the effects on teaching practice. Lessons can be learned on how to improve teachers' emotional health and well-being, and with that, the teaching practice.

Measuring teacher professionalism: A case study in Latvia
Lazdina, Solvita, University of Latvia, Latvia

The study aims to understand how Latvia's education policy, which focuses on measuring student and teacher performance, influences the formation of practices in schools and how these practices, in turn, affect teachers' work. Stephen Ball's theory forms the basis of the theoretical framework, examining how market forces, managerialism, and performativity influence educational changes. Policymakers, as neoliberal agents at the state and school levels, create a change system, reinforce power relations, and reshape the understanding of teacher professionalism.

Data collection involved analysing national education policy documents. Over a year, the researcher conducted fieldwork in one school as a case study, incorporating elements of ethnographic research. The researcher gathered data through observations, conversations, and interviews with the school administration and teachers.

The influence of policy fosters practices such as constant monitoring, evaluating, and training teachers, symbolically implying that teachers are not sufficiently professional. These practices involve observing teachers' lessons, commenting on the fulfilment of

criteria for a "good lesson," comparing student and teacher performance from the past year with the current year, conducting self-evaluations, and setting goals for the following year.

As education policy requires, business-inspired practices ensure data collection to assess whether the school is "good enough." Although school administration initially resisted constant monitoring of teachers' work, they began to believe that this approach would improve teacher performance and student outcomes. Teachers must operate freely within the prescribed "good lesson framework." Those who successfully implement these criteria may receive higher pay.

This process reshapes the understanding of what constitutes a professional teacher. Teachers have to dedicate part of their efforts not to teaching students but to adapting to new requirements. The focus of teaching shifts away from the student and toward procedures designed to ensure "better teaching."

The development of the career identity of student teachers during career socialisation exercises

Lénárd, Sándor; Rapos, Nóra; Czirfusz, Dóra; Horváth, Orsolya; Vörös, Ildikó, Eötvös Loránd University, Hungary

Topic/aim

The following research aims to investigate how the career socialisation practices introduced into teacher education in Hungary two years ago shape the process of students' professional identity construction. The research questions focus on what factors influence university students' understanding of their roles and responsibilities as teachers during career socialisation practices, what views are related to the planned teaching practice, and how these change as a result of the courses.

Theoretical framework

The topic of professional identity has been addressed in various approaches in the field of teacher education (e.g. Knowles, 1992; Nias, 1989; Goodson & Cole, 1994; Volkmann & Anderson, 1998; Cooper & Olsen, 1996; Kerby, 1991; Olsen, 2023). At the beginning of teacher education, students try to understand themselves regarding career choice and career motivation (Anspal et al., 2011), their motivations being related to their own previous school experiences and the roles and competencies associated with a teaching career.

Methods

The research is longitudinal, with students completing an input questionnaire at the start of the career socialisation courses and an output questionnaire at the end of the courses. In this presentation, the first quantitative results of the research are discussed based on the input questionnaire.

Results

The data are being processed, but so far the results show that in terms of their perception of their role, they believe that their role as a teacher is not only to educate (4.45 mean on a five-point scale) but to shape their pupils' values and moral standards (4.2 mean). The presentation will show how students in different training places differ in the areas of teacher self-efficacy and task interpretation.

Teacher agency: The necessity of teachers' professional learning and understanding of teacher identity for its achievement

Foley, Kathleen, UCC, Ireland

Research topic and aims

This project examined primary teachers' viewpoints in Ireland regarding teacher agency and identity. The research questions were:

- What factors promote the achievement of agency?
- How does an understanding of teacher identity foster the achievement of teacher agency?
- Can the principles of *Cosán* [the national framework for TPL, Teaching Council, 2016] support teachers' achievement of agency?

Theoretical framework

This research project reflects the ecological framing of agency as espoused by Biesta et al. (2017), Priestley et al. (2015) and Emirbayer & Mische (1998). The complementary theoretical frameworks of sociocultural and constructivist perspectives on learning, augmented by complexity theory, informed this study as I built knowledge, based on the complex, lived experiences of the participants.

Methods

A qualitative, multiple case study, based on the experiences of fourteen primary school teachers in Ireland, was the methodology employed. As the participants utilised the *Cosán* framework as a lens to view their professional learning, their views were collected through individual semi-structured interviews and focus groups, over a

fourteen-month time period. The data was thematically analysed as I identified and evaluated patterns specific to this research.

Findings

Factors which promote the achievement of agency include:

- Teacher Capacity: –knowledge –motivation –mindset – identity – reflection – confidence
- Environmental Conditions: – school culture – leadership – physical resources –autonomy – time –stage of career –curriculum -collaboration
- TPL supports evolving teacher identity; reflection is necessary to support the emergence of teacher identity; teachers need to connect with their values and beliefs to recognise their teacher identity.
- The principles of *Cosán* can support the achievement of teacher agency.

Conclusions

Cosán needs to be promoted further to support teachers' development. *Cosán* can be deemed a progressive framework for TPL as it is based on transformative models of TPL supporting a democratic view of the teaching profession.

Irish teachers in the UAE

Dillon, Anna[2]; Gallagher, Kay[2]; Mc Daid, Rory[1]; [1]Emirates College for Advanced Education; [2]Marino Institute of Education, Ireland

There is an increasing focus on global mobility of teachers, with research exploring the challenges faced by teachers and the implications for both home and host countries (Bense, 2016). The United Arab Emirates (UAE) has prioritised building a strong and effective K-12 education system, investing significantly in both public and private sectors to meet the demands of its diverse population. Embracing this global marker in teachers, Irish teachers represent a sizable cohort within the UAE's international teaching workforce. Yet, little is known about the factors which these teachers perceive as advantageous or challenging to teaching in the UAE. Based on a mixed-methods approach, combining interviews (n=20) and surveys (n=123), this

paper presents some key information on the reasons why Irish teachers choose to relocate to the UAE, including competitive salaries, career advancement prospects, and lifestyle benefits. Going beyond these attractions, the paper also explores some of the challenges in respect of cultural adaptation, feelings of a lack of job security and ongoing surveillance. The paper drills down into the experiences of "performativity", which, for some of the participants, stands in stark contrast to the authenticity of their teaching selves available to them in their previous teaching roles in Ireland. The paper proceeds to discuss the implications of these findings, both for the individual teachers as they migrate to the UAE, for the systems within the UAE and for the Irish education system as it struggles with teacher retention.

Outdoor education for students' well-being in the digital age

Panzavolta, Silvia; Giunti, Chiara, Indire, Italy

The contribution presents a reflection on well-being and Outdoor Education (OE) carried out by Indire within the framework of Avanguardie Educative, a movement aimed at spreading educational innovation processes (Laici & Orlandini, 2016; Giunti et al., 2023).

Studies on well-being, particularly among Generation Z, paint an alarming picture (Haidt, 2024), highlighting how the digital world has changed adolescent habits. Young people increasingly prefer indoor environments over outdoor activities and online interactions over in-person meetings. Other concerning indicators include the rising obesity rate and sleep deprivation (McKinsey Health Institute, 2022). There is growing support for a stronger school-family alliance and the role of schools in mitigating risks and supporting teenagers in self-regulation within the onlife dimension (Floridi, 2014; Burns & Gottschalk, 2019). The contribution illustrates how OE practices can help reconnect students with nature, fostering both basic well-being—psychophysical, emotional, and socio-relational—and deep well-being, which includes cognitive, behavioural, and identity-related aspects (Giunti et al., 2022; Farnè, 2018; Schenetti & Li Pera, 2021).

The research conducted in recent years has primarily followed a qualitative approach (Trinchero, 2004), using the multiple case study method (Yin, 1994) in early childhood and primary education. Currently, thanks to a collaborative research project with the University of Bologna, the study has expanded to cover the entire first cycle of education, including lower secondary schools, adopting a mixed-method approach to explore the connections between schools' intentional planning and students' well-being in its various dimensions (Giunti & Schenetti, 2024). Preliminary conclusions seem to confirm the researchers' hypothesis that OE practices help schools and families reconnect with nature and nurture psychophysical and emotional well-being.

Further research is needed to understand if and how other aspects of well-being are influenced by OE.

Attainment and engagement: Balancing the goals of reading instruction in Irish primary classrooms
O Neachtain, Art, University of Galway, Ireland

Recent international reading assessments, such as PIRLS (2021) and PISA (2018), highlight a paradoxical situation in Irish reading education: While attainment scores in literacy are rising, student motivation and engagement in reading are declining. The percentage of fifteen-year-olds who report never reading for enjoyment has risen from 33.4% in 2000 to 47.7% in 2018 (Avvisati et al., 2019). Similarly, PIRLS (2021) data indicate that a significant proportion of primary school students, particularly those in DEIS schools, struggle with reading motivation. This study explores whether reading instruction in Irish primary schools has become unbalanced—driven by assessments and technical reading skills—at the expense of fostering a love of reading. It examines how policy and recent primary curriculum developments may impact and influence teaching practices and student engagement in reading.

This research is guided by Biesta's (2010) concepts of qualification, socialisation, and subjectification, which question the overemphasis on assessment-driven instruction. Additionally, Rosenblatt's (1978) Transactional Theory of Reading, distinguishing between efferent (information-driven) and aesthetic (experience-driven) reading, provides a lens to analyse whether instruction is fostering deeper literary engagement or merely test-based proficiency. A qualitative, interpretivist approach will be used, drawing on semi-structured interviews, focus groups, and surveys with primary school teachers. This mixed-methods study seeks to understand how educators navigate the tension between attainment and engagement, their perceptions of standardised testing's impact, and the extent to which they feel empowered to prioritise motivation and choice in reading instruction.

By critically examining how reading is framed within Irish primary education, this study aims to contribute to discussions on literacy policy, teacher autonomy, and the role of reading beyond performative assessment metrics.

Shaping futures, sustaining teachers: A study on teacher wellbeing in Malta
Bezzina, Amanda, Institute for Education, Malta

Research topic/aim

Occupational stress is a significant concern affecting professionals across various sectors, with teachers being particularly vulnerable. This study explores teacher wellbeing, focusing on the perceptions, challenges, and suggestions of teachers in Malta. The research study aims to explore perceptions of teacher wellbeing and seeks to provide actionable recommendations for improving wellbeing.

Theoretical framework

The theoretical framework for this study is grounded in Positive Psychology, which emphasises the cultivation of positive emotions, resilience, and personal strengths to enhance overall wellbeing and quality of life. In the context of teacher wellbeing, Positive Psychology serves as a lens to identify strengths-based approaches that help teachers cope with stress, build resilience, and sustain their motivation and engagement. It creates a supportive environment that promotes collaboration, recognition, and purpose.

Methods

This study employed a qualitative methodology to explore teacher wellbeing through two focus groups with a group of teachers. Using purposive sampling, semi-structured discussions captured diverse perspectives, while thematic analysis identified key patterns. Video recordings ensured accurate documentation of verbal and non-verbal insights. Ethical guidelines, including informed consent and confidentiality, were rigorously followed, enabling a comprehensive understanding of teacher wellbeing across various roles and contexts.

Findings and conclusions

The findings highlighted the impact of stress on physical and mental health, job satisfaction, and work-life balance. The research emphasised the need for structural changes, including workload reduction and support services. Guided by positive

psychology, the study offered strategies to improve resilience, job satisfaction, and overall wellbeing, contributing to a more supportive education system.

Unveiling the multifaceted nature of teaching profession: Preservice teachers' perspectives through photo elicitation interview (PEI)

Phyo, Shwe Ye; Kopp, Erika, Eotvos Lorand University

Teaching is inherently complex, unpredictable, and emotionally taxing, and pandemics and wars have disrupted education worldwide, heightening the professional demands, teacher shortages, and attrition rates (Global Coalition to Protect Education from Attack, 2022; Low, 2023; UNESCO & International Task Force on Teachers for Education 2030, 2024). Its complex nature and disruptive external factors make the transition from pre-service to novice teachers a reality/praxis shock. Thus, preservice teachers should observe and navigate real-world teaching challenges to grasp reality and smooth their transition (Darling-Hammond, 2014), and this imagined reality is central to their identity construction (Pishghadam et al., 2022). Thus, our paper explored preservice teachers' perceptions on the teaching profession using PEI, acknowledging the need for creative methods to uncover its intricate nature. Such visual methodology stimulates richer responses, empowers participants, and allows their narratives to unfold without researchers' bias, addressing objectivity and interpretation issues (Bates et al., 2017; Harper, 2002). Participants were from two teacher education programs in Myanmar affected by political unrest since 2021. Each participant took a photo to represent their perceptions and avoided taking photos of others for ethical reasons. The metaphors include a tree, a phone tower, an umbrella, a football player, someone climbing a ladder, and a figure representing an ideal. Participants highlighted the multifaceted roles of a teacher, with a great emphasis on resilience, collaboration, continuous development, guiding nature, unwavering dedication, and the embodiment of equity and purpose. They viewed teaching as dynamic, challenging, and impactful, with teachers as committed to making continuous efforts for their own and students' progress despite challenges. PEI, as described by Tsang and Besley (2020), was found to deepen participant engagement and provide a platform for understanding the nuanced, emotional

aspects of participants in socially and politically unstable situations like Myanmar, often difficult to articulate through traditional interviews and quantitative methods.

From Zoom to reality: Investigating the subjective needs of novice EFL teachers trained in the COVID-era

Ilya, Ali[1]; Daloglu, Aysegul[2]; Cephe, Pasa Tevfik[3]; Atar, Cihat[4]; Kaya Uyanik, Gulden[1]; Eksioglu, Subhan[1]; Cinarbas, Halil Ibrahim[5]; Koc, Burcu[1]; Celenk, Aydin[1]; [1]Sakarya University, Türkiye; [2]Middle East Technical University, Türkiye; [3]Gazi University, Türkiye; [4]Yildiz Technical University, Türkiye; [5]Kahramanmaras Istiklal University, Türkiye

This study explores the subjective needs and perceived challenges of novice English as a Foreign Language (EFL) teachers who completed their Teaching Practice I and II courses as the final stage of the BA program fully online during the COVID-19 lockdowns. Using a mixed-methods approach, we analysed survey responses from 191 participants and qualitative insights from 31 volunteer teachers, revealing critical gaps between their self-reported competencies and real-world teaching demands.

The quantitative findings indicate that while most respondents feel competent in digital literacy, lesson planning, and instructional design, 36.1% report anxiety about managing physical classrooms. Over half expressed concerns about classroom management, student engagement, and real-time instructional decision-making—skills that were difficult to develop in online practicum settings.

The qualitative data further highlight the emotional and professional struggles teachers face as they move from virtual to physical classrooms. Many participants acknowledge the benefits of online practicum—particularly in technology integration—yet describe significant deficits in handling classroom discipline, diverse student needs, and adapting to dynamic in-person interactions. Furthermore, teachers cite a lack of structured mentorship and immediate feedback, making it difficult to bridge theory and practice.

Based on these findings, this study underscores the urgent need for structured mentorship programs that offer targeted guidance in face-to-face teaching, reflective practice, and peer collaboration. Such interventions can bridge the pedagogical gaps created by online-only training, ensuring a smoother transition for teachers whose professional formation was impacted by pandemic-related constraints. By addressing these subjective needs, educational institutions can enhance teacher readiness,

reduce professional stress, and strengthen long-term instructional quality in post-pandemic language education.

Differentially operationalising confidence in their futures? Examining the career aspirations of primary children from diverse backgrounds
Kaufman, Kaitlin; Keane, Elaine, University of Galway, Ireland

In the 1990s and 2000s, Ireland's general and schooling populations significantly diversified. However, the teaching population remains strikingly homogeneous, consisting predominantly of middle-class White Irish females, with decreasing proportions of student teachers from lower socio-economic groups (cf. Keane and Heinz, 2015; Heinz and Keane, 2018). Diversifying the teaching profession was identified in national policy for the first time in the 2015-2019 National Access Plan (HEA, 2015) and is an ongoing national policy priority in the most recent plan (HEA, 2022). While some previous qualitative research has been conducted on the topic of social class in teaching, we know relatively little about children's reasons for considering (or not) various careers, including teaching, and about how such reasons compare for those from different socio-economic groups.

This in-depth qualitative study employs Constructivist Grounded Theory (CGT) (Charmaz, 2000, 2006, 2014) as a methodology to develop a substantive theory about the experiences and perspectives of senior primary school students from diverse social class, ethnic and migrant backgrounds regarding their higher education and career aspirations, particularly in relation to teaching. Working with two different primary schools, the study included 47 students (aged 10-13) using semi-structured focus groups, individual interviews, and a drawing activity.

In this paper, we examine core findings relating to the participants' career aspirations, perceptions of opportunity, and reasonings for rejecting a teaching career as a potential aspiration, the role played by social class and ethnic or migrant background, and the overall CGT, which foregrounds how the children differentially operationalised confidence in their futures. The findings will be discussed in the context of relevant theory and empirical research in the sociology of education and the sociology of childhood.

Inclusive Education in a high-tech world: UAE's journey toward diversity and equity

Waly, Dr. Salma, Sharjah Education Academy, United Arab Emirates

The United Arab Emirates, a country celebrated for its continuous integration of modernity and tradition, attracts people from across the globe due to its strategic location, strong economy, world-class infrastructure, and emphasis on innovation and sustainability. Recently ranked fifth on the Global Vibrancy Tool 2024 for its leadership in artificial intelligence, the UAE continues to position itself as a global hub for innovation and development.

Amid its remarkable diversity, the UAE has prioritised quality and inclusive education through reform initiatives such as Abu Dhabi Vision 2031 and Centennial Vision 2071. These initiatives emphasise the importance of diversity, equity, and inclusion in the education system. This presentation explores the UAE's efforts in promoting diversity in schools, focusing on the application of Culturally Responsive Education (CRE) to address the unique needs of its diverse student population.

The session will highlight research on CRE implementation in the UAE, identifying existing successes while highlighting gaps that require attention to inform future policies and reforms. By addressing these challenges, educators and policymakers can strengthen the foundation for inclusive and culturally responsive education within the UAE and all countries with a growing diverse student population.

In addition, the presentation underlines the importance of maintaining authenticity in education amidst the rise of AI-driven solutions. While artificial intelligence offers valuable tools for educators, reliance on prepackaged, generalised solutions risks neglecting the specific and evolving diverse cultural and linguistic needs of students. By balancing innovation with cultural and pedagogical relevance, using CRE, educators can ensure that teaching practices are both inclusive and impactful.

This research will appeal to educators and researchers interested in implementing culturally responsive practices in multicultural settings. Additionally, it will attract

scholars exploring the impact of AI on teaching and learning, particularly those focused on preserving the essence of education and maintaining authenticity in instructional practices.

The authenticity dilemma: How can teacher education policies address globalised digital challenges?

Durmus, Aybuke[1]; Tanerl, Pervin Oya[2], [1]TED University, Turkiye; [2]Middle East Technical University, Turkiye

The rapid rise of digital technologies, including artificial intelligence (AI) and social media, is reshaping global education systems and putting pressure on teacher identity. As external performance metrics and digital platforms become more dominant, maintaining authenticity—defined as the alignment of professional practices with personal values and a teacher's ability to enact their pedagogical beliefs in a way that remains true to their educational philosophy—becomes increasingly challenging. In this context, authenticity in teaching refers to the capacity of educators to integrate their core beliefs, pedagogical approaches, and ethical commitments into their daily practices despite external constraints. Teacher education policies play a critical role in supporting teachers to navigate this tension: Can they help teachers sustain authentic practices under these pressures?

This study, grounded in globalisation theory (Held et al., 1999) and performativity theory (Ball, 2003), examines how teacher education policies in Türkiye shape the development of authentic teacher identities. Using phenomenological research (Marshall & Rossman, 2011), the study will conduct semi-structured interviews with teacher candidates and faculty from both state and foundation universities. Thematic analysis (Braun & Clarke, 2006) of policy and curriculum documents will also explore the alignment between policy frameworks and teachers' lived experiences.

The study is expected to find that digital pressures, including AI-driven assessments and social media, heighten performative expectations, limiting teachers' ability to maintain authenticity. Current policies may be inadequate to address these challenges, leading to a disconnect between policy intentions and teacher identity development. The study will propose policy recommendations to strengthen

authenticity and resilience in teacher education, with relevance to both local and global educational contexts.

Guidance counsellors' training on family functioning perceptions: A qualitative study

Reisoğlu, Serpil; Aydın, Hanife, Trabzon University, Turkiye

Research topic/aim

The aim of this study is to examine the effects of family functioning training on the professional development of counsellors in terms of 'improving family functioning in child education' practices.

Theoretical framework

Family functioning is a multidimensional concept that covers the quality of family relationships, balance of role distribution and healthy communication beyond meeting individual needs. Problem-solving skills, emotional support and a sense of security are the basic elements of family functioning and play a critical role in the psycho-social development of individuals. In this context, the effectiveness of intervention programmes designed to increase family functioning has been demonstrated by research.

Method

The participants of this study, which was designed by adopting a qualitative research approach, consisted of 5 volunteer counsellors who took the Family Guidance course in Trabzon University Guidance and Psychological Counselling graduate programme. Within the scope of this course, a family functioning training programme including skills such as parent-child communication, setting the right boundaries, providing behaviour, and spending quality time was given. The participants received the family functioning training for six weeks and then applied this programme to a volunteer family for six weeks. After each implementation, the counsellors shared their implementations with the course instructor and received feedback. Semi-structured

interview techniques were used in the data collection process, and the collected data were analysed by content analysis.

Results and conclusions

Counsellors stated that family functioning training facilitated their professional practices, guided their approach to families and contributed to faster results in behaviour and adaptation studies with children. The training helped them feel better equipped by increasing their professional competence and self-efficacy. Preliminary findings suggest that this training improved counsellors' perceptions of family functioning and facilitated their work with children and families in the school environment. Detailed analyses are ongoing.

Exploring generative artificial intelligence tools in 'Schools as Learning Organisations': Teachers' perspectives from Ireland

Kenny, Barry James[1,2]; Johnston, Keith[1]; [1]Trinity College Dublin; [2]Edu-Relate, Ireland

This paper examines teachers' perspectives on generative artificial intelligence tools (Gen AI) within the *School as a Learning Organisation* (SLO) framework (Kools et al., 2020). It explores how Gen AI influences leadership and teachers' professional learning (TPL) in primary and post-primary schools, with a specific focus on teachers' experiences of school leaders modelling Gen AI use and its perceived impact on TPL culture.

This research is grounded in the SLO model (Kools et al., 2020), which identifies seven dimensions considered essential for fostering learning organisations in schools. Ireland's school self-evaluation quality framework, *Looking at our School,* references the SLO approach as a guiding model for school improvement (Department of Education, 2024).

The study is framed using a validated SLO survey instrument, incorporating four newly introduced Gen AI-related items. A quantitative approach is used, drawing on survey data from six primary and six post-primary schools in Ireland. Statistical analyses, including principal component analysis, hierarchical linear modelling, and regression analysis are applied.

Initial findings reveal that school leadership plays a pivotal role in Gen AI adoption, with strong leadership significantly driving Gen AI integration ($p<0.001$). However, TPL does not consistently align with Gen AI adoption, and in some cases, higher engagement in traditional TPL activities negatively correlates with Gen AI integration ($p=0.014$). While teachers acknowledge Gen AI's potential to enhance administrative efficiency and adaptive learning, challenges emerge regarding teacher autonomy, digital competency gaps, and coherent adaptation.

The study highlights the need for leadership-driven AI strategies, leadership training on AI-driven decision-making, TPL that integrates Gen AI, and targeted interventions

for schools. Insights may guide the promotion of sustainable, AI-enhanced school improvement.

Predictive diagnostic assessment: A strategy for student retention in basic education in Brazil

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This research describes an ongoing academic project within the Education Department at the Catholic University of Brasília (UCB). It involves the implementation of a predictive diagnostic system to combat school dropout in Basic Education. Developed with the support of the Foundation for Research Support of the Federal District, the project aims to create a prototype based on artificial intelligence (AI) to monitor and intervene in students' trajectories, ensuring their retention in school. The research involves analysing variables and conditions that influence school dropout, with the goal of providing a theoretical and methodological basis for creating an effective predictive system. The prototype's development takes place within the public education network of the Federal District, following predetermined steps such as the collection and analysis of quantitative and qualitative data, interviews with strategic subjects, data processing, tool development and training, and testing and diagnostics. The main results include the development of an AI prototype to systematically track students' trajectories and plan institutional intervention actions. The predictive system is designed to identify risk factors and provide consolidated information to school managers, enabling autonomous and informed management in seeking solutions to school dropout. Socioeconomic data, school attendance, and academic performance are considered topics to create a comprehensive panorama of the educational situation. The use of AI and machine learning techniques is fundamental for predictive analysis and the generation of detailed reports, which assist in strategic decision-making. In short, the study aims to contribute to an educational policy aligned with national guidelines to address school dropout. The implementation of a predictive system is a crucial strategy to ensure student retention and promote inclusive and quality education.

Enhancing technology education for students with additional educational needs (AEN)

McCarthy, Maria, University of Limerick, Ireland

In recent times, there has been renewed interest in supporting the needs of neurodiverse students in education. However, despite the calls of various stakeholders to support inclusive education opportunities, there is a scarcity of research targeted on involving students with additional educational needs (AEN) in project-based environments within Technology education. This study aims to analyse the existing body of research looking at the relationship between students with additional learning needs and STEM education, with a particular focus on autism spectrum disorder (ASD) and Technology education. This scoping review adheres to the recommendations of the Joanna Brigs Institute that follows the framework of Arksey and O'Malley (2005) and will be reported in alignment with the PRISMA extension of scoping reviews (PRISMA – SCR). The PCC (Population, Concept, Context) framework was used to identify the main concepts of this study within three main databases (ERIC, Scopus, Web of Science). The preliminary findings of this study suggest that there are limited studies highlighting research-informed pedagogical strategies to cultivate the capability of students with AEN in technology education domains. More specifically, although there is some evidence to suggest that some students with ASD have an aptitude towards creativity and high degrees of empathy, very few studies have explored effective methods to support the development of creativity, modelling and empathy in design and technology contexts for these students. It is important to recognise that mere access to STEM education does not automatically guarantee success; research-informed techniques must be developed and adopted to support students with additional needs, particularly in technology education. Hence, there is a need to explore the impact of technology education for students with additional educational needs in second-level education. Future research stemming from this, including educational interventions, will be informed by these findings.

STEM-related knowledge, skills, and self-efficacy of in-service early childhood teachers, and the implementation and outcomes of STEM activities by pre-service teachers in ECE classrooms

Beşken Ergişi, Meral, Trabzon University, Turkiye

The need to prepare children for 21st-century skills has led to the integration of STEM (Science, Technology, Engineering, and Mathematics) subjects into curricula, starting from early childhood education over the past two decades. In recent years, studies have increasingly emphasised the importance of introducing STEM subjects to young children early on and the long-term benefits of such exposure. However, the effectiveness of STEM integration across different educational levels remains a widely studied topic. One key factor in successfully implementing STEM in classrooms is the role of teachers as practitioners.

In Turkey, STEM is not included in early childhood teacher education programs. Although courses on teaching math and science to young children are available, students in Early Childhood Teacher Education Programs (ECTEP), who typically come from social science backgrounds, often approach these subjects with caution. As a result, graduates of ECTEP do not acquire the necessary knowledge and skills to effectively implement STEM practices in early childhood education (ECE) classrooms.

This study aims to examine early childhood teachers' awareness, knowledge, skills, and self-efficacy regarding STEM-related practices. It also explores the outcomes of implementing STEM activities in early childhood education (ECE) classrooms by preservice teachers and how these experiences impact their self-efficacy in conducting STEM-related activities.

The study employs two data collection methods. First, semi-structured interviews will be conducted with five in-service early childhood teachers to explore their knowledge, skills, and self-efficacy in implementing STEM-related activities. Second, the study will assess the planning and implementation of STEM activities by ten senior students who are completing their teaching practice as part of their undergraduate program.

Over a ten-week period, each student will plan and implement at least one STEM-related activity in their practicing classroom. These activities will be video-recorded and subsequently analysed in collaboration with the researcher.

"I never thought of it until now": Using STEM storylines to support the identity work of integrated STEM teachers

Fitzpatrick, Michelle, Mary Immaculate College, Limerick, Ireland

Curriculum reform is now aligning with STEM policy development in Ireland. The move towards interdisciplinary approaches at primary level gives impetus to re-examining how we support the development of integrated STEM teachers. Sustainable change is dependent on the development of teacher identity (El Nagdi et al., 2018). Yet we know very little about how our beginning primary teachers can be supported in renegotiating their multiple, dynamic and evolving identities within an integrated STEM context.

This paper reports on the identity work of preservice primary teachers (PSTs) who undertook a STEM education specialism, detailing specifically the role of an innovative graphing exercise (*STEM Storylines*). Adapted from the work of Bobis et al. (2021) and Conway (2001), *STEM Storylines* invited the participants (*n*=27) to construct their four line-graphs (representing each of the four disciplines, S-T-E-M) to represent their varying 'comfort' levels (Y-axis) across time (X-axis) and identify significant moments on these graphs. Participants were then asked to mark on their graph where they expect their future comfort levels to be. PSTs recorded a video narration of their graph, telling their STEM story and detailing impactful events. To conclude, they completed a written reflection on how these experiences have shaped them as a teacher. Five PSTs were then invited to attend a follow-up interview.

Narratives were analysed using Braun and Clarke's (2022) Reflexive Thematic Analysis. Findings suggest that the *STEM Storylines* supported PSTs in unearthing unrealised STEM experiences and enabled them to reflect on past events in light of new experiences, allowing for re-evaluation of previously taken for granted beliefs, with a new, more knowledgeable lens. Reflecting on their future selves allowed PSTs to envision their 'ideal identity', encouraging them to move towards a positive vision

of their future self by working on their current practice. Implications for Initial Teacher Education are discussed.

Evolving identities: A collaborative study exploring teacher educators' identities as teachers of integrated STEM

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Mary Immaculate College, Ireland

Integrated Science Technology Engineering & Mathematics (STEM) education has evolved into a meta-discipline, breaking down traditional subject boundaries to focus on innovation and real-world problem-solving (El Nagdi et al., 2018). Teachers' conceptions of STEM education, as they prepare to integrate STEM in their classrooms, are complex (Hollincheck & Galanti, 2022), and thus, teachers and teacher educators need support in developing authentic integrated STEM education and learning. Those tasked with teaching integrated STEM need more than professional development with innovative content and curriculum to be ready to integrate STEM; they need the agency that comes with a strong sense of who they are and who they want to become as STEM teachers (Galanti & Holincheck, 2022).

This research is part of a larger longitudinal multi-tiered project (Lesh & Kelly, 1999) involving teacher educators, pre-service teachers and primary school students participating in a Minecraft Education training programme. This research is timely, as the recent draft specification for primary education in Ireland presents the curricular area of Science Technology and Engineering (STE) (NCCA, 2024).

This research explores the evolving identities of STEM teacher educators (n=14), within a collaborative learning community of practice, aiming to enhance their ability to teach integrated STEM. Situated learning communities of practice have been shown to support faculty in diverse educational contexts, fostering increased understanding of instructional strategies and collegiality (Nadelson, 2016 ; Samaras et al. 2019). A sequential mixed methods approach was used, incorporating quantitative pre- and post-measures and qualitative data from reflective journal entries and recorded focus groups. The integrated STEM teacher identity framework (Hollincheck & Galanti, 2022) was used to analyse the findings. The research offers

insights into the professional learning and evolving identities of teacher educators, with recommendations for supporting their development in integrated STEM teaching.

Subverting the trojan horse of corporate sponsorship in schools: The challenge of preparing student teachers to critically question the digital transformation agenda in a techno-positive climate

McGarr, Oliver, University of Limerick, Ireland

In recent decades, global corporations have gained significant influence in shaping education policy and practice around the world. This influence is created through lobbying at a political level, aimed at influencing national education policies, to direct engagement with schools. Digital technology corporations are particularly influential in this space, providing products and services and 'partnering' with schools through sponsorship agreements. As a result, teacher educators need to prepare student teachers to work in school environments where corporate sponsorships and partnership agreements with digital technology corporations often dictate (and limit) the types of technologies they have access to. Such corporate sponsorships by digital technology corporations have been criticised in the past for restricting students' access to different types of technology platforms and digital resources. However, their use in schools raises far more significant ethical issues that are largely overlooked. This paper explores this growing phenomenon of corporate sponsorship by digital technology companies of schools. Looking at this through the lens of professional ethics, rather than narrowly framing the issue around concerns around legal compliance, it explores the many deeper ethical issues such partnerships raise. Building on the conference theme of making more authentic teachers, the paper sets forward an ethical framework through which this recent phenomenon can be critiqued by teacher educators and student teachers. In doing so, it sets out a broader understanding of what cyber ethics should mean in the context of teachers' professional digital competence. This ethical framework is one underpinned by values of social justice rather than bound by professional codes of conduct that are blind to the broader ethical issues such corporate sponsorship raises. The paper concludes by exploring the challenges of integrating such an understanding of cyber-ethics in a techno-positive climate and the dilemmas faced by teacher educators as a result.

Education research ethics for teacher research: Competence and conceptualisation

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Due to a focus on evidence-based practice, there has been a marked rise in the number of teachers engaging in research (gathering and analysing data to inform practice). The concept of teachers as agents who generate knowledge has become a core facet of teacher education (European Commission). We argue that amongst policy makers, there is an inherent assumption that teachers know how to design and conduct research ethically, due to their professional code of conduct, but this should not be assumed. Unlike medical and legal practitioners who have access to local and professional ethics bodies, teachers do not have access to ethical oversight unless they are subject to institutional procedures (e.g. via postgraduate study). While there is widespread support for the concept of teacher-as-researcher, and numerous national organisations provide funding and policies to guide teacher research, no organisations take responsibility for providing ethics advice or oversight for teachers.

This paper will present the results of the first phase of a European-funded project dedicated to improving teachers' research competency. Specifically, we will provide an overview of the results of a systematic literature review of international scholarly publications, professional ethics mechanisms across professions, and ethics policy in Europe with the purpose of generating an in-depth understanding of education research ethics (ERE) competence for teacher researchers. Supplemented with qualitative data from teachers who engaged with the SLR, we identify specific skills, knowledge and understandings that are uniquely related to education research ethics for teacher researchers, and we discuss how we can use it to support teachers to be confident researchers.

Opportunities and tensions for Irish-based teacher educators, the 'push and pull' of implementing and integrating global citizenship education (GCE) within ITE standards

Ní Dhuinn, Melanie[1]; O'Flaherty, Joanne[2]; Campbell, Maria[3]; O'Brien, Stephen[4]; [1]Marino Institute of Education, Ireland; [2]University of Limerick; [3]Atlantic Technological University St. Angela's; [4]University College Cork

Research topic

The integration of Global Citizenship Education (GCE) within the *Céim Standards for Initial Teacher Education* (Teaching Council, 2020) in Ireland is both welcome and timely. Positioned as one of seven core elements for inclusion in ITE programmes, it falls to Teacher Educators to integrate and implement GCE within a crowded ITE curriculum that seeks to regulate/standardise teaching while ensuring measurable outcomes, accountability and technical competences. Underpinned by a problem-posing approach, this paper questions how teacher educators can reconcile the demands of standardised teacher education (TE) within the broader, more expansive goals of GCE.

Theoretical framework

Teacher educators have been identified as playing a key role in the construction, enactment and implementation of curricula (Whittle & MacPhail, 2020). GCE, endorsed by international bodies like UNESCO and embedded within the United Nations' Sustainable Development Goals (UN, 2015), aims to cultivate learners who are active, informed, and engaged global citizens.

Methodological design

Adopting a qualitative approach that utilised semi-structured interviews, the research seeks to examine the opportunities, tensions, and contradictions that arise for teacher educators (TEs) as they navigate the inclusion of GCE as one of the mandated seven core elements that should be included in all programmes of ITE.

Findings and conclusions

The discussion emphasises GCE competence; promotion of critical thinking; neoliberal agendas vs. social justice goals; varied interpretations of GCE; and global vs. local perspectives. The paper calls for a reimagining of how GCE can be more meaningfully integrated into ITE, advocating for an approach that respects the complexities of teaching and the diverse realities of GCE.

The paper suggests that by engaging with the inherent contradictions of standardisation and fostering a critical discourse around GCE, teacher educators can better support the development of a reflective and socially responsive teaching practice.

Changes in Master's of Education students' self-efficacy and attitudes towards research-informed practice: A longitudinal study

Kowalczuk-Walędziak, Marta; Korzeniecka-Bondar, Alicja; Prymak, Tomasz, University of Białystok, Poland

Educational scholars and policy makers stress the importance of master's-level studies for fostering research-informed educational practice (RIEP) (e.g., European Commission, 2018; Woore et al., 2020). Indeed, master's graduates in the field of education (including teachers) are expected to possess research skills in order to develop new knowledge and procedures in their practice. However, current studies indicate that many remain reluctant to adopt RIEP in their professional practice (e.g., Ion et al., 2020). As such, there is a gap between the RIEP-related expectations put upon master's studies and the actual preparation students receive.

The existing literature predominantly focuses on the impact of individual courses within master's programmes on students' perceptions of research, overlooking how progression through the entire programme shapes their attitudes towards RIEP. This longitudinal, survey-based study addresses this gap by examining changes in master's of education students' self-efficacy and attitudes towards RIEP at three timepoints across the two years of their studies: at the beginning (T1; October 2021, *n*=122) and at the end of their first year (T2; June 2022, *n*=171), and at the end of their final year (T3; June 2023, *n*=111).

Our study findings reveal consistent trajectories for students' self-efficacy and the cognitive, affective, and behavioural components of their attitudes towards RIEP. The means for all the items measuring these variables decreased significantly between T1 and T2, followed by a slight increase from T2 to T3. This pattern likely reflects the programme's structure, where the first year emphasises academic research and theory, while the second year shifts towards reflection and practical application.

The paper concludes with several recommendations for policymakers, university leaders, and teaching staff on how to enhance students' self-efficacy and attitudes

towards RIEP by developing a comprehensive master's curriculum that integrates research, theory, and practice throughout the entire programme.

Pre-service teachers and plants: Do they know the elephant from the elephants ears?

O'Neill, Natalie[1]; Kerr, Karen[2]; [1]DCU, Ireland; [2]QUB, Ireland

This research explores Biology teaching in Ireland, North and South, and calls out the impact of the anthropocentric focus on pre-service Biology teachers. Stroud et al. (2022) conducted UK-wide research on the process of knowledge erosion that is causing 'plant blindness' - a process of knowledge erosion where the essential role and importance of plants is not recognised - among the general population and, more worryingly, among the cohort of students opting to study and teach biology. The theoretical framework acknowledges and accepts that the world is changing and that we must learn to live on a damaged planet (Tsing, 2017). The biology curriculum and pre-service teachers' experiences therein are analysed through the lens of Braidotti (2023), who calls out the anthropocentric focus of education, which prioritises the economy over ecology. We explore the potential for 'response-ability' in the biology curriculum (Haraway, 2018), which has the potential to address the problem of plant and biodiversity blindness. The methodology in this research is that of Comparative Case Studies across two axes – A horizontal look contrasting one case with another (North and South) and a vertical comparison of influences at different levels, with a particular focus on how third-level programmes of study influence second-level teaching. This research paper maps the second-level biology curriculum across Northern Ireland and the Republic of Ireland, as well as the attitudes, perceptions and experiences of pre-service teachers in relation to plant biology (and botany in particular). Participants (n=42), all of whom are undertaking initial teacher education to become biology teachers, took part in a survey adapted from Agu and Ramsey (2018).

It considers the importance and critical need for curriculum analyses, interpretation and enactment in and for our environment with a specific focus on plant biology (botany). Findings suggest there are opportunities for a focus on plant biology within

respective curricula to align with the interpretation and enactment in initial teacher education.

Reimagining the Irish primary teacher: Plurilingualism, identity, and the evolving professional archetype
Collins, Julia, UCC, Ireland

This study explores primary school teachers' perspectives on Modern Foreign Language (MFL) tuition in Ireland, focusing on their beliefs, competencies, and professional development needs. With the introduction of the *Say Yes to Languages* programme (Languages Connect, 2024) and the *Redeveloped Primary Curriculum Framework*, the role of MFL in Irish primary education is gaining prominence. However, limited research exists on teachers' readiness, experiences, and support requirements for MFL instruction.

A national survey was conducted to investigate three key areas:

1. teachers' attitudes toward MFL tuition at the primary level,

2. their self-assessed competencies and expertise in language teaching

3. their aspirations and needs regarding professional development and curricular support.

The findings provide insight into current challenges and opportunities for MFL implementation, highlighting the need for targeted professional learning initiatives and enhanced policy support.

This research contributes to ongoing discussions on language education in Ireland, offering evidence-based recommendations to strengthen teacher knowledge and plurilingual competencies in the primary classroom. The findings will inform future policy and curriculum development, ensuring that MFL instruction aligns with the evolving needs of educators and learners.

Assessing for growth: A new approach to formative and summative assessments

Przybylo, Anna Maria[1,2]; Krzemińska - Kaczyńska, Anna[2]; [1]Wishes School of English, Poland; [2]WorldLink Foundation

In this session, we would like to come back one more time to a forgotten solution and show the effects of well-implemented SOLO Taxonomy.

We will explore how SOLO Taxonomy can transform formative assessment and reshape the way we approach student learning. Traditionally, formative assessment has focused on tracking knowledge acquisition, but SOLO offers a more comprehensive framework. It emphasises a continuum of learning where students move from pre-structural to extended abstract stages, offering deeper insights into their cognitive development. This journey through education, supported by formative assessments, allows students to build not only knowledge but also skills and creativity, preparing them for complex real-world challenges.

The session will delve into how formative assessments based on SOLO Taxonomy can track progress beyond mere memorisation. Instead, it encourages students to engage with material at varying levels of complexity and depth, helping teachers identify the process of learning, not just the outcome. Through this approach, educators are able to provide more targeted and effective feedback that fosters growth, problem-solving, and critical thinking.

Furthermore, we will discuss how the final stage of SOLO Taxonomy, the extended abstract, ties into summative assessment. Summative assessments should no longer be limited to simple knowledge recall; they must measure the application of knowledge, skills, and creativity in practical tasks. By building tests and assignments around real-life scenarios, students are evaluated on their ability to apply what they know, a skill that will serve them well beyond the classroom.

This session is grounded in action research methodology, showcasing how the implementation of this approach motivates students to reach higher levels of performance. The journey through formative assessment, culminating in a final

summative evaluation, mirrors the IB Diploma Programme (DP) certification, where the final product reflects a holistic understanding, not just isolated facts.

Drama techniques in theory and practice: Newly qualified EFL teachers' attitudes and experiences

Puskás, Andrea, J. Selye University, Slovak Republic

One of the most significant priorities of teacher training programmes is to educate future teachers who can recognise and react to complex challenges and can develop strategies for improving their learners' creativity, cooperation and problem-solving skills. Drama techniques in the training of future EFL teachers have a great potential and their successful implementation in enhancing pre-service teachers' skills and competencies have been confirmed by various researchers (e.g. van de Water et al., 2015; Puskás, 2020). Teacher training courses have a significant role in shaping pre-service teachers' beliefs and have an impact on the development of their professional identity, too (e.g. Yuan and Lee, 2014; Radulescu and Iucu, 2014). In light of this theoretical framework, the Department of English Language and Literature at J. Selye University (JSU) in Slovakia designed courses that increase pre-service teachers' self-confidence, creativity, critical thinking and problem-solving skills, namely Drama Techniques in Teaching EFL (DRA1) and The Methodology of Teaching English as a Foreign Language 4 (MET4).

The main goal of the paper is to examine how newly qualified teachers, the graduates of the EFL teacher training programme at the Department of English Language and Literature JSU, apply their knowledge and skills received during their university training during their first year of employment. The paper presents the findings of semi-structured interviews with respondents who attended the DRA1 and MET4 courses during their training. In addition to the interviews, secondary data were collected from the respondents' journals, portfolios and test results during the DRA1 and MET4 courses.

The findings of the paper support the significance of incorporating drama techniques and reflective practices in the training of pre-service EFL teachers, since these have been confirmed to be essential tools in increasing newly qualified teachers' self-

confidence, helping them use creative teaching strategies and practices during their first year of teaching.

The "gloriously messy pursuit" of authentic education
McGarry, Caroline; Warren, Catriona, SETU, Ireland

There is broad support for the development of authentic teachers across all sectors of education (Bialystok 2017). In this paper, authentic teachers are characterised by: (a) alignment between their values and actions; (b) fostering authenticity in others through their interactions; and (c) engaging in critical reflection on their teaching practices (Cranton & Carusetta, 2004; De Bruyckere & Kirschner, 2017). An instrumental case study was conducted in a Higher Education setting, where teacher educators and their students co-constructed an assignment which integrated learning across two modules, in an effort to promote and model active engagement and self-directed learning. This case study provides an example of innovative practice and authentic assessment, one that involves students conducting 'real world' tasks in meaningful contexts (Swaffield 2011). This assessment required students to respond to a call for practice-based papers from a national journal in their field. Through a series of writers' workshops and online check-in sessions, the students were encouraged to reflect on an example of innovative practice from a further education setting and to explore the psychological and pedagogical underpinnings of their examples. Methodological approaches included student questionnaires and lecturer reflections, and provided qualitative data on learner experiences and engagement whilst offering insights into instructional strategies and their effectiveness. Findings were analysed through the lens of self-determination theory, specifically competence, relatedness and autonomy (Deci, E, L, 2022). Findings suggest that students were highly motivated, engaged and reflective as they completed this authentic task. However, as is the nature of student-centred learning, it was undoubtedly what Brookfield (2015, p.1) describes as a "gloriously messy pursuit in which shock, contradiction and risk are endemic."

Evolving policies for initial teacher education in the changing educational landscape in Hong Kong since 2020

Tang, Sylvia Yee Fan; Cheng, May May Hung, The Education University of Hong Kong, Hong Kong S.A.R. (China)

Contextual issues (macro drivers like economic and socio-political issues), text production (what is written in policy texts) and the context of practice (where policy is "read" by practitioners and implemented) are some of the key questions to be addressed in education policy analysis. This presentation examines (1) education policies (including school education and teacher policy) shaped by macro drivers in Hong Kong since 2020; and (2) how these policies have shaped practices in initial teacher education (ITE) in the light of the competence-based model of teacher education.

The presentation is based on the document analysis of publicly available texts generated by the Hong Kong Special Administrative Region Government, the Education Bureau (EDB), and ITE documents of teacher education providers.

The EDB worked with teacher education providers to develop a guiding framework for ITE programmes, which coincides with the competence-based model of teacher education. STEAM education, as well as national and patriotic education, as two prioritised policy areas shaped by macro drivers, have been translated into policies in school education and teacher policy. For school education, there have been major changes in the school curriculum with the introduction of new subjects, STEAM initiatives, Mainland China study tours for students, territory-wide implementation of measures regarding safeguarding national security in schools, etc. For teacher policy, the Basic Law and National Security Law Test (BLNST) is set as a requirement for new teacher appointment, and training requirements are established for teachers in different stages of the professional ladder. The EDB promulgated the Guidelines on Teachers' Professional Conduct. These policies have shaped practices in ITE.

This presentation shows the case of a teacher education provider which introduces new curriculum components and Exit Requirements for Teachers' Professional

Conduct and Ethics in its undergraduate ITE programmes in the changing educational landscape in Hong Kong.

Teacher educator identities in the Dutch and Irish contexts

van Beveren, Pettra[1]; Wrynn, Bernadette[2]; Mynott, John[3]; Czerniawski, Gerry[4]; Batista, Paula[5]; [1]HU University of Applied Sciences Utrecht / NOA, the Netherlands; [2]Maynooth University, Ireland; [3]Aberdeen University; [4]University of East London UK; [5]Porto University

The Teacher Educator Living Library (TELL) project is a series of podcasts exploring the diversity of teacher educators' journeys into and through the teacher education profession. TELL aims to gain insights into teacher education development and to build a community of greater influence. It also gives an insight into the different educational and policy contexts of five European countries. We examine the Dutch and the Irish context of teacher educators as leaders in this paper.

Theoretical framework

Research suggests that strong partnerships in teacher education programmes are beneficial (Darling-Hammond, 2005; Helms-Lorenz et al., 2028). TELL explored Dutch and Irish teacher educators' stories resonating with tensions in their own policy context, but highlight the advantages of the collaboration of leaders in school-based and university-based settings. Leadership in teacher education and the relationship between identity, socio-cultural conditions and agency (Bunn et al 2022) form a central pillar examining authentic teacher educator identity.

Methods

Based on semi-structured podcast-based interviews with 8 school and university-based teacher educators, the main questions we will explore in our presentation are: How do teacher educator leaders of school and university-based teacher education in Ireland and the Netherlands experience their role?, how do they evolve?, and - most importantly - how do those lived experiences working in the different contexts manifest differently?.

Findings and conclusions

The collaboration of school-based and university-based teacher educators takes place in a formal partnership in the Netherlands. The Irish teacher education context has a predominantly university-based model and is often informal. The participants have different expectations, involvement in partnerships, and how they see the future of teacher education in their own country.

Anticipated outcomes are that the Dutch and Irish participants have different expectations of leadership, posing varied challenges in their roles. Findings suggest a greater need to explore these tensions within the sectors.

Policy revolution in England's initial teacher education sector: The human cost of rapid systemic change

Quickfall, Aimee[1]; Wood, Philip[2]; [1]Leeds Trinity University, United Kingdom; [2]Nottingham Trent University, United Kingdom

Over three years, Initial Teacher Education (ITE) in England has seen a rapid shift in policy and practice. This has occurred through the introduction of a Core Content Framework and a national accreditation process, which means all those involved in ITE had to reapply to continue their work. We aim to reflect on the human impact that such rapid and far-reaching policy shift has had on those working within the university ITE sector.

We use a conceptual framework which bridges the macro- and micro-levels by bringing together the policy context (macro) through the use of Power Elite Theory (Goutney (2022, after Mills, 1956) and impacts on ITE academics (micro) though the JD-R (Job Demands and Resources) theory. These together allow us to understand the power held by political and educational decision-makers that have extensive impacts on the work of those implementing the resulting policy initiatives.

Our presentation is informed by an ongoing mixed-methods longitudinal study of ITE academics in England, which began in 2021. An annual mixed-methods survey (approx. n=160 from a population of approx. 1250) and follow-up interviews (approx. n=15-20) have given us an in-depth opportunity to assess the impact of recent policy changes.

Over the first three years of our study we have found that rapid policy shifts in England's ITE sector have brought about stress and overwork. This has led to a sector which feels that the policy direction is wrong, and which has foregone the wider academic activities which would normally be expected within the work of universities, particularly research.

We conclude that rapid policy shifts have been carried out by an elite with little understanding of the sector over which it has power, leading to an unsustainable working environment and emerging damage to the personal wellbeing of those in the sector.

Capstone portfolio in early childhood teacher education: Longitudinal effects from pre-service to in-service

Hazar, Ramle Gül[1]; Yılmaz, Arif[2]; [1]Bolu Abant Izzet Baysal University, Turkiye; [2]UNICEF, Turkiye

This study aimed to examine the longitudinal effects of using a digital capstone portfolio in early childhood teacher education. The graduation portfolio represents a curated collection of materials that serve as evidence of pre-service teachers' attainment of program competencies. In teacher education, portfolios support pre-service teachers in achieving programme competencies through self-assessment and reflection, encourage them to develop their educational philosophy, and provide opportunities for performance assessment. In Turkey, although portfolios are used as assessment tools within the scope of certain courses in teacher education, the practice of developing a holistic portfolio as a graduation requirement to meet programme competencies is not common. Adopting a qualitative research design, a longitudinal case study was conducted. The participants consisted of 11 pre-service teachers who developed portfolios under the supervision of their academic advisors over four years of undergraduate education. Data were collected through semi-structured interviews, with the first round of interviews conducted immediately after graduation and the second round conducted one year into their professional careers. The data were analysed using an inductive content analysis approach. Findings indicate that the experience of developing a capstone portfolio facilitates the formation of professional identity, strengthens professional skills, and enhances the visibility of these competencies in classroom practices after entering the profession. The findings also revealed that teachers who had engaged in portfolio development during their undergraduate education cultivated metacognitive awareness regarding their professional growth during their early career and exhibited positive attitudes toward the sustained use of portfolios for continuous professional development. In addition, the findings have implications for the structure of portfolios, the experiential aspects of the portfolio development process, and the advantages and challenges associated

with digital portfolios. It is anticipated that the results of this research will inform practice, research, and policy development initiatives in teacher education.

Exploring the emotional dimension of pre-service teachers' identity construction through visual narratives

Kettunen, Anniina, University of Oulu, Finland

Preparing pre-service teachers for the multi-dimensional and demanding nature of their future work (Lutovac et al., 2024a) requires an ongoing identity construction to foster positive adaptation to adverse situations (Clarà, 2017). Prior research also shows that emotions play a central role in teacher identity construction (Timoštšuk & Ugaste, 2012). This study focuses on exploring the emotional dimension of teacher identity construction, employing visual narratives, i.e. narratives told through, by or with images (Lisahunter, 2017). Data were collected through pre-service teachers' photo-elicitation interviews (*N*=2), writings based on photographs (*N*=36) and arts-based workshops (*N*=5). Findings show the emotional dimension of pre-service teacher identity construction as relational, individual and collective, and evolving over time. Pre-service teachers can feel vulnerable and pressured by societal expectations and the demands of the teachers' work. Pre-service teachers aspire to become safe adults for their future students, drawing from their emotionally laden memories. However, identity tensions can arise if the reality of teachers' work does not align with their ideals. Self-development is vital throughout teachers' careers. However, this common rhetoric in Finnish pre-service teacher identity construction can make them feel exhausted already during teacher education. The expectation to be an authority figure and a competent novice teacher in the public eye can make pre-service teachers overwhelmed. Some feel unsuited to becoming a teacher if their personal traits are at odds with the cultural story of a Finnish teacher, i.e., being an introvert rather than social. The above-discussed emotional tensions can potentially lead to a decision not to enter the profession. The study underscores the need to provide opportunities and creative methods for navigating the emotional dimension of identity construction during teacher education. The use of visual narratives in teacher education could address this need and support the preparation of future teachers for their work (Kettunen et al., 2024).

Key barriers to supporting teachers' occupational well-being

Zytko, Malgorzata, University of Warsaw, Poland

Research on well-being follows two main approaches: the hedonistic and eudaimonic perspectives, which focus on happiness, as well as meaning and effective coping with life challenges (Ryan & Deci, 2001; Keyes, Shmotkin, & Ryff, 2002). An individual's occupational well-being is determined by the balance between job demands and job resources (Bakker & Demerouti, 2014). Managing physical, social, psychological, and organisational occupational stressors requires adequate psychophysical support (Skaalvik & Skaalvik, 2018). Teacher stress is a significant risk factor for illness, professional burnout, reduced work efficiency, and disengagement (Agyapong, Obuobi-Donkor, Burback, & Wei, 2022). In contrast, teachers with high levels of well-being are more engaged in their work, support students' well-being, and foster better relationships with them (Hascher & Waber, 2021; Penttinen et al., 2020; Viac & Fraser, 2020).

This study aimed to identify stress factors affecting primary school teachers in Warsaw and to highlight the key barriers to supporting their well-being. Data were collected from public primary schools in Warsaw. Forty schools were randomly selected. The final sample comprised 443 teachers. The study was conducted in 2024 using an online survey. The research instruments included the Teachers' Well-Being Threat Questionnaire and the Oldenburg Burnout Inventory (OLBI).

The analysis of correlations between occupational stressors (organisational and teaching conditions, teaching and class management, relations with parents, relationships with school principals, and educational system) and burnout factors (exhaustion and disengagement) offers insightful conclusions. The strongest links to exhaustion were found with stressors related to organisational and teaching conditions (r=0.513) and teaching and class management (r=0.406), which are most reflective of teachers' everyday working conditions. Stressors related to organisational and teaching conditions were also strongly correlated with teachers' disengagement (r=0.333). This suggests that reducing stressors related to the organisation and daily work conditions could likely significantly reduce teacher burnout.

6J CPP: 6J Creative Pedagogical Practices

Virtual exchange in foreign language teacher education

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Virtual exchange (VE) is a didactic approach in which students who are geographically separated communicate with each other in a common foreign language using technology (Dooly & Vinagre, 2022). Its benefits have been shown in the development of foreign languages, ICT skills and intercultural competence (O'Dowd, 2021). It can facilitate authentic communication leading to meaningful learning, especially for primary foreign language learners. Although technology became an inevitable part of education during the pandemic, research shows that VE is not common in teacher education and consequently is not regularly used with primary students (Pennock-Speck & Clavel-Arroitia, 2023). This transnational study aimed to gain insights into primary school foreign language teachers' VE experiences and needs in order to design various teacher education interventions. Data were collected among 309 teachers from four different teaching contexts, i.e. Spain, Poland, Slovenia and Germany, using a questionnaire with closed and open-ended questions. The study revealed that most of the participants had never been involved with VE before, mainly due to the lack of international partnerships and pedagogical training. Nevertheless, their attitude towards the use of VE in foreign language teaching was positive, and they strongly believed that it provides opportunities for innovative pedagogical practices. Based on the needs analysis, teacher education interventions were developed, including an analysis of good practice examples and teacher education modules on VE implementation with collaboration between novice and experienced teachers. A transnational VE community was formed to support teachers and teacher educators. The study indicated that when teachers are provided with appropriate training, VE can help them address the challenges to develop their students' authentic communication skills and intercultural competence.

Content and language integrated practices in mathematics education: A collaborative exploratory study. RDC 1 – Science and Mathematics Education

Harbison, Lorraine[1]; Oldham, Elizabeth[2]; Callan Gough, Judith[3]; Rabaut, Hilde[4]; Ryan, Miriam[1]; Ni Chonghaile, Deirdre[1]; [1]Dublin City University, Ireland; [2]The University of Dublin, Trinity College; [3]Edmund Rice College, Co. Cork; [4]School of Applied Sciences, Hogent, Belgium

In Ireland, modern foreign languages (MFLs) are being introduced into the primary school curriculum, sparking debate about the reduction in time for teaching the Irish language, and leading to a danger of curriculum overload. Overload resulting from curricular developments is an international phenomenon, with various strategies being suggested to address it (https://www.oecd.org/en/publications/curriculum-overload_3081ceca-en.html). The ATEE Research and Development Community (RDC) "Science and Mathematics Education" is working on a creative pedagogical strategy for the purpose: use of Content and Language Integrated Learning (CLIL) to combine the teaching of (initially) mathematics – the "content" element – with simultaneous development of skills in a target language. This paper presents results of exploratory work in the area.

The work is grounded in theoretical perspectives on CLIL, problem-solving, and formative assessment in mathematics. Research indicates that CLIL can help students improve their proficiency in the target language by using it in real-world contexts such as those provided by the subject; also, by emphasising the use of authentic materials, and making learning more practical and relevant to students' lives. For mathematics, research findings show that teachers may need tools to support them in teaching problem-solving and carrying out formative assessment.

The RDC has already developed a toolkit: Mathscify (https://www.mathscify.org), a multilingual repository of tasks with associated assessment rubrics. The broad expertise (e.g. in teacher education and language learning) of RDC members from different countries enables them to facilitate trialling Mathscify for CLIL in diverse settings and using different languages. For Ireland, the language element can be either a new MFL or the Irish language. Qualitative research includes the RDC members' reflections on development and use of the materials; initial accounts are encouraging. Empirical studies are being conducted to investigate the impact on teacher experiences and student learning, eventually seeking to answer if curriculum overload is reduced.

Co-creating wellbeing in health-promoting schools: A Portuguese multiple case study

Vilaça, Teresa; University of Minho, Portugal

Co-creation in educational settings is a creative collaborative process between students, educators, and other stakeholders to design and implement educational experiences. This collaborative approach has been linked to enhanced wellbeing in schools, as it fosters a sense of ownership, engagement, and community among participants. This research explores the transformative potential of a co-creation curriculum on wellbeing to in-service teacher training.

This study is part of the ERASMUS+ Co-creating Wellbeing Project, which includes 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. In Portugal, the project involved childhood educators, teachers and teacher trainers (n=32) in an initial 25-hour in-service teacher training, followed by 25 hours in their contexts to carry out, monitor and evaluate wellbeing promotion action-oriented co-created projects based on a whole-class approach to co-creation.

The regional multiple case study focuses on the eight schools to which the teachers who completed the training in cocreating wellbeing belonged. Data collection was done through: i) a focus group in each school at the beginning and at the end of a teacher training and also two years after training; ii) the analysis of the documents produced by the participants; and iii) the analysis of collaborative logbooks constructed by each school group after each session.

Results show that students who engage in a whole-class approach to co-creating wellbeing projects experience positive transformations, including increased engagement, building positive relationships between staff and students, and between students, develop a heightened sense of belonging and action competence, all of which contribute to their overall wellbeing.

Despite the limitations of the study, results show the potential of this co-creation curriculum for the development of skills in teachers for the involvement of students, school and local communities in co-creating well-being.

Authenticity of inclusive practice in the era of artificial intelligence

Camedda, Donatella, Trinity College Dublin, Ireland

Research topic

This paper explores the complexities of inclusive pedagogical practices in the context of the growing influence of artificial intelligence in inclusive education. It engages in a conceptual dialogue between historically researched inclusive practices and recent advancements in AI-driven approaches to inclusion.

Theoretical framework

Since the Salamanca Statement (1994), inclusive pedagogy has been framed within discourses of social justice, equality, and human rights, shaping international policy. However, despite extensive scholarly attention, inclusive education research continues to face persistent challenges, including conceptual ambiguities and gaps between theoretical aspirations and practical implementation.

Methodology

Drawing on findings from a narrative literature review examining three decades of research on inclusive teaching practices, this study critically assesses the evolving landscape of inclusive education in the era of artificial intelligence. While various pedagogical frameworks—such as differentiation, Universal Design for Learning (UDL), inclusive pedagogy, and critical pedagogy—have emerged, their conceptual boundaries and context-dependent applications pose methodological challenges in assessing their effectiveness. These challenges are further exacerbated in an era where teaching authenticity is increasingly confronted by AI-driven innovations and developments.

Findings

The literature review suggests that inclusive classroom settings can positively impact academic achievement, social integration, and employment opportunities, though these benefits are not evenly distributed across different education levels and student demographics. However, barriers to the effective implementation of inclusive practices—including inadequate teacher preparation, teachers' attitudes, and limited instructional strategies—highlight a fundamental dilemma: How can educators remain authentic to the principles of inclusion while navigating the growing pressures of standardisation, performativity, and AI-driven educational interventions?

Conclusions

By interrogating these tensions, this paper contributes to the broader discourse on teacher authenticity in inclusive education. It offers insights for policy and practice at a time when artificial solutions risk displacing the human-centred, relational dimensions of inclusion that lie at the heart of meaningful educational experiences.

Exploring artificial intelligence tools in initial teacher education: A case study of an international blended intensive programme
Maye, Kevin; O Donovan, Dermot; Atlantic Technological University, Ireland

As artificial intelligence (AI) continues to transform education, it is imperative to explore its implications within initial teacher education (ITE) programmes (Sperling et al, 2024). This research presents a case study analysis of a Blended Intensive Programme (BIP) focusing on the application of AI tools within ITE amongst three universities: Atlantic Technological University, Tampere University of Applied Sciences (TAMK), and Hanze University of Applied Science. This BIP, funded through Erasmus+, involved four online workshops, with 35 student teachers from the three participating universities and a week-long mobility in TAMK in Finland. The programme engaged pre-service teachers, offering theoretical insights and hands-on experiences with AI-driven educational tools, pedagogical strategies, and ethical considerations. Participating students undertook a 5 ETCS module and collaborated in international groups to develop a range of teaching resources. The study examines the experiences encountered during the programme, highlighting both the

opportunities and limitations of integrating AI into teacher preparation and professional practice. Using qualitative methods, data was collected through reflective journals and professional dialogues between participating staff. Selected student outputs from the BIP are presented as a means of demonstrating the potential and challenges of using AI in a post-primary teaching context. Additionally, the study places a spotlight on key pedagogical shifts required for effective AI integration into ITE, emphasising the need for digital literacy, critical AI awareness, and adaptive teaching strategies. Staff members reported requirements for professional development and reflected on the role of AI in informing and shaping future curriculum developments in ITE. The case study concludes by proposing recommendations for the sustainable incorporation of AI into teacher education, balancing innovation with ethical responsibility. The findings underscore the importance of structured, critical engagement with AI in teacher preparation, ensuring future educators are equipped to harness its potential while upholding pedagogical integrity.

Educational transformation with ChatGPT: Balancing autonomy, relationships and educational purposes

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Research topic/aim

Teachers inevitably need to tackle issues related to Artificial Intelligence (AI) and generative AI (GAI). The urgency intensified with the launch of ChatGPT in November 2022, which changed teaching and learning conditions and created new tensions in the educational system. The purpose of this study is to deepen the understanding of how generative AI, specifically ChatGPT, affects teaching and education in secondary and upper secondary school, as well as the challenges and opportunities experienced by teachers.

Theoretical framework

The theoretical framework for this study is the second generation of cultural-historical activity theory. It assumes that teaching in the era of generative AI depends on both individual teacher characteristics and broader structural dynamics within schools and

society. This theory offers deeper insights into how tensions and contradictions drive transformation and development, emphasising the complexity of change processes.

Methods

Fifteen teachers from secondary and upper secondary school participated. They teach various subjects across both vocational and academic programs. The teachers have varying levels of experience with ChatGPT – some have extensively tried the tool, while others have just begun exploring it. Focus group interviews were carried out on two occasions during Spring 2014.

Findings and conclusions

The reflexive thematic analysis resulted in three themes, elucidating tensions and contradictions: Transforming relationships in the age of AI *and* Navigating professional autonomy and institutional support in a new teaching landscape *and* Rethinking the purpose of education in a dynamic educational context*.* Cultural-historical activity theory regards tensions and contradictions as prerequisites for transformation and development. Therefore, there is potential that generative AI and ChatGPT can become useful educational tools if teachers can negotiate and manage the uncertainties and learn how to integrate the tools successfully into their teaching.

'A different sameness': Exploring the multifaceted identities of politics and society teachers in Ireland

Reale, Conor William; Houses of the Oireachtas, Ireland

This doctoral thesis investigates the civic identity development of Politics and Society teachers in Ireland, exploring how these educators perceive and enact their roles as civic actors. Situated within the interpretivist paradigm, this research employs phenomenological analysis and the Listening Guide method to delve into the complex interplay between teachers' professional roles and their personal beliefs about citizenship and civic engagement. The study addresses a significant gap in the literature by providing a nuanced understanding of teacher civic identity, particularly within the Irish educational context. Eighteen second-level teachers from a variety of school types were interviewed. Some have been teaching Politics and Society since it was first introduced in 2016, while others only have one year's teaching experience in the area. Through in-depth interviews with Politics and Society teachers, the research identifies and analyses four key voices in the teachers' narratives: foundational, pedagogical, vulnerable, and reflective voices. These voices reveal the multifaceted nature of civic identity, encompassing cognitive, emotional, and embodied dimensions.

The findings highlight the diverse ways teachers conceptualise and enact their civic roles, influenced by their personal backgrounds, professional contexts, and interactions with students. The study underscores the importance of supporting teachers in their civic identity development through targeted professional development and reflective practice. This thesis contributes to the field of civic education by introducing the Ériu VOICE Model, an innovative framework for analysing civic identity through the Listening Guide method. It offers valuable insights for policymakers, educators, and researchers, emphasising the need for comprehensive support systems to foster teachers' civic engagement and efficacy. The research calls for continued exploration of teacher civic identity using longitudinal

studies, a mixed methods approach, and collaborative inquiry to enhance our understanding and support of educators in their crucial role as civic educators.

The role of a community of practice in shaping educator identity

Haals Brosnan, Maja[1]; McGillicuddy, Bernadette[2]; Kelly, Paula[3]; [1]Marino Institute of Education, Ireland; [2]An Ghairdin Scoil Montessori; [3]St Nicholas Merrion

In this paper, we – an academic researcher and an early childhood educator-manager – present the learning from a recent Erasmus+ small-scale partnership, Inclusive and Sustainable Post-Covid Pedagogy (InSCoPe), between academic institutions and ECEC settings in Denmark, Norway and Ireland. InSCoPe aimed to explore and exchange experiences of how pedagogical knowledge and practices enhancing inclusion were balanced with Covid-19 restrictions, with the view to develop new knowledge about how such inclusive practice can be sustained into the future and through crisis times. Identifying similarities and differences within and between settings in each country and between countries gave valuable insight into how to develop ECEC practice providing equality, inclusion and democratic and civic engagement for children, parents and professionals. The project involved two mobility visits to Ireland and Norway and centred on videos and creative methods in sharing practice and knowledge.

InSCoPe yielded several significant outputs that contribute to the field of ECEC:

1. Website with educational material, including video clips that serve as a rich resource for students and educators, offering practical examples and inclusive approaches to ECEC.

2. Community of Practice (CoP) among ECEC educators serving as a platform to share experiences, exchange ideas, and collaborate on common challenges. The CoP has encouraged critical self-reflection and facilitated the sharing of good practice and innovative solutions, fostering a culture of continuous improvement.

3. Intercultural learning that recognises the value of cross-cultural interactions in enhancing educational practices and has enriched the professional development of the participants.

The CoP helped to strengthen educators' professional identity and confidence. Here we focus on what we learned from InSCoPe about the role of CoPs in shaping educator identity and professional confidence/autonomy in relation to inclusive, democratic practice. We also consider the methodological learning in relation to cementing a CoP through creative methods and storytelling.

Empowering teacher education for the AI era: Exploring educator perspectives, preparedness, and institutional roles in integrating generative AI

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The rising integration of artificial intelligence (AI) in educational contexts presents transformative opportunities for instructional innovation and pedagogical enhancement. Generative AI technologies, such as ChatGPT, have the potential to significantly reshape teacher education by altering instructional methods, evolving learning strategies, and redefining assessment practices. While policymaking bodies nationally and internationally are increasingly engaged in guiding and regulating this new development within digital technologies (see for example Holmes et al., 2022), higher education institutions (HEIs) continue to grapple with managing these advancements and providing adequate guidance for their faculty. This challenge extends notably to teacher education programmes offered by HEIs.

Despite the potential of generative AI, research remains scarce regarding how educational institutions, particularly teacher education programmes, are responding at an institutional level and the readiness of teacher educators to effectively implement these emerging tools. This study, situated within a broader Delphi initiative, investigates necessary adjustments within teacher education programs to equip educators for a rapidly evolving AI-centric landscape. Data collected via a comprehensive online survey of 138 teacher educators across Europe underscore a pressing demand for robust institutional support. The findings emphasise the necessity of cultivating critical AI competencies, embracing innovative pedagogical frameworks, and formulating clear policies for responsible AI integration. Collectively, these insights contribute foundational knowledge for developing strategic, future-oriented approaches that leverage generative AI to enrich teaching practices and advance 21st-century educational outcomes.

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Mapping teachers' perceptions of AI in education with UNESCO framework: A competency-based approach to professional development

Mangione, Giuseppina Rita[1]; Pettenati, Maria Chiara[1]; Nirchi, Stefania[2]; [1]Indire, Italy; [2]Università Roma Tre, Italy

This study explores how newly qualified Italian teachers perceive artificial intelligence (AI) in education, using their perceptions to identify gaps and opportunities for professional growth. The aim is to determine whether these perceptions align with the UNESCO Competency Framework for AI in Education and can guide teachers' professional development.

Grounded in the concept of perception as a pedagogical category, the study examines how teachers' subjective views relate to the five dimensions of the UNESCO Framework: human-centred AI mindset, AI ethics, AI foundations and applications, AI pedagogy, and AI for professional development. An exploratory approach was employed to assess teachers' attitudes toward AI and develop an adaptive feedback system for professional growth.

The research is based on a validated questionnaire (adapted from the *Teachers' Trust in AI-based EdTech*) administered to 3,000 newly hired teachers in 2024, now refined for pre- and post-training administration in 2025. The questionnaire covers three areas: (1) perceived benefits of AI, (2) reasons for mistrust, and (3) AI's role in improving teaching. Responses are mapped to the UNESCO framework and assigned a progression level (Acquire, Deepen, Create).

In 2025, the questionnaire is administered twice:

1. **Pre-training**: to assess initial perceptions and provide personalised feedback, helping teachers select AI-related training labs required during their probation year.
2. **Post-training**: to evaluate changes in perception and the impact of the feedback system on professional growth.

Feedback matrices guide competency-building through adaptive pathways aligned with the UNESCO framework and training opportunities. The study assesses the effectiveness of this perception-based system in shaping AI-related professional development. Findings will inform teacher education stakeholders and provide a replicable model for fostering AI readiness and ethical integration in education.

MIXAP: Democratising Mixed Reality Content Creation for Teachers through AI and VR

Liman Kaban, Aysegul; Mary Immaculate College, University of Limerick, Ireland

This research addresses the critical gap in teacher-driven mixed reality (MR) content creation by developing and evaluating MIXAP, an AI-supported virtual reality (VR) authoring tool designed to empower educators across Europe (France, Turkey, Ireland, Denmark). The study aims to explore how AI-enhanced MR authoring tools can enable teachers to create immersive, pedagogically aligned learning experiences, while also examining the implications for teacher agency, student engagement, and learning outcomes. By placing teachers at the centre of the design process, the project seeks to democratise access to MR technologies and foster innovation in educational practices.

Methodological Design

The study employs a design-based research (DBR) approach, which iteratively develops and refines the MIXAP-EU tool through close collaboration with educators. The research is structured into three phases:

1. Needs analysis: Surveys, interviews, and focus groups with teachers across Europe to identify key challenges and requirements for MR authoring tools.

2. Co-Design and development: Collaborative design sessions with teachers to prototype and refine the AI-supported VR authoring tool, incorporating features such as natural language processing for content generation and automated scene optimisation.

3. Pilot Implementation: Deployment of the tool in diverse educational settings to evaluate its usability, effectiveness, and impact on teaching practices and

student outcomes. Data collection includes mixed methods such as teacher interviews, classroom observations, and analytics from the tool.

Student-faculty partnerships as tools to foster teacher identity in higher education: results from a qualitative study in the United States

Messi, Nicole; Bruschi, Barbara; Università di Torino, Italy

This study examines models of student-faculty partnerships (Cook-Sather et al., 2014), with a particular focus on the role of faculty in enhancing their identity as educators through this model. It explores how dynamics such as close, egalitarian collaboration with students (Cook-Sather, 2010), institutional recognition of faculty engagement (Chan & Stacey, 2020), and the creation of communities of practice (Gehrke & Kezar, 2017) can strengthen faculty identity and promote their active involvement in the teaching process.

The development of teacher identity is recognised as a complex, multifaceted process influenced by factors such as the work environment and interactions with students (Rodgers & Scott, 2008; van Lankveld et al., 2017). Research suggests that faculty identities are reinforced by collegial and supportive environments, where opportunities for educational discussions with colleagues are available, as well as through positive interactions with students that foster job satisfaction and professional recognition (Holland & Lachicotte, 2007).

Building on these insights, the present study investigates how student-faculty partnerships can help cultivate teacher identity by recreating such supportive environments. This qualitative research was conducted through semi-structured interviews with 27 participants, including faculty members, students, and program coordinators, from four higher education institutions in the United States. Grounded theory analysis (Glaser & Strauss, 1967) revealed key factors for successful student-faculty partnerships, such as the establishment of communities of practice, recognition of faculty engagement, and open communication between students and faculty. When lecturers detected the presence of these elements during the partnerships' programs, they stated the development of a strong identity, sense of belonging and engagement in the learning process.

International collaboration and teacher identities: Challenges and opportunities in higher education

Impedovo, Maria[1]; Marty, Olivier[1]; Ungureanu, Elena[2]; [1]Aix Marseille, France; [2]University of Bucharest

The internationalisation of higher education plays a crucial role in enhancing the quality of teaching, fostering research collaboration, and promoting intercultural dialogue (Knight, 2012). Programs such as Erasmus facilitate academic mobility and institutional partnerships, yet they also present challenges related to administrative complexity, alignment of priorities, and resource management (Teichler, 2017). This study explores the impact of international collaborations on teacher identities within higher education institutions.

Using a qualitative approach, we conducted a focus group with six participants—five university lecturers and one administrative staff member—from an alliance university. The discussion centred on three key themes: motivations for collaboration, obstacles encountered, and strategies to improve international partnerships. The same protocol is shared in the consortium to collect similar data. Data were transcribed and analysed thematically (Braun & Clarke, 2006), revealing significant insights into the evolving identities of educators engaged in global networks.

Findings indicate that international experiences enrich pedagogical practices and academic competencies (De Wit & Hunter, 2015), yet they also challenge traditional teacher identities. Bureaucratic hurdles in Erasmus projects and hierarchical decision-making processes can restrict individual agency, limiting educators' ability to innovate. Moreover, cultural differences in organisational structures impact collaboration dynamics, influencing teaching methodologies and professional interactions. Notably, inclusivity and diversity are emphasised in the university, yet comparing these initiatives across European universities remains complex due to varying institutional priorities.

This study highlights the dual impact of international collaborations: while they foster diverse pedagogical approaches and enhance teacher identities through cross-cultural engagement, structural constraints often hinder their full potential. Addressing these challenges requires greater administrative flexibility and institutional commitment to long-term collaboration. The findings contribute to the ongoing

discourse on the role of internationalisation in shaping authentic teacher identities in an era of increasing collaborations and technology-mediated communications.

Re-imagining Teacher Role, identity and agency: Compulsory teaching practice in education settings which challenge preconceptions
Campbell, Maria; Harvey, Deirdre; Atlantic Technological University St. Angelas, Ireland

In order to address the complex needs and inclusion of all learners, in a society where media constructs and technologies are growing in prevalence and influence, we maintain that teacher agency should underpin initial teacher education, supporting the development of teachers with critical dispositions, who foreground inclusive pedagogies. Utilising Kaplan et al (2015) Dynamic Systems Model of Role Identity, we explore whether student teachers who engage with heterogeneous learners and multidisciplinary teams in hospital schools are simultaneously challenged to question teacher role and identity, while focusing on whole-child development. We explore what we can learn from student teachers' experiences and what changes are needed to initial teacher education programmes, by examining if the hospital school environment enables agentic teachers, challenging them to question values and how to foreground the child's needs amid stereotypical media portrayals, existing policies, structures and practices while developing trust and connections among staff and families.

Utilising narrative identity inquiry methodology (Marshall, 2022), findings from four in-depth interviews with student teachers following a short (2-6 days) placement in hospital schools and two student teachers following a 6-week assessed placement are discussed. Using thematic analysis, similarities and differences in experiences of agency relating to social relations, trust, and values are identified and organised under four themes; new skill sets; team membership; socioemotional awareness; teacher role/identity.

In order to foreground teacher agency within initial teacher education programmes, the findings indicate the for a stronger emphasis on addressing skills of negotiator and team member; on ensuring 'normalcy' in social-emotional development of learners; on critique of principles underpinning whole child development theories/practices; and ensuring compulsory teaching practice in settings which challenge pre-conceived goals, values, understandings, beliefs and expectations.

Sacred Places, common spaces: Teacher professional development through place-based inquiry, using the local graveyard or cemetery to explore culture, heritage and identity

Austin, Sandra[1]; Bacon, Karin[1]; Laragy, Georgina[2]; Masterson, Ciaran[3]; [1]Marino Institute of Education, Ireland; [2]Trinity College Dublin; [3]Dublin Cemeteries Trust

This paper will report on a qualitative study which examines the impact on participants, all of whom were elementary school teachers, of engaging in a 5-day blended learning summer course. The course, "*Delving into your local heritage, starting with the cemetery and graveyard",* encouraged participants to explore their local cemetery after first exploring Ireland's National Cemetery [Glasnevin Cemetery, Dublin]. Participants shared the findings from their investigations on the final day of the course. This paper will include the teachers' responses to activities and engagements (in-person, online and independent inquiry) and the sharing of their own historical investigation and story. The paper will also present evidence of the teachers' deepening understanding of place-based inquiry in practice, and of history as a body of knowledge and a way of working, along with evidence of the development of a community of inquiry. Data collection is focused on capturing rich narratives and insights to gain a comprehensive understanding of the experiences of participants (through researcher field notes and observations, participant presentations and feedback, thematic analysis of work samples and presentations). This study is particularly timely, given the recent introduction (2023) of a new Primary Curriculum Framework in Ireland, which places new emphasis on learning through inquiry, bringing learning beyond the classroom and takes an integrated approach to planning and teaching across the curriculum.

STEAM Integration in Initial Teacher Training: Authenticity in the Voices of Master's Students and Directors

Abra-Olivato, Juliana; Castro Silva, José; Ferreira, Nadia; EDUNOVA.ISPA – Interdisciplinary Research Centre in Education, Portugal

STEAM (Science, Technology, Engineering, Arts, Mathematics) education has gained prominence as a pedagogical approach integrating arts into sciences to foster creativity and critical thinking. This integration aligns with interdisciplinarity and Project-Based Learning (PBL), encouraging collaboration and creative problem-solving. In Initial Teacher Training (ITT), these approaches require preparation beyond theory, integrating practical experiences that allow future teachers to apply learned concepts. This study aimed to understand the perceptions of the final year Master's students (n=9) in Pre-School and Primary Education (Lisbon, Portugal) and Master's Education Directors (n=2) about STEAM education, the integration of arts and sciences, interdisciplinarity, and PBL. It also intended to identify the students' perceptions of these themes' relevance in their teaching practices, and to self-assess whether ITT enabled them to work with them, while also giving the ITT course management a voice on the issues raised. Qualitative content analysis was used to analyse semi-structured interviews via ZOOM, with MAXQDA software to organise and interpret data. The study considered the authenticity of each individual when collecting and processing data. The results show both individual perceptions and collective processes of reflection and seeking solutions. Students recognised the importance of the topics covered and familiarity with interdisciplinarity and PBL. However, they indicated a significant gap between theory and teaching practice, pointing to the need for more experiential training, including practical activities and real-life application of knowledge. The Master's Directors highlighted how these topics are developed in the curriculum and which strategies could better integrate theory and practice, in response to students' voices. A more in-depth discussion will consider the students' and Directors' voices according to the literature, addressing the actual educational moment of changes in Portugal and worldwide about teacher shortages and ITT strategies. Its importance for scholars, students, teacher educators, Higher Education Institutions, and stakeholders is emphasised.

Thinking with space

Keane, Eileen; Marino Institute of Education, Ireland

Arts practice in schools is negotiated, supported and shaped by a number of factors. This paper examines the broadening spheres of influence on arts practice in schools, with a particular emphasis on agents and spaces. Increasingly, the influence of human and non-human entities shape the experiences, values and beliefs associated with teachers' arts education practice in schools. These influences propagate tensions when set against existing dominant discourses, landscapes of practice, and curricular histories in primary school contexts. Adopting perspectives from the concept of heterotopia and third space theory, this paper presents and discusses how a range of spaces, including physical spaces, evolving visual realms and affinity spaces are entangled with teachers' arts education practice. This paper frames these considerations within current transnational and national policy discourses and outlines their relevance for teacher education.

The role of teacher education for pre-service teachers' professional growth told through visual narratives

Körkkö, Minna; Kettunen, Anniina; University of Oulu, Finland

This presentation focuses on what Finnish pre-service teachers (*n*= 26) ponder about the role of teacher education for their professional growth through visual narratives. The presentation is guided by two questions: 1) From the teacher education point of view, what pre-service teachers ponder the most in their teacherhood? and 2) How has teacher education supported pre-service teachers' professional growth? Pre-service teachers' visual narratives and related group discussions were used to explore the phenomenon. We employ a narrative approach, especially visual narratives (i.e. stories told through, with or by visuals) that evoke emotions and help tell overlooked stories (Eisner, 2008; Kettunen et al. 2024). The data were collected during a two-day workshop, where master-level pre-service teachers created individual collages and discussed in groups.

In Finland, primary school teachers are required to complete a five-year master's degree to be qualified to teach students ages 7–12. Pre-service teachers have often criticised teacher education programmes for being too theoretical, resulting in difficulties in connecting theory and practice in teachers' work (Núñez-Regueiro et al., 2024; Sjølie, 2014). Pre-service teachers might feel unprepared for the demands of teachers' work, which earlier research has characterised as multi-dimensional, hectic, and relationally intensified(Lutovac et al., 2024).

The findings indicate that pre-service teachers ponder 1) discrepancy between expectations in teacher education and the reality of practice periods, and restricting or lack of guidance from supervising teachers, 2) the gap between theoretical studies and practice, and how some topics are under-represented in the curriculum, and 3) the meaning of feedback, peer support and collegiality for professional development as teacher, which they see as continuous learning process. The presentation discusses how to address these challenges raised by pre-service teachers. We argue

for the importance of listening to pre-service teachers in developing teacher education for the needs of their professional development.

Immunity narratives of EFL teachers in the Turkish context

Kizildag, Ayse[1]; Kirmizi, Ozkan[2]; [1]Aksaray University, Turkiye; [2]Karabuk University, Turkiye

Language teachers, just like other school subject teachers, must struggle with numerous professional complexities, which mandate developing some functional strategies. Hiver and Dörnyei (2017) proposed the term *language teacher immunity* as a concept referring to the protective mechanisms against these challenges. It describes the dual nature of teachers' coping mechanisms, which can either support (adaptive immunity) or hinder (maladaptive immunity) their professional growth. While productive immunity allows for resilience and adaptation, maladaptive immunity can lead to stagnation and disengagement. Having appeared relatively recently in the related literature, there is a scarcity of research focusing on language teacher immunity. For investigating immunity, contextual factors pose importance since they are significant determinants of identity and related professional emotions reciprocally. Given the theoretical background, this presentation focuses on the examining intersectionality of language teacher identities with immunity strategies of three mid-career (10 years+ in the profession) female English teachers over the emotions derived from the critical incidents throughout their careers. As narratives are a viable way of collecting personal perspectives embedded in situated professional and social contexts, participants' professional or social lives were examined through episodic narrative inquiry (Mueller, 2019), using work-related critical incidents as the main data content. Findings revealed that participating EFL teachers experienced strong emotional exhaustion resulting from the multiple conflicts between school management, colleagues, parents, and students. Professional detachment, along with some common emotions such as embarrassment, anxiety, helplessness, and anger, was detected even though participants reported no intention of quitting their professions. Unlike many other European countries, this is one of the most dominant idiosyncrasies of the teaching sector in the Turkish context.

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The problematic relationship between teacher educators as role models and their representation of the wider workforce in England's further education sector

Powell, David; University of Huddersfield, United Kingdom

A central tenet of teacher education is that teacher educators shape 'the souls' of their student teachers (Zeichner, 2018, p.15) by being role models for them (Lunenberg, Korthagen and Swennen, 2007); a belief founded on teacher educators' explicit modelling of their teaching practices, values and behaviours for their student teachers (Booth-Martin, 2024). This paper aims to problematise this tenet by exploring a key finding from a recent survey of 118 further education (FE)-based teacher educators in England. To do this, it will start by introducing the context for the study and unpacking the ideas of modelling and teacher identity. It will then discuss the research and its design, including an online survey of 36 open and closed questions to collect the data, and simple statistical analysis and thematic analysis (Braun & Clarke, 2022) of the responses. From there, it will explore one of the study's key findings: how FE teacher educators in England are not a representative reflection of the wider FE teacher workforce in several ways, for example, ethnicity, subject or vocational background. The paper will argue that this lack of representativeness of the wider FE workforce is problematic and limits the scope of role modelling for new student teachers. The paper will conclude by inviting the audience to consider representation within the teacher education teams where they work and what, if any, action is needed to address this. By doing so, this paper contributes to the local, national and international debate about the role of teacher educators in 'shaping the souls' of new teachers.

Looking Towards Adult Quality of Life: The Important Role of School Based Inclusion for Autistic Students with a Significant Learning Disability

Flanagan, Elizabeth; Marino Institute of Education, Ireland

For autistic students with a significant learning disability (A/SLD) inclusion can be minimal, and many pupils remain segregated from their mainstream peers for all or most of their time in school. There is limited literature discussing how A/SLD can be included alongside their peers in mainstream schools, and limited research in relation to what inclusion may look like for this group of pupils.

Research was carried out over five months in three primary schools with autism special classes, to investigate whether collaborative planning, professional learning and the use of a planning and tracking tool (PTT) could support an increase in the quantity and quality of inclusive experiences accessed by an autistic pupil with SLD. Research was based on understanding A/SLD through the neurodiversity paradigm and the social model of disability. The research intervention involved the principal, in a facilitating role, along with a special class teacher, a mainstream teacher and a Special Needs Assistant (SNA) working collaboratively to plan, organise and track inclusive experiences for an A/SLD. A neuro-affirming programme was developed, influenced by quality-of-life indicators and was complemented by a series of professional learning seminars to support participants in planning inclusion.

The quantity of inclusion increased for all three pupils. This was measured using data relating to the frequency and duration of inclusive experiences. Additionally, the quality of inclusion increased for all three pupils. This was measured through the inclusive experience's alignment with selected key principles of naturalistic developmental behavioural interventions. The research thesis concluded that it is possible to functionally and meaningfully include A/SLD alongside their peers in mainstream settings for periods of time. This is perceived as contributory to enhancing future adult quality of life (Van Loon *et al.,* 2012).

Digital learning environments in teachers' professional development

Sağlam Arslan, Ayşegül[1]; Beşken Ergişi, Meral[2]; [1]Trabzon University, Turkiye; [2]Trabzon University, Turkiye

This study aims to determine teachers' views on the integration of digital learning environments into their professional development processes and to reveal the qualities of an applicable digital learning environment.

Student learning, the primary goal of all education systems, is closely linked to qualified teachers (Darling-Hammond, 2013; Flores, 2019; Guyton, 2000) and has been widely studied. Similarly, teacher learning, a key aspect of teacher quality, has also been extensively researched. In this process, it is expected that teachers actively initiate, plan, and direct their own learning and development (Cooper et al., 2021; Louws et al., 2018). Digital learning environments now play a crucial role in supporting teacher learning, offering flexible participation regardless of time and place. This fosters self-directed teachers who take responsibility for their growth and engage in continuous professional development.

This study, designed as a case study, collects data through a form with five open-ended questions on the use of digital learning environments for professional development. The questions address the types of digital learning environments used, key areas of need, their impact (both positive and negative) on professional practices, a comparison with traditional learning environments, and suggestions for integrating them into teacher education. Participants, which expected to be a minimum of 100, include in-service teachers from various subjects working in state and private institutions. Data collection and descriptive analysis are ongoing.

A preliminary analysis of the collected data indicates that teachers recognise the need for well-equipped environments designed for digital tools and educational technologies to enhance their classes. They also tend to take advantage of existing training opportunities in this area. However, teachers highlight a lack of therapeutic digital content and training support, particularly in developing student-centred learning environments and implementing interactive applications. This need is especially pronounced in heterogeneous classrooms where effective classroom management techniques are essential.

Embracing negative capability: Initial findings from cycle 1 of a self-study action research exploring the use of philosophical inquiry as a transformative praxis in the context of Global Citizenship Education

Brennan, Simon; Mary Immaculate College, Ireland

This PhD self-study explores the use of philosophical inquiry (PhI) to cultivate critical consciousness in preservice teachers, empowering them to effectively teach Global Citizenship Education (GCE) by critically engaging with its complex concepts. This Research Ireland funded study contributes to three interconnected fields – philosophical inquiry, critical pedagogy (CP), and GCE – by demonstrating how PhI can explore real-world challenges and nurture transformative GCE educators through adopting a CP problem-posing model. Furthermore, it aligns with the educational goals and principles of the Irish Aid Global Citizenship Education Strategy 2021-2025 by proposing and evaluating a participatory teaching method to deepen practitioners' engagement with GCE.

This qualitative self-study employs an action research design grounded in the critical pedagogy principle of collaboration between researcher and participants. It comprises two major cycles involving third-year B.Ed students taking GCE-specific modules.

Data will be collected through inquiry recordings, focus group interviews, and a reflective journal informed by discussions with a critical friend. Thematic critical discourse analysis will examine how power, ideology, and knowledge are constructed and contested in my reflections and participants' discourse.

This paper will discuss the initial findings from the first cycle of the research which began in February 2025, highlighting emergent themes and their implications.

Navigating discomfort: Preparing teachers for socially responsive pedagogy through Global Citizenship Education

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[2]Ubuntu Network, University of Limerick, Ireland

Research topic/aim

In an era where artificiality pervades education through standardised curricula, performative assessment, and the rise of AI-driven learning tools, teacher agency and autonomy are becoming increasingly difficult. This self-study explores how an early-career teacher educator (TE) integrated critical GCE into English pedagogy within Initial Teacher Education (ITE). In adopting a pedagogy of discomfort (PoD), the study highlights the importance of critical reflection, both 'solo' and 'witnessed' and vulnerability in preparing teachers who resist artificiality in favour of meaningful, student-centred learning.

Theoretical framework

This study is grounded in critical pedagogy (Freire, 1970) and the PoD (Boler & Zembylas, 2003), emphasising the need for critical reflection, ethical engagement, and social justice-oriented teaching.

Methodological design

Set in the context of English Pedagogy, this self-study explored how one TE designed and enacted a unit of learning focused on GCE and social justice issues using literary and non-literary texts. The study was framed by the following research question: How did a TE and pre-service teachers (PSTs) experience the inclusion GCE in English Pedagogy? Methods comprise a TE reflective journal, PST lesson plans and reflections and dialogue with a critical friend. Self-study aims to improve practice and foster personal and professional transformation through inquiry, narrative and reflective practice (Cooper & Curtis, 2022; Hawley & Hostetler, 2020). Thematic analysis (Braun & Clarke 2019) was utilised to identify key themes.

Findings and conclusions

Findings indicate that English pedagogy serves as a powerful vehicle for GCE. However, challenges such as educator discomfort, and PSTs' hesitancy in addressing sensitive topics, reveal the tensions of teaching social justice issues and navigating the boundaries imposed by policy, assessment, and school cultures. In an age of increasing standardisation and artificiality, this study argues for teacher education that cultivates agency and critical consciousness.

Authenticity in AI-supported writing: Rethinking chatbots and student authorship

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As AI becomes a common part of education, writing instruction must address how to foster authentic student authorship in an era of artificiality. Chatbots powered by large language models (LLMs) are increasingly used in writing, raising concerns about automation replacing independent thinking. While some argue that chatbots undermine students' engagement with their own writing by fostering reliance on automation, weakening critical thinking (Shibani et al., 2024), others highlight their potential to support motivation and idea generation (Susanto et al., 2023). This study examines whether chatbots can function as dialogic partners in writing, helping students develop ideas rather than generating text for them.

This study investigates three questions:

1. How do chatbots influence idea generation and motivation?

2. How does a student-controlled prompt bank impact students' engagement with AI?

3. How do students perceive authorship and ownership when AI plays a role in their writing?

The study follows a Design-Based Research (DBR) approach to refine the intervention. It follows 20 eighth-grade students, with a focus group of eight, as they interact with pre-prompted chatbots designed to encourage reflection and elaboration in early-stage writing. Data collection includes chat log analysis, text analysis, student interviews, and classroom observations. The study is informed by sociocultural and dialogic perspectives to analyse how AI mediates students' writing practices.

Early observations reveal a paradox: strong writers recognise they learn little from AI-generated text but still use it, while weaker writers take pride in chatbot-produced texts despite knowing they did not write them. Initial testing with pre-prompted chatbots did not sufficiently support independent idea development. In the next phase of the DBR cycle, a student-controlled prompt bank will be introduced to encourage deeper engagement. As chatbots reshape writing instruction, educators must consider how to foster authenticity, authorship, and ownership in students' writing.

The institutional program of teaching initiation scholarships (PIBID) and its contributions to the formation of professional identity of teachers in Brazil

Silva, Maria Cristina Mesquita; Brito, Renato de Oliveira; Assis, Isaac Celestino; Silva, Michel Araújo; Catholic University of Brasília, Brazil

This research addresses PIBID, a strategic public educational policy for the initial training of Brazilian teachers. It is a bibliographic and documentary study that, based on the study of national regulations and researchers' approaches to the topic, investigates the contributions of this public policy to the formation of the professional identity of Brazilian basic education teachers.

Professional identity involves individuals' perception of themselves in the professional context, influenced by personal, social, and cultural factors. The construction of professional identity requires constant reflection on pedagogical choices and ethical commitments. In teacher training, this identity is crucial as teachers act as agents of social change.

By offering practical opportunities from the beginning of training, PIBID promotes the development of essential skills such as professional adaptability, a sense of belonging, and an analytical view of teaching and learning. Interaction with experienced teachers and the development of collaborative projects are central, allowing students to improve their practices and understand school dynamics.

It is concluded that the practical immersion provided by PIBID drives the development of a professional identity aligned with the school reality. Thus, PIBID has the potential to contribute to the improvement of the quality of basic education, promoting the training of teachers capable of effectively responding to the demands of educational dynamics in basic education, which are constantly changing.

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Categories of child abuse: Knowledge of the four main categories as self-reported by primary school teachers in the Irish context

Nohilly, Margaret Mary[1]; Maunsell, Catherine[2]; Treacy, Mia[1]; Bourke, Ashling[2]; [1]Mary Imaculate College, Ireland; [2]Dublin City University

Research topic/aim

A national survey was sent to all primary school teachers in Ireland exploring their knowledge, confidence and attitudes towards child protection work. As part of the survey, respondents were asked to rate their knowledge of the four main categories of child abuse.

Theoretical framework

Of the four main abuse categories, neglect is the most prevalent form of abuse that is reported to child protection authorities (Kobulsky et al., 2020). Ness (2023) considers that emotional abuse is evident in the quality of the relationship between a parent or primary caregiver and a child in terms of being constituted by both discrete and recurring events. This makes the nature of the abuse invisible and intangible. Madigan et al. (2018) note that sexual abuse and exploitation have been further complicated by the digital age.

Methodological design

727 teachers responded to an online survey that was emailed to all primary schools in Ireland. The study employed a mixed-methods approach, using an anonymous, online, self-report methodology. Teachers self-reported on a number of attitudinal and knowledge items related to child abuse. The participants were asked how they would rate their knowledge of the four main categories of child abuse, from very low knowledge of the abuse category with five options on a gradient to very high

knowledge. Analysis of the quantitative data was performed using SPSS statistical software.

Findings and conclusions

The results highlight that the majority of respondents (56.1%) have 'average' knowledge of the four main categories of child abuse. Participants self-reported lower knowledge levels of emotional abuse and sexual abuse over physical abuse and neglect. Teacher knowledge and teacher confidence in child protection are both a national and international priority. Furthermore, signs and symptoms of emotional and sexual abuse that may present in school warrant further exploration.

Narrative inquiry into teacher educators' use of resources for plurilingual and intercultural education

Karjagdi Çolak, Miranda; Bursa Technical University, Turkiye

This study explores the experiences of three teacher educators integrating European Centre for Modern Languages (ECML) resources into their professional practices. It examines how these resources support plurilingual and intercultural education for democratic culture and contribute to the development of authentic teacher identities in the context of hyper-diversity and globalisation. Drawing on narrative inquiry (Clandinin & Connelly, 2000) and theories of plurilingual and intercultural education (Coste et al., 2009), the research highlights the relational nature of teaching and the role of authenticity, understood as the alignment between personal values and professional practices in plurilingual and pluricultural classrooms.

Using narrative inquiry, semi-structured interviews were conducted with three teacher educators, and their experiences were analysed through Braun and Clarke's (2006) thematic analysis. The findings reveal that ECML resources foster reflective practice, enabling educators to align teaching approaches with their values while navigating diverse educational settings. These resources provide practical tools and frameworks that promote inclusivity and intercultural dialogue, empowering teacher educators to cultivate authenticity in themselves and their students.

The study concludes that ECML resources are instrumental in creating relational teaching environments that support teacher identity development and intercultural

awareness. It recommends tailored approaches for introducing and sustaining these resources in teacher education, ensuring their effective use in fostering inclusive, democratic, and plurilingual learning spaces.

The role of teachers in reformatory and correctional institutes of juveniles, with an emphasis on their preparation process

Miklósi, Márta; University of Debrecen, Institute of Educational Studies and Cultural Management, Hungary

In my presentation, I will show why the role of teachers in correctional institutions is crucial in supporting the reintegration of juveniles and how their activities can be made more effective. I explored the recent international literature in preparation for my forthcoming empirical research on the conditions of education in Hungarian correctional institutions.

Entering the justice system as a juvenile is a more serious derailment than committing a crime as an adult, as custodial sentences have a detrimental impact on positive psychosocial development. However, potential successes in education can be important life events and turning points.

Relationships with teachers can be crucial for young people serving prison sentences, who have few people who can provide positive social support as they are separated from their home environment. I will highlight the links that research has shown between the strength of the relationship with teachers and student achievement, academic engagement (Cernkovich & Giordano, 1992).

I will describe in detail which educators and teachers support the reintegration process of young people in correctional institutions, explore the models known to prison teachers (self-sufficiency model, import model, contract model, mixed model).

In the most important part of my presentation, I will discuss the challenges teachers face in educating and motivating young prisoners, how to prepare them for these challenges and what social competences are needed in addition to professional skills. In conclusion, teachers face complex challenges, as they are not only responsible for teaching, but also for shaping the behaviour of pupils. Ongoing training, competence development and sensitisation can help teachers to cope with these tasks (Mathur & Schoenfeld, 2010).

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Home class teachers' professional identities and patterns of professional development: a case study

Zimmerman, Varda, Givat Washington Teacher Training College, Israel

This case-study, drawing on 32 home class teachers, working in the same high school setting, aimed at exploring how home teachers conceptualised, visualised, narrated and interpreted two core concepts: their professional identities as well as their professional development.

The case study evolved in three closely related cycles, drawing on a biographical/life-historic approach, while using life-history interviews complemented by an innovative methodological tool: "the extended interview questionnaire", especially the Pictorial Activity. Thus, rich data on both concepts was obtained.

The data were analysed along two cycles by means of narrative inquiry. It led to the exploration of the home class teachers: (a) conceptual interpretive frame, representing the constructs underlying their identities and (b) four typological Career Models, representing their different modes of professional development and career progress.

The new aspects of professional identity and professional development significantly contribute to the educational corpus by expanding on previous proposed theories on teachers' interpretive frame (Kelchtermans & Vandenbergh,1994) and on the Teacher Career Cycle(Fessler,1995; Patton, 2008).

Methodologically, as the goal was to obtain such career-stories from a longitudinal-latitudinal approach, the biographical perspective was adopted, while drawing on a life-history approach, as method and methodology (Goodson & Sikes, 2001; Rodgers & Scott,2008) and on narrative inquiry, as a means of analysis. The research focused on four orientations: (a) teachers' careers, (b) an emic perspective, (c) a holistic perspective, and (d)readability of multiple career stories.

The results led to a broad conceptualisation of home teachers' identities while elaborating on the six constructs which together constitute a home-teacher's Professional Self (self-image, self-worth, task-motivation, task-satisfactions, task perception, future perspective) as well as the exposure of 4 typological home teachers' Career Models (Classic- Evergreens; Naturals; Intermitted; Fluctuating). A demonstration of the career narratives of home teachers, representing each typology, will be provided.

In conclusion, this study contributes to knowledge both content-wise and methodologically.

Identity development of career-change high school teachers

Yates, Anne[1]; Hogg, Linda[1]; Elvira, Quincy[2]; [1]Victoria University of Wellington, New Zealand; [2]University of Amsterdam

Research aim

Career change teachers (CCTs) are a growing group within high school teaching who are recruited to improve teacher supply but also experience high attrition rates (Black & Warhurst, 2019). This research focused on investigating CCTs emerging teacher identities and what they need for successful identity development.

Theoretical framework

CCTs moving into teaching represent a new beginning, including developing a new identity (Navy et al., 2021). Black and Warhurst (2019) conceptualise this as unlearning one identity and developing a new identity, highlighting that career change is more than the acquisition of new skills. CCTs can struggle to develop a teacher identity (Hogg et al., 2023), which can be decisive in their decision to leave.

Method

This research was undertaken as a systematic literature review, following Boland et al's (2014) protocols. The search was undertaken in February 2024, using Web of Science, Proquest, A+ Education, and PsycINFO.

Findings and conclusions

Findings illuminated three themes influencing identity development:

1. Continuity from prior career to establish coherence with emerging teacher identity.

2. A strong desire to be seen as competent teachers.

3. To have an 'out-of-the-box' teacher identity, in contrast to being 'traditional' and 'boring'.

However, the reality of developing these identities differed from expectations, and it appears that CCTs' teacher identity development involves a complex nexus of multi-membership, which takes longer than expected and cannot be assumed.

Implications are the importance of sufficient time in initial teacher education (ITE) to develop in-depth understanding of teaching and to allow teacher identity development. Short-track ITE is common for CCTs, but they may lack time for identity development, and teachers from such programmes report lower levels of satisfaction (Lucksnat et al., 2022). That we only found 15 articles focusing specifically on CCT identity development indicates that more research is warranted.

The real responsibility of teachers in times of AI: How the philosophy of Levinas transcends the ideals of personalised learning

Nusselder, André; Marnix Academie, Netherlands

Topic/aim

The transformation of learning processes and the self through digital technologies. Raising awareness on teacher responsibility from a philosophy that stresses the connectedness of self and other.

Theoretical framework

In education, technologies support the idea (or ideology) of empowerment: realising the potentials of the autonomous self by strengthening individual learning trajectories. One of the main critics of this 'metaphysics of (self)presence' is the French philosopher Emmanuel Levinas. For him, being in the world is being in relation to the other. It is the face of the other that opens a meaningful and human world, by calling the self to be responsible for the other. Authentic being, then, is not about realising self-presence (totality) but about responsibility (infinity).

Method

This philosophy of Levinas is determining education at Marnix Academie (academy for teacher training). The child is a social being; pedagogical values pivot around connectedness and responsibility, and educational practices focus on meeting otherness.

Educational technologies, especially since the advent of AI, have put this notion of education under pressure by strengthening education as a practice of optimising learning trajectories. Personalised learning then, is about measuring individual needs and calculating subsequent steps to achieve goals. This can indeed be extremely helpful, but threatens to reduce learning to optimising processes, and is confronting education with a technological totality by 'violently' willing to make the system perfect.

Conclusions

Departing from the work of Levinas, this paper counters these totalitarian tendencies of EdTech by attributing a clear responsibility to the teacher: guarding otherness by being aware of where to use technology as a useful means, but to prevent it from becoming a goal. As to keep the space of alterity open (wonderment) so that children can truly explore the world beyond their self and its (imaginary) perfection.

Generative AI integration into the 'translation' course in English language teacher education: Insights from a self-study research

Ergunay, Onur; Izmir Democracy University, Turkiye

The overall purpose of this self-study is both to better understand my own professional learning as a teacher educator in designing a more innovative course syllabus in initial teacher education with the integration of generative artificial intelligence (GenAI) tools into 'Translation' course and lesson planning in a Bachelor program of English Language Teaching, and to develop an enhanced understanding of the syllabus design as a teacher education practice. Specifically, the study addresses three research questions: (1) How do student teachers respond to a GenAI integrated innovative course syllabus in their teacher education program? (2) How does this innovative syllabus design contribute to my professional understanding and practices about teacher education as a teacher educator? (3) How can these innovative practices be enhanced within and beyond the teacher education program? Following LaBoskey's five essential features for self-study research, the data were collected through a variety of methods, including student teachers' collaborative lesson plans as the final project (*n*=15), student teachers' collaborative written reflections on their final project (*n*=15), student teachers' individual written reflections on the course syllabus (*n*=25), and all regular artifacts of the course, including the revisions, classroom discussion remarks, teacher educators reflective logs, and informal observations. Three data sets obtained from student teachers were analysed deductively pertaining to the first research question, which was for exploring the responses of student teachers to the revised syllabus. The second and third research questions were answered through the interpretation of course artefacts by the teacher

educator. The overall finding of this self-study revealed that the majority of the students were content with the GenAI tool integration into the Translation course and leveraged it for their future professional practices. However, these student teachers seemed to find it difficult to incorporate GenAI tools into their lesson plans.

A scaffolded digital and metacognitive learning framework: A TPACK-based formative intervention for teacher training

Cristea, Roxana-Madalina; Ciascai, Liliana; Babes-Bolyai University, Romania

In an era characterised by artificiality and digital transformation, authentic teaching requires educators to integrate digital tools effectively while maintaining and adapting pedagogical principles. The present study investigates the impact of a formative intervention program based on scaffolding on the development of pre-service teachers' digital competence, metacognitive awareness, and Technological Pedagogical Content Knowledge (TPACK). Therefore, the intervention aimed to enhance these competencies to prepare future educators for an evolving technological educational setting. The study is grounded in the TPACK framework (Koehler & Mishra, 2009), which emphasises the intersection of technology, pedagogy, and content knowledge, and Vygotsky's (1978) concept of scaffolding, which supports learners in achieving higher cognitive functions. The study also integrates metacognitive awareness theory, highlighting the role of self-regulation and reflective practice in technology-enhanced teaching. A design-based research approach was applied, integrating iterative cycles of analysis, intervention, and refinement. The study involved two cohorts of pre-service teachers enrolled in a teacher education program at a Romanian university (*n*=59, 2022-2023 generation; *n*=28, 2023-2024 generation). The intervention consisted of: a) Pretest and post-test assessments measuring digital competence, metacognitive awareness, TPACK, and virtual learning environment (VLE) success by applying a questionnaire with very good psychometric proprieties; b) Weekly scaffolded sessions (2h each, over several weeks), comprising digital lesson planning using the 5E Model for blended learning; reflective practice upon online and virtual reality lessons; hands-on educational robotics and one-to-one and peer-group scaffolding activities. The results indicate a significant improvement in digital competence, metacognitive awareness, TPACK, and VLE success following the intervention. Future research should explore how the

findings generalise across diverse educational systems, statistical methods that provide a deep causal relationship exploration, long-term effects of scaffolding, metacognitive strategies, TPACK integration on teacher and student performance, as well as longitudinal impacts of AI-enhanced metacognitive scaffolding on teachers' VLE perceived success.

An asynchronous hybrid MOOC as a social forum in teacher professional development

Tsaroucha, Maria; Birbili, Maria; Aristotle University of Thessaloniki, Greece

The purpose of the study presented here was to elucidate the significance of a Massive Open Online Course (MOOC) as a platform for facilitating social interaction among teachers. Specifically, this research aimed to explore the nature of teacher interactions within a MOOC designed for professional development. While MOOCs initially emerged as a promising, cost-effective alternative for the education of large audiences, their introduction was soon followed by several concerns within the research community. One of the most notable issues is the diminishing participant engagement and reduced interaction with educators and peers, leading to high attrition rates. Data for this study were collected through a MOOC designed to provide teachers with professional development in differentiated learning. A hybrid MOOC was developed to integrate the advantages of cMOOCs and xMOOCs. The purpose was to increase engagement and networking among individuals with shared interests and concerns. The six-week course was delivered via the Moodle 4.0 learning management system under the auspices of Aristotle University of Thessaloniki. The participant cohort comprised 115 Greek language secondary teachers. Data were gathered through various online tools, including fora, wikis, wordclouds and external applications such as Padlet and AnswerGarden. Thematic analysis was employed to examine teachers' posts, discussions and interactions in the aforementioned online tools. The analysis revealed that learner engagement increases when participants perceive themselves as part of a community willing to discuss everyday classroom concerns, share and reflect on effective practices and provide positive, constructive feedback. This study offers useful insights into how MOOCs can enhance their social features to deliver high-quality professional development for teachers and reduce dropout rates.

Investigating the identity formation of early-career English teachers in Cambodia

Kheng, Meyly; University of Debrecen, Hungary

In the talk, I will introduce an ongoing study investigating the process of teacher identity formation among early-career English language teachers in Cambodia in the context of Cambodia's current education reforms. The talk will begin by providing background on Cambodia's educational landscape and highlighting issues of low teacher motivation and ineffective training programs that undermine the quality of English language education. These issues are especially challenging for early-career teachers. An overview of the research methodology will follow this. Eight early-career English language teachers in Cambodia who had recently graduated from an undergraduate teacher education program participated in the study. Each teacher participated in an in-depth interview and wrote a series of reflective journals during their first year of teaching. Reflective journals written during their practicum were also analysed. Each teacher was treated as a case within a multiple-case study approach. Finally, the results and implications will be highlighted. The findings reveal early-career teachers' challenges: the gap between theoretical knowledge and practical classroom realities, conflicting expectations from students and educational institutions, and the lack of training and professional practice. The discussion underscores the importance of mentorship and reflective practices to overcome these challenges and facilitate professional identity formation, as pointed out by Beijaard et al (2004). The talk will conclude with suggestions for future research to further explore the dynamics of teacher identity in challenging educational contexts.

Cultivating authentic educators: Policy implications from a systematic review of Chinese immigrant children's early years transition experiences

Shu, Wei; O'Ceallaigh, TJ; Guo, Rongrong, University College Cork, Ireland

This systematic review examines the transition experiences of Chinese immigrant children aged 3-5 into early years educational settings, highlighting how cultural, linguistic, and educational disparities between home and school contexts affect these experiences. Grounded in sociocultural theory and Bronfenbrenner's ecological systems theory, this study frames children's transition as influenced by multiple

interacting systems, including family, educational institutions, and wider societal contexts. Employing a systematic review methodology, extensive searches were conducted across major academic databases (Web of Science, JSTOR, ProQuest, Scopus, and Google Scholar). Selection criteria targeted peer-reviewed literature published in English or Chinese, focusing explicitly on early childhood education transitions among Chinese immigrant families. Studies irrelevant to early years or unrelated specifically to Chinese immigrant populations were excluded.

Findings reveal substantial challenges faced by these children, including language barriers, cultural adjustments, and unfamiliar educational practices. Crucially, the review identifies parents/guardians as pivotal cultural mediators, facilitating connections between home culture and school expectations. Educators emerge as equally essential, charged with creating inclusive, culturally responsive learning environments that acknowledge and integrate immigrant children's diverse backgrounds.

The study concludes that authentic teaching in an era marked by artificiality and standardised approaches demands educators who are deeply knowledgeable of culturally responsive pedagogies. To cultivate genuine, effective teachers, evolving teacher education policies must incorporate findings from this review, emphasising professional learning in cultural competency, linguistic diversity, and family-school-community collaboration. Recommendations underscore that policymakers should adapt existing frameworks, expanding policies to explicitly support immigrant children's transitions, thereby promoting authenticity in teaching practices and fostering inclusive educational settings.

Teacher diversity and the challenge of authenticity

Keane, Elaine[1]; Heinz, Manuela[1]; Mc Daid, Rory[2]; [1]University of Galway, Ireland; [2]Marino Institute of Education, Ireland

Research topic/aim

Teacher diversity has the potential to be transformative, shaping both individual student experiences and broader societal change through sustained teacher-student interactions. Recognising the mismatch between teacher and learner populations, policymakers and researchers have increasingly focused on diversifying the teaching workforce. This interest extends beyond representational concerns to a social justice commitment aimed at widening access to higher education.

Theoretical framework

While issues of exclusion and inequity are often visible to teachers from minoritised backgrounds, majority-group teachers frequently remain unaware of how everyday educational practices and interactions reinforce privilege (Keane et al., 2023). Many minoritised teachers feel pressure to conform to dominant norms of teacher identity (Stovall & Mosely, 2022), navigating expectations to "*look* like a teacher, *talk* like a teacher, and *teach* like a teacher" (Maron, 2019). This tension between authenticity and conformity shapes how underrepresented teachers experience both Higher Education Institutions and education placement components as part of the Initial Teacher Education programmes.

Methodological design

Strand 1 of the Programme for Access to Higher Education (PATH) – Equity of Access to Initial Teacher Education provided over €5 million in funding to the Centres for Teacher Education to support projects to diversify the teaching profession. This paper explores data from research which evaluated and examined the impact of these projects in addition to other national and international teacher diversity activation

projects, paying particular attention to those which sought to amplify the voices of underrepresented students.

Findings and conclusions

The analysis reveals that many participants in PATH projects faced significant challenges in maintaining authenticity and being fully open about their intersecting identities within both their HEIs and sites for placement. These findings highlight the structural barriers to full inclusion, underscoring the need for systemic change in teacher education to ensure equitable and supportive learning environments.

Addressing cognitive and emotional aspects of academic development in early primary education

Bula, Marek Matous[1]; Khanolainen, Daria[2,3]; Koponen, Tuire[4,5]; Sorvo, Riikka[2]; Torppa, Minna[3,4,5];
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Early school years are critical for developing reading and mathematics skills, which are vital for workforce adaptability and well-being (Light & McGee, 2015). Foundational skills in math and reading predict later academic success, mental health, and socioeconomic outcomes (Khanolainen et al., 2020). This study examines the associations between anxiety and reading and math skills, as anxiety can negatively affect performance across academic domains (D'Agostino et al., 2021).

Participants in this study were drawn from a longitudinal project tracking Finnish children from age 2 to 9. Data were collected from 668 Grade 2 and 711 Grade 3 students, totalling 800 participants. Reading and arithmetic fluency were assessed alongside self-reported math and reading anxiety. The study utilised cross-lagged panel analysis to analyse relationships over time.

Our findings show that lower reading skills predict increased reading anxiety, but not vice versa. A bidirectional relationship between math anxiety and arithmetic fluency suggests mutual influence, while poor reading fluency predicts slower arithmetic growth. No significant gender differences were found, indicating universal applicability

of interventions. Promoting reading fluency is key for both academic and emotional development, benefiting outcomes in reading and math. Given our findings, it is essential to address both the cognitive and emotional aspects of children's academic development in the early stages of primary school.

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Redefining school in times of pandemic and post-pandemic: The role of innovation in educational transformation

Brito, Renato de Oliveira; Vidal, Samuel Estevam; Lucena, José Ivaldo Araújo; Parente, Rafael C P; Silva, Veruska Alves de Lima; Cerce, Livia Maria Rassi; Catholic University of Brasilia, Brazil

This research presents a discussion about educational innovation, its contributions to improving the quality of basic education, and the possible impact of innovative actions on tangible educational results, such as those summarised by the Basic Education Development Index (IDEB). The arguments are based on the premise that changes in the way school processes are conducted, in order to make them increasingly effective by adopting carefully outlined strategies for each of the aspects involved, can contribute to school success. To this end, through a qualitative investigation built on an exploratory and documentary study, the case of the Innovative Schools Project, implemented in a public school in the Federal District, is discussed. This study aims to contribute to the current debate on educational innovation and its relevance for achieving learning results and improving the educational context in general.

A paradigm shift: Slow pedagogy in early childhood education and care in Ireland

Stallard, Rhona; Haals Brosnan, Maja; O'Donnell, Natasha; Marino Institute of Education, Ireland

In this paper, we formulate the theoretical foundations of slow pedagogy, as recently conceptualised in ECEC (Early Childhood Education and Care) by Alison Clark (2023) and Geraldine French (2022), through a deep empirical interrogation of practice in the Irish ECEC context, captured at a very specific moment in time when educators had to respond to an unprecedented crisis, the Covid-19 pandemic. Throughout the pandemic, the necessary health measures proved consistently challenging for the ECEC sector. There was no ready-made solution; therefore, educators were required to engage with the evolving challenges and forge the most suitable path forward (Smith, 2015). We captured this evolution in longitudinal qualitative research with ten early childhood educators and managers in Ireland over an 18-month period during the pandemic.

Slow pedagogy requires a significant mind shift, which the pandemic facilitated. It is essential to understand the nature and nuances of this mind shift in order to apply the lessons learned from the intuitive implementation of slow pedagogy during Covid-19 to ECEC practice generally and into the future.

We specifically analyse how the intuitive implementation of slow pedagogy impacted everyday practice in relation to educators' direct work with children and analyse key constituent parts of slow pedagogy as they transpired in practice and the theoretical learning we can derive from this. We do so with regard to relational pedagogy, pedagogical play, joy and agency and the images of the child that are implied in and necessary for slow pedagogy. We analyse the paradigm shift that happened in relation to pedagogical practice in the Irish ECEC context, focusing on the nature and detail of such a shift in order to extract key learning for supporting the sustainability of such a shift and how it can be supported beyond the Irish context into the post-pandemic future.

The use of virtual reality simulations for pre-service teachers' development of inclusive teaching practices: A scoping review

Donlon, Enda; Tiernan, Peter; Lee, Hyowon; Dublin City University, Ireland

For teachers, work on an awareness of the importance of and approaches to developing inclusive practice begins at the level of Initial Teacher Education (ITE) (Rowan et al., 2021). However, ITE programs often face difficulties in creating applied teaching experiences for Pre-Service Teachers (PSTs) to develop their knowledge, skills, and dispositions with regard to inclusive practice as a core facet of their teaching. One possible means to help address this challenge is through the use of Virtual Reality (VR) technologies (Huang et al., 2023)

Situated within a wider project context regarding the development of an immersive VR classroom to help facilitate the development of inclusive teaching practices by pre-service teachers, this paper undertakes a preliminary scoping review of peer-reviewed academic literature on the use of virtual simulations for this purpose. A scoping review adopts a systematic approach to finding, analysing, interpreting, and reporting on key literature with regard to a particular topic (Sutton et al., 2019), and is particularly relevant when the purpose of the review is to provide evidence to inform practice (Munn et al., 2018). This paper utilises the widely recognised five-step scoping review framework as proposed by Arksey and O'Malley (2005) and considers peer-reviewed papers across a date range of 15 years (2010-2024).

The review finds that uses of VR are situated along a continuum of virtual immersion in terms of simulation experience, and use both human-controlled student avatars and automated student avatars, which PSTs engage with. Several advantages to the use of VR environments are reported, such as that VR allows PSTs to practice and rehearse their teaching in safe, controlled environments without real-world consequences, and that engaging in these virtual simulations can lead to increased confidence and self-awareness on the part of PSTs with regard to inclusive teaching practices.

Early professional identity and personal authenticity of future teachers: Project-training approach

Kovalenko, Nataliia; Makarenko Sumy State Pedagogical University, Ukraine

Theoretical framework

The early professional identity of a future teacher (EPIFT) determines the self-perception of oneself as a professional, is the basis for adaptation to professional roles, and is an internal source of further professional growth. In forming EPIFT and adopting a professional role, it is important not to lose personal natural authenticity and self-identity. Congruence, immediacy, and openness with oneself about oneself, as well as in pedagogical communication, are especially relevant in the times of an artificial virtual world with artificial images and roles. In the times of artificial intelligence, the pedagogical product has the risk of becoming artificial.

Methods

Categorical-terminological, morphological analysis, modelling, interviews, questionnaires, and surveys.

Findings and conclusions

We define EPIFT as the result of identifying oneself with the image of a teacher, accepting professional roles, and following professional values at the early stages of professional training. Morphological analysis of the definition of psychological and pedagogical conditions for the formation of EPIFT revealed the following ranking: the opportunity to act in real professional situations (0.96); joint constructive activity of future teachers with students (0.79); acceptance of the future teachers by the professional community (0.55). Based on the result, an educational and scientific-pedagogical project was selected as pedagogical technology to form EPIFT that integrates the academic discipline "Pedagogy," educational pedagogical practice, and

pedagogical research of future teachers, united by a topic relevant to school students, and implemented as a joint project of the school and the university (students, lecturer, administration and teachers of secondary education institutions). Thus, positive perception and acceptance by future teachers of themselves as teachers in the early stages of professional training ensures a more conscious mastery of the profession. The Project-Training Approach combines theory and practice, allowing students to create educational services that meet the community's needs, maintain their own personal authenticity, and develop a professional identity.

Factors influencing professional teacher identity: Research findings from the University of Gdańsk, Poland

Karpińska-Musiał, Beata; Jendza, Jarosław; University of Gdansk, Poland

The proposed paper will explore critical issues surrounding the formation of professional teacher identity among academic educators within Polish higher education institutions, drawing on the recent work of researchers Jarosław Jendza and Beata Karpińska-Musiał. Both authors emphasise the need for actions to improve the quality of academic instruction to be grounded in systematic scientific research. Therefore, we adopt a conceptual framework that integrates practical orientation and student engagement techniques with scientific reflection, balancing the theory-practice relationship as described by Dorota Klus-Stańska (2018) and Oskar Szwabowski's approach of moving from practice to theory (Szwabowski, 2019, 2021).

In terms of methodology, while our approach does not follow a classic longitudinal design, the objectives, research tools, and sample selection align with the original framework proposed by Teresa Bauman in 2011. We clarify the similarities and differences inherent in our cross-sectional and longitudinal research strategy, utilising a non-probabilistic sample of individuals who volunteered to participate in our 2022 survey.

This paper will present findings from the study conducted at the University of Gdańsk, categorised into four key areas: (1) challenges faced by academic teachers, (2) success related to specific teaching skills, (3) self-development needs in pedagogy, and (4) awareness of pedagogy's significance in academic education.

Furthermore, we will compare findings across both research iterations, identifying constant values, variables, and indicators of change in the development of teacher identities. Our analysis reveals insights into the complex interactions between 'authentic' expectations and the 'artificial' elements of academic reality, thereby enhancing our understanding of why becoming an 'authentic' academic teacher is a multifaceted and challenging process.

Immersion primary student teachers' dual identity as language and subject teachers implementing CLIL in visual arts through the medium of Irish on school placement

Nic An Bhreithiúnaigh, Ruth, MIE, Ireland

The immersion education sector in Ireland is flourishing. However, it is acknowledged that immersion teachers need additional competences and L1 programs are reported to be deficient for them. It is in this supply gap that a Bachelor of Education degree through Irish (B.Oid) was started in 2019. This paper published in *Léann Teanga: An Réiviú* explores the experience and mentality of five student teachers from the B.Oid in relation to their implementation of Content and Language Integrated Learning (CLIL) in Visual Arts on school placement. CLIL is a central pedagogy in the immersion system that focuses on the dual teaching of language and content. The implementation of CLIL is challenging for qualified teachers not to mention student teachers undertaking this complex pedagogy and grappling with their dual identity of being language and subject teachers. This paper focuses on the efforts of student teachers to ensure progress in the target language (Irish) and in the subject (Visual Arts) among learners. Data was collected through focus groups, semi-structured interviews and through analysis of the student teachers' CLIL planning diaries. Findings show that the student teachers were very focused on teaching 'language of learning' or vocabulary in Visual Arts but needed to focus more on 'language for learning' (Coyle et al., 2010) so children could use the language required. The findings recommend that B.Oid students focus their learning outcomes in Visual Arts lessons on the development of art concepts, art techniques and looking and responding to art work using the CLIL triptych. The knowledge provided will help increase the ability of students to attend to CLIL and to their dual identity in Irish medium settings. This paper ensures excellence is brought to the training of Irish medium student teachers,

bridging the gap on how best to provide authentic teachers for the immersion education sector.

Empowering teachers as agents of change: A participatory design approach to inclusive education

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This article examines the process of designing activities aimed at teachers in initial training, with the goal of strengthening their organisational competencies so that they can act as agents of change in their workplaces and, consequently, foster the full realisation of inclusive processes in educational institutions.

From a legislative perspective, this process aligns with the Italian model focused on the full inclusion of students with disabilities, whose core is the specialist support teacher (Bruschi & Milazzo 2024).

From a scientific perspective, the process can be traced back to proposals related to the ethnography of scientific laboratories (Atkinson 2015), as it analyses the work of a design group initially composed of researchers and teacher trainers. Its distinctive feature lies in the gradual expansion of this group, which progressively involved the trainee teachers themselves, the end-users of the tools that were developed.

This participatory design process was observed using various qualitative research methods, in particular participant observation (Junker 1960). Experiences were converted into textual data through field notes and unstructured interviews. Subsequently, the data were interpreted using reflexive thematic analysis (Braun & Clark 2006).

Preliminary evidence indicates that the most effective tools in this context are those aimed at revealing all the policies implemented within the institution, paying particular attention to the changes occurring at the time of their implementation. Equally significant is the connection between such policies, the organisational cultures, and teachers' perceptions of students with disabilities. This level of investigation helps to construct a framework of meaning capable of strengthening the agency of trainee teachers.

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Teachers' experience of dealing with child protection: Responding and reporting
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Research topic/aim

In exploring the role of teachers in child protection, consideration is often given to both its challenges and the role that teachers play in monitoring and observing signs of abuse, given that outside of the home, children spend the majority of their time in the school environment. Of less focus in the literature is the experience of teachers in detecting and reporting child abuse concerns. The aim of this research paper is to hear the first-hand experiences of Irish primary school teachers in responding to concerns and disclosures of child abuse.

Theoretical framework

In research undertaken in the Australian context of teachers' propensity to detect and report child abuse, Walsh *et al.* (2008), adopted a general judgement and decision-making model to investigate the matter. Whether teachers feel that the school environment will facilitate or impede reporting will also influence their decision. In terms of decision making, three groups of characteristics, case, teacher and school characteristics, are regarded as most influential for teachers.

Methods

A small-scale qualitative study to investigate the experiences of Irish primary school teachers in undertaking their child protection duties was undertaken. In order to engage with teachers in a meaningful way and explore the sensitive topic that is child

protection, semi-structured interviews were deemed the most appropriate data collection tool and 21 teachers were interviewed. Interpretative Phenomenological Analysis (IPA) was chosen as the most suitable method of data analysis to compliment the research study.

Findings and conclusions

The findings highlight the importance of ensuring teachers are supported and adequately prepared for their role in child protection and emphasise the importance of teaching a personal safety skills programme in schools. The authentic teacher must be supported in addressing the safety needs of children in their care on a daily basis.

Inclusive and sustainable practicum for innovative, reflective educators (INSPIRE): A model for transforming teaching practices

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Teaching practice is pivotal in shaping authentic teaching identities, enabling student teachers to integrate theoretical knowledge with classroom realities, adapt to diverse learner needs, design inclusive activities, and refine professional ethics. Yet, the transition to online and hybrid education has highlighted limitations in current frameworks, revealing a critical need for models that align with evolving educational landscapes.

This study introduces the INSPIRE Model (Inclusive and Sustainable Practicum for Innovative, Reflective Educators), designed to address these gaps in English language teacher education programs. Conducted under the auspices of the Scientific and Technological Research Council of Turkey (TÜBİTAK), the project builds on insights from a comprehensive nationwide needs analysis, collecting quantitative and qualitative data from 749 student teachers, 64 university-based teacher educators, and 54 school-based mentor teachers. Descriptive statistics and thematic analysis were used to analyse the data, providing a comprehensive understanding of stakeholders' needs.

Our project's findings reveal critical areas for improvement in practicum experiences: enhancing training for online teaching, fostering stronger alignment between academic coursework and school practices, and advancing equitable and inclusive education. In response, we developed concrete recommendations to enhance the practicum process. First, we propose implementing blended learning models that incorporate both face-to-face and online teaching to increase pedagogical flexibility. Additionally, we recommend designing specific training modules focused on online and hybrid teaching, ensuring that student teachers are equipped with the necessary skills to navigate a range of digital tools effectively. We also emphasise the need to strengthen partnerships between universities and schools, bridging the gap between theoretical learning and real-world practice to create a more cohesive educational experience. Finally, we advocate for embedding inclusive education principles within practicum assignments, promoting diversity awareness and fostering equitable practices in the classroom.

Cultivating positive attitudes toward statistics: Growth mindset interventions for authentic teacher development in a data-driven era

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Developing authentic teacher identities in an era of artificiality requires innovative pedagogical practices that address both content knowledge and attitudes. In a data-driven society and globalised world, fostering positive attitudes toward statistics is particularly important, as statistics equip future teachers to navigate and interpret complex information. This study explores the potential of a growth mindset (GM) intervention to support pre-service primary teachers (PSTs) in overcoming negative attitudes toward statistics, a critical area in initial teacher education (ITE). Statistics is often perceived as challenging by PSTs, posing risks to effective teaching and learning in future classrooms.

A five-week GM intervention was implemented with 315 PSTs (190 experimental, 125 control). The intervention was guided by a review of mindset literature and guidelines from Yaeger and Dweck (2020). Seven mindset affirmations were selected and adapted for statistics (e.g. 'The harder I work [at statistics], the better I get!). Celebrity testimonials were collected, and a matching exercise paired each testimonial with an affirmation. To minimise external influence, the lecturer refrained from commenting on any intervention material or slides. Attitudinal changes were measured using the Survey of Attitudes Toward Statistics (SATS-36) and the Implicit Theories of Intelligence Scale (ITIS), supplemented by focus groups and open-response tasks. R, Jamovi and SPSS were used to clean and preprocess the dataset for descriptive and inferential analyses. Qualitative data were analysed with QualCoder.

Findings revealed the intervention significantly predicted changes in the Affect and Cognitive Competence components of SATS scores in sections taught by a single instructor. Qualitative data indicated experimental group participants made more growth mindset-related suggestions, while the control group offered teacher-centred,

non-GM-related ideas. These results underscore the role of creative pedagogical practices in equipping PSTs with the confidence and skills to teach statistics effectively, fostering authentic teacher identities essential for navigating a globalised and data-rich world.

Breaking language barriers: Translanguaging as a tool for inclusive education

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This session will explore the transformative role of translanguaging in multilingual classrooms and its practical application as a tool for inclusive education. Translanguaging encourages students to use their full linguistic repertoire, which enhances communication, fosters deeper understanding, and promotes critical thinking in multilingual environments.

We will discuss how translanguaging can be implemented in schools, both at the primary and secondary levels, to bridge language gaps and empower multilingual learners. This approach not only supports the acquisition of academic content but also nurtures an inclusive classroom environment where every student feels valued and understood, regardless of their linguistic background.

The session will examine the following:

- Practical strategies for using translanguaging to foster deeper engagement with content.
- Overcoming challenges, such as teacher preparedness, balancing language learning with content knowledge, and effective assessment practices.
- The importance of teacher training and creating a supportive learning environment for multilingual students.
- Real-life case studies where translanguaging has improved student outcomes and engagement.

Participants will explore how these strategies can be adapted to local contexts, enabling educators to create more equitable, dynamic, and inclusive learning spaces.

This session is ideal for teachers who are interested in creating equitable learning environments that support multilingual learners, foster global-mindedness, and integrate translanguaging as an effective teaching practice.

Adopting arts-based approaches: Maths trails as an interdisciplinary tool for mediating knowledge in initial teacher education

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Three of the key competencies in the primary curriculum framework are being mathematical, being an active learner and being creative (Department of Education, 2023). In the context of mathematics education, the development of these key competencies requires learners to frame real-world information and situations in mathematical terms, explore mathematics with imagination, connect understandings of different mathematical ideas and make connections between mathematics and other areas of learning. Previous studies have highlighted advantages and opportunities associated with adopting integrated approaches using multi-cultural arts-based (outdoor) learning strategies across education levels and disciplines. This includes the use of arts-based learning to support student learning and success in primary, secondary and tertiary level education. This study considers the applications of arts-based approaches to learning in mathematics, looking particularly at nomadic practice, walking as artistic practice and wandering (Leavy, 2017; Mueller, 2023). These practices can be associated with outdoor or indoor spaces. The purpose of this paper is to discuss the characteristics of nomadic practice, walking as artistic practice and wandering. In addition, this paper explores their potential for unpacking mathematical and artistic knowledge with teacher educators and educational practitioners in Initial Teacher Education settings. This paper presents a critical analysis of literature related to these arts-based approaches and their potential for the acquisition of subject-matter knowledge related to both art and mathematics. The main findings suggest the usefulness of bringing these areas together to develop artistic and mathematical understandings in different spaces. These findings may have significance for the selection of pedagogical approaches in tertiary education settings, particularly when focusing on developing subject-matter knowledge in arts and mathematics with pre-service primary teachers.

Sustainability education in initial teacher education: The journey of a developing academic

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Education systems are implementing sustainability education (SE) into second-level schools and initial teacher education (ITE) is seen as one mechanism to help these efforts. I will reflect on my ongoing journey as a developing academic, defined as a teacher educator and researcher, navigating the challenges of incorporating SE content into ITE. I will also reflect on further challenges relating to ITE that had implications on the decisions and actions I took. Developing academics enter ITE with different motivations and assumptions. The aim is to understand more about what is experienced by developing academics and how they manage the challenges encountered in ITE and fields like SE.

Efforts to include SE in ITE highlight that one aspect, the social dimension, is overlooked and requires further investigation (Borg et al., 2014). This adds to existing challenges that teacher educators encounter with SE, like policy mandates (Evans et al., 2017), personal interests, overloaded ITE curricula (Christie et al., 2015) and lack of support for teaching SE (Wolff et al., 2017). As a developing academic, I encountered these challenges as well. I engage with depth education (Machado de Oliveira, 2021) throughout to maintain critical reflexivity on my own practices as well as the conditions and context I was working within. Using self-study methodology, this ongoing research will address the following: (1) What personal and structural resistance were encountered when incorporating sustainability education in ITE? (2) What personal and structural resistance were not encountered when incorporating sustainability education in ITE? (3) What role do personal and professional responsibilities play in the actions taken by a developing academic in ITE and SE? Findings and insights from this journey will be shared to bring more context to the balance between structural barriers and personal motivations that a developing academic must manage when entering ITE and the field of SE.

Math goes to Hollywood: Deconstructing stereotypes in pre-service teachers

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The intervention aimed to identify stereotypical representations in mainstream blockbusters and make pre-service teachers aware of the problematic depiction. Based on content analysis (Bátkai & Gessner, 2024), we selected two scenes of the film *The Imitation Game* (2014). With 49 pre-service primary-level teachers, we made two sessions. The first concentrated on gender stereotypes about mathematicians, the second on beliefs about mathematics. In each session, we showed a sequence followed by a guided discussion where we repeated scenes from the film sequence. The focus was on stereotypical representations. The discussions were recorded, and the students had to fill out a questionnaire. We repeated the sessions a semester later with a new set of students

It can be noted that gender stereotypes about STEM, and specifically about mathematics, are known to the students, and it was much easier to engage them in discussions. Most participants were female, which may explain the group's sensitivity to gender problems. The rules of the Bechdel test were explained and applied discursively by the students to the film. They also identified the socially impaired representation of Turing as stereotypic.

Beliefs about the nature of mathematics were more difficult to see for the participants, and they needed more guidance to identify relevant points, such as the identification of mathematics with numbers and arithmetic, and a good mathematician with a quick calculator. This might be because they have a similar image and did not find this representation problematic.

In the talk we will show on the one hand the results of the statistical investigations related to the effects of the interventions, and on the other hand, a content analysis of the discussions made with the students. It is intended to offer this intervention to school classes as well.

Teaching in hospital schools: Support, performance, and resilience of hospital school teachers

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Teaching is an emotionally intensive profession requiring continuous self-regulation and emotional labour (Naidu, 2012; Ball, 2009). This balancing act is tied to pedagogical identity and professional well-being (Bellocchi, 2019; Zhu & Zhu, 2018). Moreover, such performative actions can obscure teachers' self-care and lead to stress and burnout (Ball, 2003; Maslach & Jackson, 1986). Consequently, fostering teacher resilience through workplace social support is critical. Drawing on Cutrona and Suhr's Social Support Framework (1992), this study explores the nature of collegial support among teachers in hospital schools.

Hospital school teachers operate in a highly complex and emotionally charged environment, supporting a diverse learner population undergoing medical treatment, with individualised, flexible learning experiences (Angstrom-Brannstrom et al., 2008). This study employed a narrative inquiry(NI) design (Wyman, 2003) to explore the experiences of teachers (*n*=16) and student teachers (*n*=4) across three hospital schools in the Republic of Ireland. Thematic analysis of open interviews was informed by the social support framework's key dimensions: social network, emotional, tangible, informational, and esteem supports.

Findings underscore the important role of collegial relationships in fostering a sense of community, shared experience, and mutual support. Formal meetings and informal interactions were key to navigating challenges, though barriers such as mobile phone use and disengaged colleagues were noted. While multidisciplinary teams contributed to support networks, this was inconsistent. Emotional support emerged as central, with teachers openly sharing experiences with colleagues, and in contrast, indicated their performative emotional regulation in the classroom, including masking and compartmentalisation. Tangible supports, such as workload alleviation, were beneficial but often constrained by staff shortages and inexperience.

These findings highlight the necessity for structured, sustainable support systems within hospital schools and the role of initial teacher education in preparing teachers for the emotional complexities of their work. The study also shows the performative actions of teachers, as they endeavour to support their well-being and resilience.

Evolving (student) teacher identities: An investigation of the impact of an Initial Teacher Education (ITE) Programme on student teachers' beliefs of what makes a 'good' teacher

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Most teacher educators agree that one of the goals of ITE is to support students in becoming 'good' teachers. Although there is a vast literature on 'good' teaching, few studies have compared student teachers' beliefs of what makes a 'good' teacher *across* an ITE programme. This longitudinal study investigates the impact of an ITE programme on student teachers' beliefs. The study also explores the role of beliefs in the formation of evolving teacher identities. Working with one specific cohort, this ongoing study seeks to capture beliefs at key junctures across a two-year programme.

The process of becoming a teacher results from the interaction between student teachers' beliefs and the educational context (Beijaard & Meijer, 2017). Teachers' beliefs are essential in constructing their identities (Huang et al., 2021), significantly impacting their professional practices and self-confidence (Levin & Wadmany, 2006). A teacher's commitment is inextricably linked to their sense of identity (Day et al., 2005), with perceptions of their professional identity affecting their ability and willingness to cope with educational changes and to implement innovations in their practice (Beijaard et al., 2023). Developing a positive teacher identity therefore, plays a significant role in maintaining a sustainable teaching workforce capable of adapting to change.

This paper presents phase one findings, which surveyed student teachers via an online survey across year one of an ITE programme. Thematic content analyses were used to analyse the data collected. Initial findings indicate minimal substantive change to core beliefs prior to placement, with a theme identified that if beliefs were to change, this would occur during placement. Findings also indicate a correlation between motivations for becoming a teacher and beliefs of what makes a 'good' teacher. Within a context of teacher recruitment and retention challenges, together with curricular

reform, this paper has implications for teacher education and professional development.

Attachment representation and mentalising capacity of pedagogical professionals as components of authentic educational work?

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Mentalising, as the capacity of understanding mental states within the self and others (Fonagy et al. 2018), can be intertwined with different attachment strategies (e.g. Fonagy et al., 1991 u.a.). Therefore, attachment and mentalising capacities of teachers are being discussed as significant components of pedagogical relationships, especially in the field of special education (e.g. Schwarzer, 2020). The teacher's professional role and identity, their attachment representations, as well as their capabilities to mentalise constitute a key part in developing teaching and learning processes (e.g. Fonagy, 2018). An understanding perspective comprising the underlying (attachment-related) biographical experiences, which increases access to the student's and teacher's perspectives and behaviour, displays a significant factor in fostering authentic attachment and learning opportunities. Therefore, an interconnection between the attachment and mentalisation capacities of educational workers and professionalisation-oriented teacher education in special education can be identified (e.g. Dlugosch, 2003; Dlugosch et al., 2022). Concurrently, a limitation within the results of scientific research becomes apparent (e.g. Schwarzer et al., 2021). Looking at teacher authenticity, the implementation of authentic experiences by professionals into the classroom appears to impact the credibility and reliability of the teacher as a source of knowledge (e.g. Bergmüller & Taube, 2023).

Taking the current research status into account, the presentation aims to introduce the findings of a quantitative study design, in which the attachment strategies and mentalising capacities of 80 pedagogical professionals working in schools that specialise in the education of special needs children with the focus of social and emotional development are being examined based on three different questionnaires (Henter et al., 2024). The study indicates a tendency towards attachment security and high mentalisation capacities and hints at correlations between the two entities (ebd.). The findings will furthermore be (critically) embedded within the special educational

debate of professionalisation, considering the means for sculpting an authentic teacher identity.

Teachers' water literacy as a professional and social requirement: A study with prospective primary school teachers

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Life on Earth depends on water. Nowadays, there is a large consensus that water is a vital, scarce, strategic resource that commands the way of living in a country. Climate changes, the survival of plants and animals, the functioning of rivers, oceans, and lakes, and human life are only possible if the hydrological cycle is carried out. If one of its processes is compromised by human activity, life on Earth will be compromised too. Therefore, principles of sustainability and efficiency must guide water use and management. However, one can only manage what one knows, and teachers can only teach what they know. Given its importance for life on Earth, water is a topic encompassed by the Portuguese primary school curricula and addressed in primary school teacher education. This means that primary school teachers should hold a high level of water literacy to make their students aware of the water's social and environmental role and teach them how to save water and preserve the quality of water resources. This paper aims to assess the level of water literacy of a group of undergraduate prospective primary school teachers. Data were collected through a questionnaire on water literacy, which encompasses five dimensions: knowledge, behaviour, attitudes, information, and activism toward water. The results indicate that there are some differences between dimensions. Thus, initial teacher education should put more emphasis on water literacy to equip new teachers with the required competencies to educate their future students to use and manage water sustainably. In addition, that emphasis would be necessary for prospective teachers to fulfil their social responsibilities toward a sustainable future.