

# WORLD FEDERATION OF ASSOCIATIONS FOR TEACHER EDUCATION (WFATE) SEVENTH BIENNIAL CONFERENCE

## Re-imagining Teacher Education: From Words to Actions

PRE-CONFERENCE: JULY 11, 2023

CONFERENCE: JULY 12- 14, 2023

UNIVERSITY OF VICTORIA  
BRITISH COLUMBIA  
CANADA



HOSTED BY



University  
of Victoria

World Federation of Associations for Teacher Education | Newsletter Issue 10 | 6 October 2022

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### From the newsletter editor

It is with much excitement that I provide details of the seventh biennial conference of the World Federation of Associations for Teacher Education (WFATE) to be held at Victoria University on Vancouver Island, Canada from 12-14 July 2022. The theme of the conference is “Reimagining Teacher Education: From Words to Action”.

This event is particularly significant because, for the first time since the fifth biennial conference held in Melbourne, Australia in July 2018, WFATE members will be able gather together in person and share in building the collegial relationships around global teacher education for which WFATE is renowned. As the world opens up in the aftermath of the pandemic, for many of us – and certainly for myself – this conference will be the first opportunity for venturing outside our own countries. I urge all current and former WFATE members and those who would like to become members, to make plans to attend the conference and encourage you to submit a proposal for a presentation. The call for proposals can be found on the following page or at the [conference portal](#).

Please distribute this call widely throughout your teacher education networks. The event is open to all interested and all delegates who attend will receive a two-year membership or membership renewal of WFATE in their conference registration fee.

Jenene Burke

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### Call for Proposals - Seventh biennial conference, Victoria, Canada 2023

We extend a call for abstracts for submissions to the Seventh Biennial Conference of the World Federation of Associations for Teacher Education (WFATE) hosted by the University of Victoria in British Columbia, Canada from July 12 to 14, 2023. The theme for WFATE 2023 is Re-imagining Teacher Education: From Words to Actions.

In today's complex world of tension and strife, action to ensure equity and social justice is more important than ever. Teacher education has a significant role to play in preparing educators to acknowledge and value all students in our classrooms, schools and communities and ensure their individual and collective lifelong success. In this moment in teacher education we have the opportunity to reimagine teaching, schools, and systems to realize the potential of all people and communities. Collaboration between researchers, K-12 educators, and community organisations have the potential to transform systems that honour diverse ways of knowing and being and to encourage action /activism. To achieve transformation of educational systems, attention needs to be paid to educational practices, theories, and pedagogies to ensure mobilisation of equity and global action.

Educators need access to transformative pedagogies and to create generative learning spaces that welcome all learners and their funds of knowledge. WFATE 2023 will bring together K-12 and postsecondary stakeholders to learn from each other to share a global perspective and to inform ways in which we can transform teacher education to encourage and support equity-focused actions.

The sub-themes for the conferences and the WFATE Research and Development Groups are:

1. Transforming pedagogies through collaborative curricular innovation → Teacher Education: Curriculum & Partnerships
2. Mobilizing equity through decolonizing teacher education → Inclusion & Social Justice in Teacher Education
3. Modelling global action in teacher education → Global Teacher Education
4. Harnessing technologies for liberatory action → Transformation Society and Information
5. Transforming early development of children through educational practices → Early Childhood in a Global Context
6. Aligning Policy and Praxis → Policy and Politics

## Presentation Formats

There are four types of formats that presenters can select from:

- a) a paper presentation
- b) a poster presentation
- c) a symposium
- d) a workshop.

### Paper Presentation (includes optional paper submission)

A paper presentation allows presenters to present and discuss original research in relation to the conference theme. Each paper presentation will be provided with a 25-minute presentation time slot.

We suggest planning to use this time in such a way that the audience can actively participate in, and engage with, the presentation. Allocated discussion time should be included in the 25-minute presentation time slot.

### Poster Presentation

A poster submission allows presentation of original research in a visual form that facilitates interaction. During the conference, posters will be displayed in the mingling area and there will be a block of time allocated when presenters will be available to discuss their posters. Posters can be portrait or landscape to a maximum size of 1.2 metres by 1.2 metres (4 feet by 4 feet).

Panels and adhesives will be provided.

### Symposium

A symposium provides an opportunity for a scholarly session focused on a particular theme or topic. Each symposium will be 90 minutes long and can have between two and five contributors. One contributor should be the discussant who provides a plenary discussion of the ideas presented. Abstract submissions for symposia must be made by the symposium Chair on behalf of all presenters. The Chair will need to include the details of the session (title and 500-word summary) as well as the abstract of each paper which will form part of the session. The Chair may divide the 90 minutes as they choose, but time should be allocated for opening and closing remarks, presentations, and audience interaction.

### Workshop

A workshop provides an opportunity for individuals or teams to offer a session that is practical and contributes to the learning of conference participants by advancing a deeper understanding of a conference theme or topic. Examples of formats of workshops include: a round table discussion on a particular topic or issue; a workshop where participants explore a specific methodology; or a hands-on practical session. Workshops will be 90 minutes long. Workshop organisers may divide the time slot they are allotted as they choose but they should ensure high levels of audience interaction. Abstract submissions for workshops must be made by the workshop chair on behalf of all presenters. It is the responsibility of the workshop Chair to organise any presenters and/or resources required for the workshop.

## General Guidelines for Submissions

Submissions should be made via [google form](#). The submission form includes the following fields:

- name(s) of author(s); author affiliation(s);
- a brief-100 word biography for each author; title of submission;
- presentation format;
- an abstract of up to 500-words; conference sub-theme.

All submissions, posters and conference presentations must be in English. Click [here](#) to view and complete the proposal form.

### Submission Policy

#### Submission dates

- Initial deadline for proposals: 30th October, 2022
- Anticipated date for notice of acceptance to authors: 16th December, 2022

### WFATE Journal Possibilities

Full papers from conference paper presentations or symposia may be submitted to the WFATE journal for a conference themed issue. Information will be provided during and after the conference regarding publication possibilities.



For information about WFATE, or to join our social media groups go to ...

WFATE Website	<a href="https://www.worldfate.org/">https://www.worldfate.org/</a>
WFATE Journal	<a href="https://www.worldfate.org/journal.php">https://www.worldfate.org/journal.php</a>
Facebook page	<a href="https://www.facebook.com/WorldFATE">https://www.facebook.com/WorldFATE</a>
Facebook group	<a href="https://www.facebook.com/groups/2977706912294933">https://www.facebook.com/groups/2977706912294933</a>
LinkedIn	<a href="https://www.linkedin.com/groups/12713446/">https://www.linkedin.com/groups/12713446/</a>

**CALL FOR PAPERS: Political and Policy Issues in Education Journal of the World Federation of Associations of Teacher Education. ISSN 2520-6**

In a time of great political turmoil, with state institutions in disarray and the rise of authoritarianism around the world, it is becoming increasingly evident that the study of the relationship between politics, the state, society, and education will once again take center stage as we move forward in the twenty-first century. This issue will examine the nature and dynamics of the state and political institutions related to education that are the leading forces that promote prevailing power relations and maintain the established social order. At the same time, social movements aimed at challenging state power are increasingly taking the lead across the globe. This issue will provide an analysis of the dynamics of politics and political power in all facets of education around the world.

Articles could focus on:

- Political issues within a country related to education and/or educator preparation.
- Policy issues within a country related to education and/or educator preparation.
- Political forces that have an impact on education at any level (pre K-university).
- An international comparison educational systems, curricula, and out-of-school educational opportunities.
- An international comparison of political or policy related to education and/or educator preparation.
- Empirical and/or theoretical research on policies and political forces that affect educational opportunities, educational processes, and their impacts throughout the whole lifetime.

**NOTICE TO CONTRIBUTORS:** The Journal of the World Federation of Associations of Teacher Education is an electronic educational research and development journal. All articles are peer-reviewed. We publish articles focusing on empirically driven research in major areas of education, carefully developed issue analyses, and clearly focused development articles.

To be reviewed, manuscripts must conform to the publication guidelines available on this website. The WFATE journal does not have a copy editor. Thus, authors are responsible for ensuring that their submissions meet the specified criteria. Since the Journal of the World Federation of Associations of Teacher Education is an electronic journal, special formatting guidelines must be followed to ensure the readability of the paper by reviewers using a wide range of word-processing software. In addition, the guidelines ensure the accurate rendering of the article on our Web site, irrespective of readers' platforms and systems, should it be accepted for publication. Articles of approximately 5,000 to 8,000 words are preferred.

Please see <http://www.worldfate.org/journal.php> for full information.

If you have an article or news for the newsletter please forward to Professor Jenene Burke, Institute of Education, Arts and Community, Federation University Australia [diracop.ieac@federation.edu.au](mailto:diracop.ieac@federation.edu.au)

Executive Secretary: Dr Karen Embry-Jenlink

Research Development Group Coordinator: Associate Professor Marcelle Cacciattolo

WFATE membership [information and forms](#)

## WFATE Research Development Groups - Overview

A group of ten or more members of the Association, having a common special interest, can be officially recognized by the Association as a Research and Development Group (RDG) by fulfilling conditions established by the WFATE Board.

All persons meeting with an RDG must be a financial member of WFATE or registered for the full WFATE conference.

### Research Development Groups

- Teacher Education: Curriculum & Partnerships
- Inclusion & Social Justice in Teacher Education
- Global Teacher Education: Networking Models
- Transformation Society and Information
- Early Childhood in a Global Context
- Politics and Policy in Teacher Education (pending approval by the Board)

### Teacher Education: Curriculum and Partnerships

The basic question we are examining is "How should teachers be prepared?" Questions include: What are the intentional and scaffolded structures for a teacher education curriculum that are integrated with field and clinical experiences? How can we integrate research, practice, and a strong social ethic? The relationship of the preparation curriculum to the public-school curriculum is another area for examination. The RDC aims to design new ways to prepare teachers for complexity and accelerating rates of change in the changing socio-political contexts locally and globally. Educators and researchers will collaborate to explore ways to connect formal and informal educational settings and to share theoretical and ethical approaches for this work. The emphasis on high stakes student testing has left a void in the overall development of the whole child in schools, affecting the health/wellness of all children. We will share research, theory and practice in order to change Initial and ongoing teacher education, encouraging innovation and exploring the possibilities of new developments in preparation initial preparation and in-service Teacher Education looking for improved professionalism of teachers. How do local, regional, and global knowledge networks foster innovation in teacher education and address the needs of the knowledge society?

Chair: Lois Paretti, USA

### Inclusion and Social Justice in Teacher Education in Global Contexts

Inclusion embraces diversity within a social justice and human rights framework. Inclusive standpoints seek to facilitate access, participation, challenge and success for all people. An array of critical traditions and methodologies that interrogate educational issues from a political, cultural, structural and social perspective are explored. In this research group the concept of social justice is interpreted through the lens of unequal power relations in, to and through education. In this sub-theme, attention is directed towards building the capacities of educators to understand and respond to diversity through a standpoint of global equity and justice. In an inclusive environment, every individual is unique, important and capable. Attention is directed towards effective learning for all. In other words, inclusion concerns everyone in all contexts. Human diversity calls for an activist response to ensure that global and local social justice and equity in education are achieved.

Chairs: Jenene Burke, Australia, Marcelle Cacciattolo, Australia, Dianne Toe, Australia

### Global Teacher Education: Networking Models for Knowledge Building Innovation Locally and Globally

This RDG aims to study global and local knowledge building for professional teacher development. The conditions of these networks need to meet to become sustainable and scalable in different contexts and levels of teacher readiness, institutional support, and good technological infrastructure. We include research and evaluation to examine the impact of such innovation.

Chairs: Mireia Montane, Spain, Merce Gisbert Barcelona, Spain

## **The Transformation Society and Information**

Our work in The Transformation Society spans many disciplines, education being one of the most important. We are also concerned with information and communication in general. In that context, we are part of a consortium known as The Information 4.0 Consortium ([www.information4zero.org](http://www.information4zero.org)). It was formed to accompany the development of technologies known as Industry 4.0 with an informational component that will, among other things, ensure a humanist approach to the deployment of technologies such as Artificial Intelligence, the Internet of Things, Bionics, Augmented Reality, etc. We consider this type of action to be critical in this moment of transition, when the nature of society is being remodeled by technology, and enterprises are now creating positions such as "algorithm ethicist" in recognition of the challenges that face us all.

Chairs: Ray Gallon, France, Neus Lorenzo, France

## **Early childhood in a global context**

The early childhood years are critically important in terms of the quality of experiences children receive in their first few years of life. The literature has clearly established the significant impact the early years have on a child's brain development which then, in turn, will influence the nature and extent of a child's adult capabilities. Brain development pivots on the multifaceted relationship between nature and nurture with opportunities created with positive environments [warm, responsive, and stimulating relationships] and risks generated by stress, neglect, lack of stimulation, and violence. Children do not live in a vacuum and their development and wellbeing is influenced by many factors and systems/settings. Early childhood practice and children's welfare cannot be understood without considering the social, cultural, historical, and political context and the relationships among and between the different contexts. In this research group each child is considered to be unique, important, and capable encompassing the holistic development of all children. Each child is equally entitled to be included in high-quality early childhood experiences. Teacher educators and researchers will collaborate sharing research, theory and practice to explore and discuss ways early childhood practitioners, across the globe, positively support the early development of children within their educational settings.

Chairs: Alison Watson, Australia, Sue Emmett, Australia, Chandrika Devarachonda, United Kingdom

## **Politics and Policy in Teacher Education** (awaiting ratification by the WFATE Board)

This RDG is focused on the relationship of politics and policy in a local and global context. What are the issues we need to investigate at the global, national, regional and local in teacher education? How has policy in teacher education been influenced by politics? Thoughtful research-based reflections on these complex issues of change in policy and politics in teaching are encouraged.

Chairs: Ann Shelly, USA; Maxine Cooper, Australia

## WFATE Board Members 2022

Name	Jurisdiction	Location	Role	Email
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Mireia Montane	Europe	Spain	President 2016-2018	<a href="mailto:mireiamontane@me.com">mireiamontane@me.com</a>
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