



Cheryl Craig
ISATT Chair

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Message from the Chair

What a busy time it has been! Many of us participated in the virtual AERA meeting this past week to varying degrees of success due to severe problems with the AERA electronic platform. News items acknowledging ISATT members' individual and shared achievements are found elsewhere in this newsletter.

AERA Report

I especially want to mention an AERA symposium on mentoring organized by **Juanjo Mena** (University of Salamanca) and **Tony Clarke** (University of British Columbia). That panel was well- represented by ISATT members. Papers and presenters are outlined below:

1. Mentoring in the Midst of teachHOUSTON: The Pandemic Chapter

- Cheryl Craig** - Texas A&M University
- Paige Evans - University of Houston (presenter)
- Donna Stokes - University of Houston
- Leah McAlister-Shields – University of Houston
- Gayle Curtis** - University of Houston
- Mariam Manuel - University of Houston

2. Mentoring of Novice Teachers' Induction to the Profession: Russian Perspective

- Roza Valeeva** - Kazan Federal University (Presenting Author)
- Aydar Kalimullin – Kazan Federal University
- Tatiana Baklashova** – Kazan Federal University (Presenting Author)
- Liliia Latypova - Kazan Federal University

3. Supporting Early Career Teachers' Understanding of Challenges in Classroom Interaction Through Mentoring Dialogues

- Auli Toom** - University of Helsinki (Presenting Author)
- Jukka Husu - University of Turku

4. What Remains of Mentor: Investigation on Enduring Perceptions of Former Trainees at the University of Bari

- Loredana Perla** - University of Bari
- Laura Agrati** - University of Bergamo - Bergamo (Presenting Author)
- Ilenia Amati – University of Bari

5. Resilience as a Determining Ability in Becoming a Teacher: Comparing Beginning and Expert Teachers' Perspectives.

Juanjo Mena - Universidad de Salamanca (Presenting Author)

Alicia Regalado - Universidad de Salamanca

Gloria Gratacos - C.U. Villanueva (UCM)

Discussants for the session were **Lily Orland-Barak** (University of Haifa, Israel) and **Maria Flores** (University of Minho, Portugal).

Despite technical challenges, it was one of the most attended sessions on the AERA program with the audience exceeding 200 attendees.

Many other ISATT members were involved in numerous other AERA presentations. I cannot begin to name everyone because I risk leaving some out. A big shout-out goes to our many ISATT members who made stunning AERA presentations—often mentioning their ISATT membership in the process.

Forthcoming Book

It would be remiss of me not to mention that **Tara Ratnam** and I have edited a book on *Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots* in the Emerald's Advances in Research on Teaching Series edited by **Stefinee Pinnegar**. The author lineup, which follows, has a distinctive ISATT flavor as the book is the outcome of symposiums presented at the Sibiu, Romania ISATT International Conference held in 2019:

1. Introduction: The Idea of excessive Teacher Entitlement: Breaking New Ground

Tara Ratnam & Cheryl J. Craig (ISATT members)

Section I: Illuminating the Cultural Historical Roots of Teacher Entitlement

2. A Literature Review of the Concept of Entitlement and the Theoretical Informants of Excessive Teacher Entitlement

Lobat Asadi & Salma Ali

3. Exploring Teacher Entitlement: Perspectives from Personal Experience

Tom Russell (former ISATT member)

4. Entitlement as a Promising Concept for Teacher Education Research: From Displacement to Ethical Reframing

Magdalena Kohout-Diaz & **Marie-Christine Deyrich (ISATT member)**

5. Teachers' Role and Expectations: Processes vs. Outcomes

Heidi Flavian

Section II: When Entitlement Becomes a Means to Deflect

6. The Interaction of Culture and Context in the Construction of Teachers' Putative Entitled Attitude in the Midst of Change
Tara Ratnam (ISATT member)
7. The Entitled Teacher: Perpetrator or Victim?
David Kirshner & Kim Skinner
8. Learning Difficulties: On How Knowing Everything Hinders from Learning Anything New
John Buchanan & Wendy Holland
9. Implicit Pedagogical Entitlement in Teachers' Profession in Iran: A Socio-Professional Discourse
Khalil Gholami (ISATT member) & Sonia Faraji
10. In-service Teacher Entitlement Attitude: A Case Study from the Spanish Context
Inmaculada Hernández & **Juanjo Mena (ISATT member)**

Section III: Curricular Experiences: Higher Education

11. Back in the Middle (again): Working in the Midst of Professors and Graduate Students
Cheryl J. Craig (ISATT Chair)
12. Faculty Entitlement: Perspectives of Novice Brazilian University Professors
Martha Prata-Linhares (ISATT member), Helena Amaral da Fontoura & Maria Alzira de Almeida Pimenta
13. In between Wellness and Excessive Entitlement: Voices of Faculty Members
Feyza Doyran & Özge Hacifazlıoğlu (ISATT members)
14. Entitlement in Academia: Multiperspectival Graduate Student Narratives
Miguel Burgess Monroy, Salma Ali, Lobat Asadi, Kim Currens, Amin Davoodi, Matthew Etchells, Eunhee Park, HyeSeung Lee, Shakibah Razmeh & Erin Singer

Section IV: Making the Invisible Visible: Helping Educators Extricate Their Unconscious Self

15. Was It a Case of Teacher Educator Entitlement? Revisiting My Perspective on Preservice Teachers' Classroom Behaviours
Eunice Nyamupangedengu & Constance Khupe

16. Inquiring into Practice and Agency
Hafdís Guðjónsdóttir (ISATT member)

17. The Unknown self: Small Stories from an Online Teacher Community in China
Jing Li (ISATT member)

Section V: Pulling it All Together

18. Excessive Teacher/Faculty Entitlement in Review: What We Unearthed, Where to From Here
Cheryl J. Craig & Tara Ratnam (ISATT members)

Afterword

After Entitlement?

Stefinee Pinnegar (ISATT member)

Forthcoming 40th Anniversary Handbook (1983→2023)

Our large Executive Committee has worked hard to conceptualize the organization of our ISATT fortieth-year anniversary volume, which will be released in 2023 at our international conference in Bari, Italy.

We have decided on four sections:

1. Contemporary advances in the field
2. Members' articles that have become classic
3. Influence of the pandemic
4. Intellectual biographies of members who have retired or passed away.

If you have ideas of people who should be included in the classic article section or the intellectual biography section, please forward your suggestions to **Daniela Hotolean** who will pass them on to the Executive Committee.

Finally, I would like to extend ISATT's most sincere sympathies to **Philip Riley** who lost his life partner, **Andrea Gallant**, another ISATT member, after an extended battle with cancer. Andrea requested that notes from her friends and colleagues leave this world with her. Please know that an official tribute from ISATT was among the many outpourings that her family members and colleagues rendered.

One last thing: With mass vaccination underway, we are moving closer to our Bordeaux ISATT Regional Conference in 2022 and our Bari ISATT International Conference in 2023 becoming realities. Fingers crossed in the meantime...

Best wishes for better days ahead...

In your service,
Cheryl Craig



Ruth Kane
ISATT Secretary

Message from Secretary

I do hope this finds all members safe and well in this continued global pandemic. I appreciate many of you have experienced loss over the past year and for this I offer my thoughts and strength from afar. Of course, the pandemic has also impacted the ways in which we at ISATT are able to move forward with our planned activities. Given the ongoing COVID-19 Pandemic, the restrictions on travel and the inconsistent roll-out of vaccines across members' countries we have deferred conferences for another year. This has implications for our 2021 ISATT Members' Meeting which we are required to hold as part of our constitution.

ISATT 2021 Members' Meeting will be held virtually for the first time in July 2021. The meeting will be scheduled for the first Wednesday in July as it would normally be during an actual conference: Wednesday July 7th. Given time differences, we are still trying to establish a time at which we can accommodate the most members from around the globe. For some it might be early morning and others late in the evening but we will do our best to ensure as many members can participate as possible without too much discomfort. More information on this to come.

ISATT Regional Conference, Bordeaux University, France is rescheduled to October 2022.

This will be ISATT's first major activity in France and we are very much looking forward to joining with colleagues to share and engage in generative conversations focused on diversity and inclusion both within and beyond school contexts. COVID has reminded us in very serious ways, that there are massive inequities across national and international education systems. Now more than ever we need to consider what role we might play as educators, teacher educators and researchers in challenging inequities and co-constructing new ways of thinking about access and participation in education. We look forward to supporting regional hosts: **Marie-Christine Deyrich** and **Magdalena Kohout-Diaz** in October 2022 at the Université de Bordeaux, France.

ISATT Biennial Conference, Bari, Italy is rescheduled to July 2023.

Our colleagues in Bari have confirmed that they are still wishing to host the Biennial (albeit delayed) ISATT conference in the beautiful city of Bari, in southern Italy. A remarkable setting for an international conference and a perfect place for ISATT members to re-connect after such a long absence. Given the ways in which our teaching and research contexts have changed dramatically over the past year, **Loredana Perla** and her Bari team will be re-thinking the original theme of the planned 2021 conference so more information on this will be forthcoming. We look forward to working with Loredana and her team to welcome ISATT members to Bari in July 2023.

ISATT 40th Anniversary also falls in 2023 and so Bari will be a perfect place from which we will be able to celebrate 40 years of international collegiality and launch the next ISATT Yearbook

Ruth Kane
ISATT Secretary

Regional ISATT conference in Bordeaux, France - NOW in 2022

The 2022 ISATT regional conference will be held on 13-14 October for the first time in the French context at the university of Bordeaux. The themes addressed will be related to the deployment of the inclusive process in education under the following title: *Inclusive ethics in education, a new horizon for teachers and teaching*. By focusing on the phenomena of ethics, diversity and inclusion in and outside of schools, it not only provides an opportunity to debate and share ideas raised by key themes and issues but serves to explore the interconnection between teaching and research.

The conference is aligned to the ISATT goal of promoting research aimed at increasing insights into the work of teachers and the process of teaching. The focus will be on contexts and diversity and, more specifically, on the challenges met when dealing with the phenomena of social cohesion, ethics and cultural diversity at school and outside school, from a comparative and political perspective. This orientation will consider language, culture, democracy and citizenship as key issues having a pivotal role on the quality of teaching and learning.

ISATT BIENNIAL CONFERENCE – NOW IN 2023

3 – 7 July 2023 at the University of Bari, Italy

Living and Leading in the Next Era: Connecting Teaching, Research and Citizenship

AERA Awards

Michael Huberman Award for Outstanding Scholarship on the Lives of Teachers

The 2021 Michal Huberman Award goes to **Lily Orland-Barak, University of Haifa, Israel** (*Nominated by Ayelet Becher*)



Lily Orland-Barak is recognized as a “groundbreaking researcher whose work has extended the conceptualization of teachers' expertise, life-long learning and professional development through numerous theoretical and empirical studies in both national and international contexts.”

The award committee unanimously agreed that Dr. Orland-Barak “represents teachers' voices and theorizes aspects of teachers' educational work by building on teachers' own perspectives and practices.”

The Huberman Award is a highly prestigious award and signature undertaking of the Lives of Teachers SIG. The Huberman Award Scholar is selected through a rigorous process conducted by the Huberman Award Committee.

Those eligible for the MH Award must exhibit outstanding scholarship that contributes to the Lives of Teachers community of teachers and scholars that:

- Furthers understanding of the rich complexity of teachers' lives
- Captures teachers' perspectives and teachers' voices
- Transcends national boundaries in its scope and applicability
- Seeks to identify and highlight the unique qualities that characterize the profession of teaching
- Has been disseminated through publications, presentations and other
- collegial activities that promote interest in the study of the lives of teachers.

Previous Michael Huberman awardees had the following to say of Lily Orland-Barak's contributions:

“I have known and followed Professor Orland-Barak's research for over 20 years, and particularly appreciate not only its quality, but also how she has contributed to teacher education improvement”—Beatrice Avalos, Institute of Education, University of Chile, Chile

"Her impressive scholarly contributions to the broad research field of 'Lives of Teachers' speaks for itself!" - Geert Kelchtermans, Centre for Innovation and Development of Teacher and School, KU Leuven (University Leuven), Belgium

To date, the Huberman Award has been given to the following scholars:

- Ivor Goodson, University of Brighton (UK) (2005)
- Robert Bullough, Jr., Brigham Young University (US) (2007)
- No award (2009)
- Christopher Day, University of Nottingham (UK) (2011)
- D. Jean Clandinin, University of Alberta (Canada) (2013)
- Cheryl J. Craig, University of Houston (US) (2015)
- Geert Kelchtermans, University of Leuven (Belgium) (2017)
- Beatrice Avalos, University of Chile (Chile) (2019)

Division K Exemplary Research in Teaching and Teacher Education Award

The Division K Awards' Committee selected **Cheryl Craig's** article, "Data is [G]od": The influence of cumulative policy reforms on teachers' knowledge in an urban middle school in the United States, which was published in *Teaching and Teacher Education* for AERA's Division K Exemplary Research in Teaching and Teacher Education Award. The article reports longitudinal research that carefully examined the impact of policies (as well as principals' interpretation of policy) on the professional lives and experiences of teachers. The article not only speaks to educators but also addresses issues of equity and justice in policy implementation.

Division K Legacy Award

The Division K Legacy Committee chose **Cheryl Craig** as the recipient of AERA's Division K Legacy Award. She was "recognized for the scholarship she produced over her professional career – not only the quality but the number of publications in teacher education that have appeared in the top tier of journals". The selection committee was equally complimentary of her work with graduate students and junior faculty in addition to the "national and international reach of academic activities".



Dr. Stefinee Pinnegar (Brigham Young University) and Dr. Cheryl J. Craig (Texas A&M University) gave the invited talk for AERA's Narrative Research Special Interest Group (SIG). Their joint lecture was titled *Taking Narrative Research Seriously: Emerging Understandings across Academic Careers*.

They specifically discussed: 1) the power of narrative, 2) the complexities of teaching, 3) getting personal, 4) tools of analysis, and 5) ethics and trustworthiness. They ended by naming the following issues:

- people borrowing methods and concepts from narrative inquiry without referencing the approach,
- people using counter stories or counter narratives without including narrative inquiry as one of the original sources, and
- people presuming that memory work and use of artifacts are something new when they have always been a part of the narrative inquiry tradition.

To end, Pinnegar and Craig underscored the fact that false narratives—false truths—form a research topic in which educational researchers should also engage.





The 7th International Forum on Teacher Education (IFTE)

Dear Colleagues!

The **IFTE 2021** Program Chair and Planning Committee welcomes you to the 7th International Forum on Teacher Education. IFTE 2021 will gather more than 1500 scholars from 210 Russian and international universities. The IFTE 2021 general theme is "Teacher Education: New Challenges and Goals" with three sub-themes:

- a. Teachers for Children with Special Educational Needs
- b. Education Trajectories in the Time of Extremes
- c. Training Teachers as Moral Agents in the 21st Century.

The Forum will be held simultaneously in online, offline or mixed modes at Kazan Federal University from May 26-28, 2021. Virtual meetings will be hosted on the Microsoft Teams platform. The Forum will start with a large pre-conference event – the first conference for young researchers – Young Researchers IFTE 2021 held on the 25th of May.

Keynote lectures will be delivered by the world's leading educational researchers. Among them are ISATT Chair Cheryl Craig, ISATT Executive Committee members Professor Juan Jose Mena Marcos, and ISATT expert Professor Maria Teresa Tatto.

We believe that huge success of the IFTE 2020, when more than thirty-two thousand participants from over the world joined the Forum, will further inspire scholars' scientific interest and will result in a welcoming and fruitful academic engagement during the IFTE 2021. Kazan Federal University (KFU) leaders thank every single one of you for your cooperation, participation in joint research projects, and academic friendship. We believe in our vision that through innovations in education together we can transform teacher education.

Please check the [conference website](#) for more information or contact us at ipe-dfa@yandex.ru for queries.

Best wishes
Tatiana Baklashova
IFTE Chief Executive
Kazan Federal University



Dr. F. Şehkar Fayda-Kınık

New ISATT members

Dear ISATT Members and Colleagues,

I feel privileged to be a part of ISATT, which provides undeniable opportunities in the research field of teaching and teacher education. With both its welcoming and motivational atmosphere, ISATT paves the way for more quality research collaborations and thus more effective outputs.

I am a senior lecturer at Istanbul Technical University, Turkey. I received both my Master's degree (2010) and my PhD degree (2019) in Educational Administration and Supervision. My research expertise is in educational administration, and my research interests include teacher education, knowledge management, quality assurance, leadership, organizational identification, organizational culture, and higher education. I have developed my professional career in educational administration in universities publishing a number of scientific papers, coordinating educational units and being involved in international projects.

The combination of my 18-year teaching experience with my researcher identity led me to be a part of ISATT community aiming to enhance the quality of teaching at all levels of education and to act as a forum to promote, present, discuss and disseminate research findings which contribute to knowledge and the formation of theory in this field. I believe educational boundaries at all levels go beyond national contexts, requiring us to be involved in international networks where professional interaction is satisfactorily provided. In an ecosystem like this, communicating with research fellows around the world is easier and this invaluable communication will undoubtedly lead to multifarious perspectives for members within this organization.

I am looking forward to carrying out collaborative research activities with others in the international ISATT community, hopefully leading to international outputs. Therefore, I believe that being a member of ISATT will definitely contribute to providing interaction with valued professional members in the field through academic events and scientific research.

Looking forward to future collaborations with you all soon.

Dr. F. Şehkar Fayda-Kınık
Istanbul Technical University, Turkey
kinik@itu.edu.tr



Dorota Werbińska

Dear ISATT members/ My dear colleagues!

It is with great pleasure that I have joined the ISATT community of like-minded colleagues who are interested in researching teachers and teaching. I very much identify with the aims of the ISATT - obtaining more and deeper insights into teacher identity, teacher roles, the contexts in which teachers work, and what they think of their job. For almost a decade I was a school teacher, for almost another two decades I was an in-service teacher development consultant and, for over twenty years now, I have been a preservice language teacher educator and a teacher researcher.

My joining the ISATT community was thanks to the journal *Teachers and Teaching: Theory and Practice*. In my researching and publishing on language teachers, I have often relied on the journal's articles, which I have always found to be useful and of high-level. Last January I decided to subscribe to the journal myself so as to have personal access to the latest copies and, in the process of my Internet explorations, came across the ISATT's future conference in Bari and information about the association itself.

Right now, I am working on in-service teacher professional promotion narratives as, in my mind, we still don't know much about in-service teachers' examination-taking and the emotions of teachers, as examinees as they go through this process. In the past, I've published on duoethnographic studies, teacher beliefs, teacher agency, teacher positioning, and language teacher biographies. My last book (*Language Teacher Identity Formation: A Phenomenographic-Narrative Study*, 2017) was the basis for my upper doctorate.

Finally, I would like to express my thanks for creating such an organization for like-minded individuals, and for making me feel welcome in it.

My best wishes from Poland,
Dorota Werbińska

CONGRATULATIONS!

Mehr Rizvi was promoted to the position of "Associate Professor" at the Aga Khan University.

Kirsty Alexander graduated with her Ed.D. from University of Glasgow in March this year. Her dissertation is called 'Well-being and attainment in Scottish education: a capabilities approach' and can be accessed at <http://theses.gla.ac.uk/81820/>

Members' Publications

A citation and link to the article (which is open access):

Noonan, J., & Bristol, T. J. (2020). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. *AERA Open*, 6(4), 1–12. <https://doi.org/10.1177/2332858420964433>

James Noonan also presented two papers at the virtual conference of the American Educational Research Association, in April 2021:

Nicole J. Harris, Leslie Duhaylongsod, Megan Schumaker Murphy, & **James Noonan**. "Capitalizing on cultural wealth and sense of belonging: Narratives of successful students of color in a teacher preparation program." Paper accepted for presentation at the annual meeting of the American Educational Research Association, virtual meeting (April 2021).

James Noonan, Ashley J. Carey*, & Jack Schneider. "Accounting for student voice: Surveys, school quality, and state accountability systems." Paper accepted for presentation at the annual meeting of the American Educational Research Association, virtual meeting (April 2021).

Cafagna V. (2020), *Humanism in words. Writing between research and teaching*. Barletta: Cafagna Editore.

Gemma C. (ed.) (2020), *Bodies in the screen: Dad explorations. Contribution to the European Union's digital future strategy*. Barletta: Cafagna Editore.

Sarracino V., Cafagna V., & Marsicano R. (2020), *Lorenzo Milani: A pedagogical revolution*. Barletta: Cafagna Editore.

Zoppi Garampi S. (ed.) (2020), *Written words and image. Writing didactics notebooks*, a. XVII, 34.

Laneve C., & Margiotta R. (2020), Teaching to teach: guidelines and strategies to improve teacher training in Higher education. *Revista Práxis Educacional*, v. 16, n.43, p. 134-141, Special Edition (e-ISSN 2178-2679)

Laneve G. (ed.) (2020), *School in the pandemic. Multidisciplinary dialogue*. Macerata: Eum.

Margiotta R. (2020), *The word, a tool for the development of democracy: Pedagogical trajectories*, Notebooks of the Journico Department. I Symposium of PhD students on the theme of development, n.16. ISBN-978-88-9450-302-9

Andrea Gallant Funeral Notice

- ∞ Associate Professor Andrea Gallant*
- ∞ Partner to Phil*
- ∞ Mother to Rebecca and David*
- ∞ Much Loved*
- ∞ Taken too soon*

