



## Message from the Chair



**Cheryl Craig**  
ISATT Chair

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When I delivered the keynote address at the ISATT International Conference in Italy, I reviewed some of the high points of our organization's rich history. What a feat it is that our scholarly association has remained in operation for four decades! And what a landmark event the Italy Conference was! Congratulations again to the Bari organizers for successfully planning and creating such a memorable event!

Some **organized** groups have had to end in the years following COVID-19. But that is not the case with ISATT! We are proceeding with an International Conference in Scotland in 2025 and two Regional Conferences in 2024: one in Brazil in September; the other in Greece in November (see separate news items). We also have collaborative research grants and an awards program. Furthermore, ISATT offers graduate student support and travel bursaries for faculty from low-income countries to attend our international conferences.

Of special note, Tara Ratnam and the regional representatives have moved ISATT into a new paradigm of comparative education. We no longer simply **learn about each other** and **from each other**, but the recent COVID research project has conclusively shown how we can **learn with each other** (Zhu, 2018). Please join Tara in the recent research project she proposed. Let us keep the momentum going. We are not the first group to learn internationally through **reciprocal partnerships** (Connelly & Xu, 2019). But ISATT is the first for whom this approach naturally arose with no major grant or institutionalized vision fueling its development.

Congratulations, ISATT! Our study association's future looks bright as we continue to break new ground and confidently move toward our 50<sup>th</sup> anniversary!

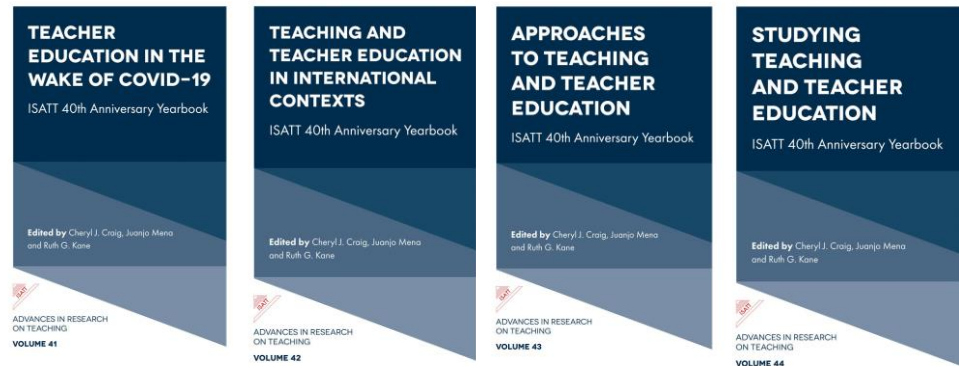
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Connelly, F. M., & Xu, S. (2019). Reciprocal learning in the partnership project: From knowing to doing in comparative research models. *Teachers and Teaching, 25*(6), 627-646.

Zhu, S. (2018). *Reciprocal learning partnerships between elementary mathematics teachers: A partnership between Canada and China* [Doctoral dissertation]. University of Toronto, Canada.

## Emerald Publishing Update

The four volume 40<sup>th</sup> Anniversary ISATT Yearbook is now completed. The four volumes can be purchased directly through Emerald Publishing. For those adding chapters in volumes to your CVs, 2023 is the year of publication for all four books.

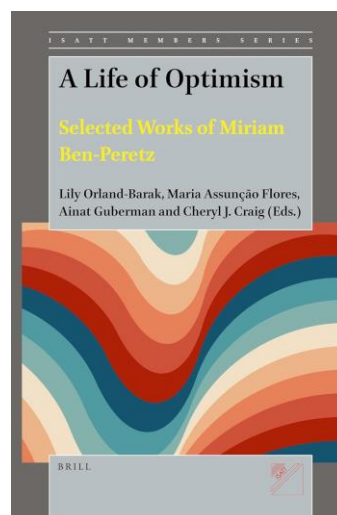


## Brill Publishing Update

In the Brill Conference Series of Books, the Bordeaux Regional Conference volume is in production. The Bari International volume is being created. You will hear more news about this soon from the conference organizers.

In the Brill Members' Series of Books, we have one volume published and launched (the Miriam Ben-Peretz one) and a second volume, the COVID one, is in production. Other books are under review.

Members are invited to submit proposals to publish books in the Brill Members' Series of Books. At present, a limit has not been placed on the number of publications per year in this second series.



## Invisible College Invitation

Invisible College is an affiliate of the American Educational Research Association. It meets prior to the official AERA meeting. In 2024, Invisible College will happen on April 9 and 10. On April 9 and the morning of April 10, there is a Graduate Student Seminar made possible by AERA's Narrative Research SIG. Doctoral students from around the world meet to present their own studies and to learn more about the narrative inquiry research method. On April 9, a dinner for the participating students is sponsored by the Narrative Research SIG. Please consider signing your Ph.D. students up for this valuable experience.

On April 10, national and international professors present their latest research in collegial sessions that are less formal to presentations made at AERA. You are warmly invited to submit proposals to present.

This year's Invisible College is in Philadelphia, Pennsylvania. The name of the conference hotel will be shared when AERA shares the news with us.

For further information, please contact  
Eliza Pinnegar ([elizapinnegar@gmail.com](mailto:elizapinnegar@gmail.com)),  
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Cheryl Craig ([cheryljcraig@gmail.com](mailto:cheryljcraig@gmail.com)) .

## Texas A&M University – Collaborative for Innovation in Teacher Education – SPRING 2024 – Scheduled Events

Please feel free to register for the events as listed on

[The Collaborative Events Spring 2024 Schedule](#)

## Message from the Secretary



**Ruth Kane**  
**ISATT Secretary**

As I prepare this item for the ISATT Newsletter I am looking out my window at 4pm to a snow-covered front garden in the late afternoon where dusk is already beginning to take the color out of the landscape, so it appears much like a sepia photograph. It gives me pause to wonder how different my view is from that of our members, situated across the globe, in northern and southern hemispheres and across international time zones. I appreciate that different spaces in the world are currently experiencing conflict, poverty, social and civic unrest, and environmental distress, and that many people do not have the luxury of gazing out a window at the landscape. To everyone I send my best wishes from afar in the hope that 2024 brings the necessary calm and intercultural understanding to alleviate suffering and build lasting relations.

We enter 2024 having farewelled some longstanding ISATT Executive members at the Members Meeting at Bari including: Juanjo Mena, Salamanca University, Spain, (ISATT Treasurer), Özge Hacifazlioglu, Turkey, (ISATT Outreach Coordinator), Martha Prata-Linhares, Brazil, Diane Yendol-Hoppey, USA, and, Elke Struyf, University of Antwerp each of whom have served as a *Members at Large* on the ISATT Executive Committee. In Bari we welcomed Nasreen Majid, University College London, UK as the incoming *ISATT Treasurer*, however, unfortunately Nasreen had to step down due to change in work demands and we initiated further calls for executive positions.

We are pleased to welcome new **ISATT Executive Committee** members including:

- Christiana Deliewen Afrikaner, EAT Arts Training, Namibia has graciously stepped up at short notice as the **ISATT Treasurer**.
- Luiz Sanchez Neto, Federal University of Ceará, Brazil serving as **ISATT Outreach Coordinator**.
- Stefinee Pinnegar, Brigham Young University, Utah, USA, and Samuel Ouma Oyoo, Maseno University, Kenya join the executive as incoming **ISATT Member at Large**.
- Stavroula Kaldi, University of Thessaly, Greece a current member of the ISATT Executive Committee will take over as *chair of the Graduate Students sub-committee*.

We offer congratulations to Christiana, Luiz, Stefinee, Samuel and Stavroula and sincere thanks for their willingness to serve our community in these important roles. Given the affiliations of the current and incoming members of the ISATT Executive Committee it is evident that there are many different jurisdictions represented from across our diverse international community.

The past year has flown by as we all came out of isolation and began to travel to connect with international colleagues beginning in 2022 with the **ISATT Regional Conference in Bordeaux** France. This opened the door for **ISATT Biennial Conference Bari**, Italy July 2023. What a magic place to gather – replete with history, culture, warm temperatures, and amazing food (it is Italy after all). Many thanks to Professor Loredana Perla and the Bari Conference organising team who hosted 200 delegates and over 160 presentations. There was music and theatre and splendid architecture that provided so many spaces and opportunities to reconnect with colleagues from across the globe thus ensuring we continue important scholarly and professional conversations in person. Publications emerging from the Bari 2023 ISATT conference are underway. In addition, the Bari conference provided the space for international colleagues to connect and discuss several collaborative activities coordinated by Dr. Tara Ratnam that are gaining momentum and promise to be very informative to our community and beyond.

Looking ahead I am delighted to advise members that the ISATT Executive has exceptionally approved two **ISATT Regional Conferences** to be held in 2024. The first proposed by Dr. Luiz Sanches Neto and supported by the Brazilian National Representative Maria Inês Marcondes this conference invites ISATT members to engage in presentations, posters and scholarly conversation on: *Fighting Social Injustices through Teacher Collaboration*. Hosted at the Fortaleza campus of the Federal University of Ceará from 9<sup>th</sup> to the 13<sup>th</sup> of September, this regional conference is to be part of the *3rd Teacher-Researchers International Congress - 70th Anniversary of the Federal University of Cear*. The conference will be an opportunity to strengthen ISATT's presence in South American and Caribbean regions while simultaneously encouraging international collaborative work among ISATT members.

The second ISATT Regional Conference is led by Dr. Stavroula Kaldi at the University of Thessaly in the city of Volos, Greece from 8<sup>th</sup> – 10<sup>th</sup> November. The focus of this regional conference is to invite members to re-think and reimagine education and the various forms that teaching and learning could take in the future. What might education look like in the coming decades? What is possible? The ISATT Executive is hoping that these two exciting regional conferences will provide as many members as possible with opportunities to gather in 2024 either in South America and/or Europe.

This leads us into 2025 and the next **ISATT Biennial Conference** to be held in Glasgow, Scotland hosted by the University of Glasgow. With preparations already well underway ISATT 2025 will commence with a pre-conference for graduate students on Monday 30<sup>th</sup> June, followed by four days of engaging and provocative keynote presentations, member presentations, symposia and posters, and social activities and outings. The conference theme “*Quality teaching for a more Equitable World*” promises to give rise to a range of thought-provoking presentations and discussions. Taken together – we have a busy 18 months ahead with two regional conferences and the biennial conference and I am very much looking forward to reconnecting with ISATT members at one or more of these events.

A reminder to members to apply for the **ISATT Collaborative Research Grants** which you would have received communications about recently. A further call will be disseminated in early January.

Being secretary of ISATT is a continual learning experience that enriches me personally and professionally. I am grateful to Professor Cheryl Craig for her leadership and guidance, to Daniela Hotolean for her never-ending capacity to keeping me on task, and to my fellow executive members for their ideas, insights and commitment as we navigate daily operations, conferences, and publications.



**ISATT 2023 in Bari, Italy  
Conference Organiser**

## New Treasurer – Christiana Deliewen Afrikaner



**Christiana  
Deliewen Afrikaner**  
EAT Arts Training,  
Namibia

I am honored and grateful to have been nominated as treasurer on the Executive Board of the International Study Association on Teachers and Teaching (ISATT). Education holds great significance as a fundamental aspect of our society, and my contributions can make a positive impact. I am committed to collaborating with the rest of the team to ensure that we manage finances effectively and efficiently and that our educational programs are of the highest quality.

As a firm believer in the power of education and its critical role in shaping our society, I am eager to contribute and make a positive impact. We can ensure that our educational programs remain top-notch by managing the finances. With your support and confidence in me, I am thrilled to work alongside the rest of the team and significantly contribute to our educational efforts.

I promise to support ISATT in its pursuit of excellence in research and teaching. ISATT is a respected organization: committed to advancing education, playing a crucial role in shaping the field and driving progress. Whether through research, teaching, finance, or other initiatives, I am committed to utilizing my expertise to help ISATT accomplish its objectives and promote positive change. I am eager to collaborate with the organization and its talented members to further this vital work.

I sincerely thank our former treasurer, Juanjo Mena, for his exceptional service. His dedication and hard work have set a high standard that will be challenging to maintain. I commend him for his outstanding contributions and wish him all the best in his future endeavors. I believe I can count on him for guidance and support whenever needed. Thank you, Juan, for your exceptional service to ISATT.

## New Executive Committee Member at Large



**Samuel Ouma Oyoo,**  
School of Education,  
Maseno University,  
Kenya

I have associated with ISATT since 2004 when I was completing my PhD at Monash University in Melbourne, Australia. The 2005 Biennial was to be at ACU in Sydney and I expected to attend and present a paper; it never happened though. I traveled back to Kenya, my home country after my graduation and have been the only member when I served as an academic in Kenya and Tanzania in 2006-10. Between 2010-17, I served as the National Representative for South Africa as Faculty member at the University of the Witwatersrand, and helped to recruit new members from the Southern African region into the Association – a number joined from Angola, Lesotho, Namibia, South Africa, and Zimbabwe. I was elected Outreach Coordinator in 2013, thus joining the ISATT Executive Committee and served for two terms between 2013-17. I have been serving as the **National Representative for Kenya since 2019 and recently, I was elected member-at-large on the ISATT Executive Committee.** I am happy to be back in the ExCo of ISATT; I expect to be an effective member: performing the tasks for this position and any other tasks that may arise. The experience and skills gathered during my first stint have remained valuable and helped to enhance my international perspectives on how academia works. The exposure made me into a truly international scholar. I look forward to more exposure and service. I have always wished ISATT biennial comes to Africa. I want to work towards realizing this dream and that will be my highest achievement in research.



## ISATT 2025 – Glasgow (30 June - 4 July 2025)

ISATT 2025 will take place in Glasgow. The conference theme is “Quality Teaching for a More Equitable World”, and the subthemes are: Characteristics of quality teaching; Research on equitable teaching practices; Addressing social justice by leveraging technology and innovative approaches; Curriculum Design for equitable teaching; Equity and Inclusion in teacher education; Reconciling Tensions for a new social contract in Education; and, Promoting equity and inclusion through effective partnerships with schools.

The University of Glasgow Team, have already started working on the arrangements for the conference. We have a tentative venue and will be announcing the logistical details soon. We will make the first announcement and complete the paper submission process during the first half of 2024. We will finalise the review process and all other logistics by the end of 2024 to make the conference successful. We will host our guests here: <https://www.gla.ac.uk/myglasgow/jamesmccunsmith/>.

We are excited to host ISATT 2025 and looking forward to meeting everyone in Glasgow.





Tara Ratnam  
Nation Reps Coordinator

Dear ISATT Members

We have four research topics under ISATT community project. The details are given below. If you are interested in joining any of these research groups, please write to me before **December 31, 2023** letting me know which topic you want to work on.

Thanks and best  
Tara Ratnam  
[tararatnam@gmail.com](mailto:tararatnam@gmail.com)

**1. Filling the gaps of online practicum for pre-school and primary education in-service teachers**

*Stefania Kifor and Daniela Roxana Andron*  
[stefania.kifor@ulbsibiu.ro](mailto:stefania.kifor@ulbsibiu.ro) , [daniela.andron@ulbsibiu.ro](mailto:daniela.andron@ulbsibiu.ro)

**2. Integration of AI-based tools as part of teacher training: a step towards digital inclusion?**

Marie-Christine Deyrich, Magdalena Kohout-Diaz, Marie-Anne Chateaufreynaud, Stefania Kifor, Daniela Roxana Andron  
Marie-Christine Deyrich [mc.deyrich@gmail.com](mailto:mc.deyrich@gmail.com)

**3. The changing roles of teachers in contemporary education**

Dorota Werbińska [dorota.werbinska@upsl.edu.pl](mailto:dorota.werbinska@upsl.edu.pl)

**4. Social justice pedagogies in teaching**

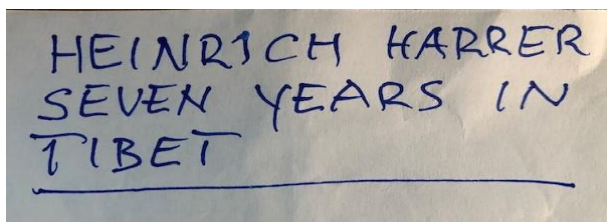
Luiz Sanches, Stavroula Kaldi, Alexandra Stavrianoudaki, Christos Govaris, Vassiliki Tzika  
Luiz Sanches [luizitosanches@yahoo.com](mailto:luizitosanches@yahoo.com)

## Meeting an ISATT veteran: sharing stories and perspectives

### Tara Ratnam

After Bari, my wanderlust to see new places and cultures took me to Slovenia and Croatia. Barbara and Jana, my ISATT colleagues from Slovenia, offered to arrange a meeting with Barica Marentič Požarnik, Professor Emerita, as one of the things to do while I was in Ljubljana. Meeting her was inspired by her long association with ISATT (1997-2020). After our daylong excursion through the historic Postojna Cave & Predjama Castle, we arrived in Barica's home. She seemed to be waiting for us with the same sense of anticipation that I was filled with at the prospect of meeting her. Her friendliness made me feel warmly welcomed. I greeted her with a 'Namaste', since my friends had told me that she had visited India several times. She smiled and hugged me and we instantly connected. She had laid out a rich spread of olives, cheese and salads among other delicacies and I was touched by the care she had taken to prepare for our visit.

Barica was gushing with reminiscences of her Indian visits and brought out a map on which she had marked all the places she had visited on her nine visits there. Such was the magic of the East for her. She even wrote down the name of this book she recommended for the strong influence it had had on her.



Jana and Barbara introduced Barica to me as "the best mentor" they ever had. She was quick to rejoin modestly that they were very good mentees and friends, "You know, not above them." I could see the friendly ease and mutual respect in their relationship. This, to me, seemed like the epitome of an ideal mentor-mentee relationship.

Every time Barica spoke of teaching, she added 'and learning'. She saw them as inseparable in her discourse, reflecting her relational perspective of the educational process. Bakhtin's stress on the importance of dialogue in education was another strand that strengthened our bond in the one hour that we spent together.

She showed me a book she had written on this theme. She said that dialogue was important for improving the quality of higher education, a concern that stayed with her even after her retirement. A research study she had done to find out what students received from higher education courses they undertook had provided a dismal picture of the evanescent nature of learning they did just for grades. This study resonated with my own longstanding worry about the alienation of diverse students from what was supposed to be higher education and the need to rethink; make it worthwhile for the society they were part of, and meaningful for the students.

When we got up to leave, it was like breaking away from an engaging conversation midway. Barica said, "This will be an important day in my life... We should write to each other." In that brief encounter, we had struck a chord that will keep our dialogue going. I want to acknowledge ISATT's invisible presence in creating an occasion for us to meet and establish a lasting personal and professional friendship.

### Snapshots of our meeting



**Barica: Speaking with hands!**



**At her library with Barbara and me: Barica has a rare collection of old Slovenian books, including a translation of the Bible from the 16th century. She also showed us a crafted wooden elephant she had picked up on one of her visits to India.**



**Savouring the fresh air in her lush green garden**



**Jana and Barica**

## ISATT Outreach Coordinator



**Luiz Sanches Neto**  
Outreach Coordinator  
[luizsanchesneto@ufc.br](mailto:luizsanchesneto@ufc.br)

Dear ISATT colleagues,

After the Bari Conference, I am really thrilled and very committed to serving as Outreach Coordinator and contributing to the ISATT mission: enhance the quality of education through more insight into research on teachers and teaching and continue to improve its reach to teacher-researchers worldwide. As I work in the Federal University of Ceará, Fortaleza, Brazil, it will be such a great pleasure and responsibility to welcome you next year to the ISATT Regional Conference here on campus in September - from 9th to 13th - as well as in Greece during November - 8th to 10th - in an event thoughtfully organised by Stavroula Kaldi.

Besides our two Regional Conferences, 2024 is going to be an exciting year as we have the ongoing collaborative research projects led by Tara Ratnam. Each project is a great opportunity to approach shared perspectives on teaching amidst our membership. Also, I would like to emphasize three challenges regarding the ISATT outreach:

Firstly, it is a top priority to reach countries and regions with no representation so far. If you know any prominent scholars and/or PhD students who might benefit from the ISATT experience, please kindly ask you to share their names and contacts with me. Both Regional Conferences could be good places for a first meeting with them. For instance, there is always room for better connections with researchers from African, Asian, Caribbean and Latin American countries.

Secondly, it is highly important to enhance the ISATT reach within underrepresented countries and regions as well. If you are the only delegate or National Representative of your country, then consider gently inviting more researchers from your area. They might be someone who wrote that astonishing article or book chapter you recently read.

Thirdly, it is also important to strengthen the ISATT community in areas that might be underrepresented as well, although there are already many delegates from the same country. It could be the case even in Europe. For instance, is there a particular region in your country that has no members yet? In the Brazilian case, for example, I can tell that the poorest regions in the country lack representation amidst ISATT membership. Brazilian educator Paulo Freire was born in such a region and, not by chance, his lifelong advocacy for social justice became so inspiring. We really can make a difference in teachers' lives worldwide.

I look forward to hearing your suggestions about addressing these challenges. Let's keep our conversation going next year. Have a lovely holiday season and well-deserved vacations!



**... the next ISATT  
Regional Conference  
Brazilian organisers  
while we were in Bari**

## New ISATT Members



Rebecca Cheung

Rebecca Cheung is the Assistant Dean of the Berkeley School of Education's Leadership Development programs and serves as the Principal Investigator and Director for the 21st Century School Leadership Academy (21CSLA) [State Center](#). Funded by the California Department of Education, 21CSLA is dedicated to the professional learning and support of California's educational leaders—teacher, site, and district—to create more equitable learning environments that ultimately improve success for diverse students. Headquartered at UC Berkeley's School of Education, 21CSLA partners with UCLA School of Education, the California Subject Matter Projects and seven Regional Academies across the state.

Dr. Cheung's research focuses on issues of leadership preparation and development, especially related to increasing capacity to lead for equity and social justice that results in creating more inclusive and effective schooling. Her interest in joining ISATT focuses on understanding the role of teacher leaders as well as how administrators can positively impact the working conditions of teachers. In a recent policy **brief** entitled *Preparing California's principals for Universal Transitional Kindergarten: Lessons from other states*, Cheung summarizes the major lessons from Illinois, Georgia, New Jersey, and Massachusetts that can inform California's investments to prepare leaders to implement universal preschool. She writes

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*Multiple studies show that a high-quality preschool pays dividends for children later in life; these preschools can provide children with an enriching, supportive foundation to develop and nurture the brain, fostering all facets of healthy development (Phillips 2017). Yet, most California elementary school principals do not have an early childhood education background, and many feel ill-equipped to support instruction. Early implementation of universal preschool in their states indicates the need to form deeper partnerships with early childhood experts, greater coordination and integration across different levels of the educational system including licensure programs.*

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### Work Cited

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Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R., Bassok, D., Burchinal, M. R., Duncan, G. J., Dynarski, M., Magnuson, K. A., & Weiland, C. (2017). *Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects: A Consensus Statement*. Brookings.



**Ourania Maria Ventista**

Hello all!

I am Ourania Maria Ventista. Some of you may have already met me since I joined the last ISATT conference in Bari. I am currently working as an online tutor for the unit 'Assessment for Learning' and supervising students for the Postgraduate Advanced Certificate in Educational Assessment at the University of Cambridge. I am also working as a research statistician at Evidence Based Education, which is an organisation aimed at teacher development and school improvement based in the UK. Furthermore, I have recently started lecturing and leading a module of School Practice at the Department of Primary Education, University of Thessaly (Greece).

I decided to join ISATT as a member because I would like to be updated about the conferences and relevant research. I firmly believe that this will help me with my professional role as I aim for my teaching practice to be evidence-based. Moreover, as a member, I would love to collaborate with other researchers! My main research interests are:

- educational assessment and evaluation
- the development of students' thinking skills
- teachers' professional development
- technology integration in primary schools

I am looking forward to meeting you in person at the next ISATT event!



**Dr Paul Campbell**  
**Research Assistant Professor**  
**Department of Education**  
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**The Education University of**  
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The critical function of teachers, teaching, and schools and education more broadly for the communities they serve is continually highlighted in times of crisis, conflict and uncertainty. Whether it is a health emergency, conflict and forced migration, or the climate crisis, teachers, schools and education systems take on critical functions in societies' responses to these challenges.

I started my career as a primary school teacher, leader, and Vice Principal in Scotland, then Australia, Spain and Hong Kong. Throughout this time and sites of practice, I have been fascinated by the varied forms the relationship between practice, policy, and research can take, and the implications this has for how we respond in times of crisis, challenge or change, and more broadly for professional learning, leadership, and educational change.

ISATT's aims of increasing insights into the identity, role, contexts and work of teachers and the process of teaching aligns with my professional and research interests and stimulated me to join the association. Having engaged in postgraduate and doctoral study alongside teaching and leading in schools, central to supporting my learning, thinking, and reach were professional and research associations. This enabled me to build a more nuanced appreciation of the complexity of the role(s) and function(s) of teachers and teaching in society, and the possibilities and promise of research to help us understand and mobilize new ideas.

This led to my move into academia, and is reflected in my research and teaching which focus on two main areas of interest. My current research includes one funded project exploring how leadership and collaboration are understood in the Hong Kong education system, and how it relates to experiences of school improvement, and another which examines the conceptualization and forms of research and evidence informed policy making across the globe, and the implications this has for notions of school improvement and educational change. I am also the Associate Program Leader for the [Executive Master of Arts in International Educational Leadership and Change](#), working with a range of leaders in education across East Asia.

I look forward to the learning and collaboration ahead with ISATT, and the community it brings together.



## Members' News

Merna Meyer, Senior Lecturer, at North-West University, South Africa, attended a very poignant conference that touched on sensitivities around decolonisation and how visual exhibits addressed these issues in the North-West Province, South Africa. Her topic: *Unveiling the Visual Redress in Higher Education at the North-West University: A Disruptive Narrative*, was presented at the conference. Academics worldwide have reported on the juxtaposition of imagery in the transformation process. For the full programme and abstracts, the following website can be visited: <https://visualredress.sun.ac.za/conference/>

Merna Meyer, Senior lecturer, at North-West University conducted a socially engaged art-based project with final-year student art teachers. Her topic: *Inspiring Tomorrows: Fostering Futures through art-based projects*, entails upskilling youth through art-based methods to enhance self-efficacy and independence. Student art teachers become more participatory and engaged (participatory artist, researcher and teacher: PART) during the process of guiding young high school pupils towards their future careers. The exhibition consists of digital posters, artworks of the schoolchildren and dance and drama performances. The children live in a nearby children's home and a marginalised township close to the university's vicinity.

See the student link to the PART project: <https://www.canva.com/design/DAFyu-4BR0M/6vzL9w4iFsfTktkpZvAGEg/view>

### Call For Proposals

[Call for Proposals European Conference on Educational Research](#) - ECER & Emerging Researchers' Conference

<https://eera-ecer.de/conferences/ecer-2024-nicosia>

and

<https://eera-ecer.de/conferences/ecer-2024-nicosia/emerging-researchers>

You may find the more prominently networks 1 and 10, but also many others of interest! a list of them can be found here:

<https://eera-ecer.de/networks>

**Mary Koutselini**  
**PROMOTING THE DEVELOPMENT OF TEACHERS' AND STUDENTS' METACOGNITIVE AND THEORY OF MIND (ToM) SKILLS**

A new Erasmus collaborative research program has been funded by Erasmus+ with the participation of five European countries (Cyprus, Greece, Hungary, Portugal and Romania). The project aims to promote teachers' and students' metacognitive, epistemic and Theory of Mind (ToM) knowledge and skills. Each country has organized a three-month training (12 sessions) program for achieving the main aim for teachers who implement activities for students' metacognitive and ToM skills, through Action Research. Pre-test, post-test and follow-up tests have been administered to the participants, teachers and students, and the results, along with teachers' daily activities and reflections on teaching, will be published in the program's webpage (<https://prometom-erasmus.info/>) and presented in the final conference of the project.

The fact that the training program, the tests and the activities will be available for teachers worldwide safeguards the sustainability of the project and adds value to the daily teaching at schools.

## IEA News

In November, IEA released its international data for ICCS (International Civic and Citizenship Education Study) 2022. Data from the third cycle of the study revealed that civic knowledge tended to be more positively associated with a broad range of attitudes and engagement indicators. Most young people expected to vote as adults and become involved in environmental protection activities. Information on the findings from ICCS 2022 and the release can be found here: <https://www.iea.nl/news-events/news/iccs-2022-international-report-and-results-now-available-online>

IEA has also released a *Teacher Snippet* which delves into a new focus area of the study ESD (Education for Sustainable Development) and provides classroom examples relevant for helping students practice citizenship and sustainability at school using data and insights from ICCS 2022. More information on the newly released [Teacher Snippet](https://www.iea.nl/news-events/news/teachers-change-sustainability-classroom-and-beyond) can be found here: <https://www.iea.nl/news-events/news/teachers-change-sustainability-classroom-and-beyond>

In February, IEA look forward to releasing the [European Regional report](#). This report explores European-related issues supplementing data from the international survey with a European perspective.

From November 23rd to 28th, a collaborative project between ISATT members **Elisabete dos Santos Freire** and **Isabel Porto Filgueiras**, from São Judas Tadeu University (USJT), **Luciana Venâncio** and **Luiz Sanches Neto**, from the Federal University of Ceará (UFC), hosted the 1st Journey of Self-Study Research and Physical Education Teacher Education at São Paulo, Brazil. The meeting program embraced a research visit by Professor **Tom Russell**, from Queen's University, Canada, a pioneer of the Self-Study of Teaching and Teacher Education Practices (S-STEP) methodology. Teacher-researchers, Master's and PhD students presented their projects and findings, emphasizing Paulo Freire's educative ideas, while Professor Russell asked thought-provoking questions about self-study research in the country. Tom Russell has already confirmed his return to Brazil in 2024 as an invited keynote speaker in the ISATT Regional Conference in Fortaleza, scheduled from September 9th to 13th.



**Tom, La Verne, Rodrigo, Luciana & Luiz**



**Tom Russell with teachers**



**Tom, Luiz and La Verne**



Dear colleagues, friends, members of the big ISATT family!

We are very pleased that our Kazan initiative to create a scientific platform for sharing best practices in teacher education, launched in 2015, was in demand by the global scientific and pedagogical community. We are grateful to many of you for your great contribution to the development of the International Forum on Teacher Education (IFTE)! <https://ifte.kpfu.ru/en/> Throughout these years, we have felt your friendly and professional support, carried out joint research projects for the benefit of teachers from different countries, and become richer academically and personally.

From year to year, the number and geography of IFTE participants has grown and the problems of their reports have deepened, which has turned the Forum into a large research community linked by a common idea to make teacher education in the world more effective and modern. And now the long-awaited jubilee Forum is just around the corner, the theme of which will be "Research Transformation of Teacher Education: Traditions as a Basis for Innovation".

The year 2024 is very significant for us, as IFTE is moving to a completely new level to match such a high-profile and honorable status of the Jubilee Forum. Therefore, we will present the main directions of IFTE-2024 within the next 4 conferences:

1. Standardization of teacher education content in BRICS countries: challenges and solutions;
2. Theory and practice of interdisciplinary research in teacher education;
3. Risk-focused teacher education: prevention of destructive behavior, social and psychological threats in education;
4. Ethnic and cultural factors in modern teacher education: regional, national and international experience.

On the eve of the BRICS Summit in Kazan, the problems of international cooperation and the issues of strengthening ties with our foreign colleagues prompted us to organize a conference within the framework of the forum aimed at the powerful development of cooperation in the field of teacher training with the BRICS countries.

In addition, we have touched upon the interdisciplinary aspect of teacher education. Modern society requires from teachers not only highly specialized knowledge, but also comprehensive development. Therefore, we give both young and experienced specialists the opportunity to broaden their scientific worldview by utilizing the knowledge and cognitive tools of different disciplines.

I am sure that thanks to the research of the Forum participants, we will be able to compare the unique experience of different countries in transforming educational policy, the best university practices and teaching technologies, and identify international trends in teacher training for the coming years. We are all aware of the task of steady progress and continuous improvement in response to new challenges of the time. In turn, our annual event will also be timed to coincide with the 220th anniversary of Kazan Federal University, which we will celebrate in 2024. Our team will do its best to warmly and welcomingly host the forum's guests from all over the world.

See you at Kazan Federal University on May 29-31, 2024!  
IFTE-2024 President,  
Roza Valeeva

## Members' Publications

[Österlind, M.-L.](#), [Denicolo, P.](#) and [Apelgren, B.-M.](#) (2023), "Prioritising Respondents' Concerns, Beliefs and Perceptions Over Those of Researchers: Constructivist Theory and Research Methods", [Huisman, J.](#) and [Tight, M.](#) (Ed.) *Theory and Method in Higher Education Research (Theory and Method in Higher Education Research, Vol. 9)*, Emerald Publishing Limited, Leeds, pp. 85-102. <https://doi.org/10.1108/S2056-375220230000009005>

Fayda-Kinik F. S. (2023). The Impact of Digital Competences on Academic Procrastination in Higher Education: A Structural Equation Modeling Approach. *Pegem Journal of Education and Instruction* 13(3) 25–35. <https://doi.org/10.47750/pegegog.13.03.03>

Fayda-Kinik F. S. (2023). Student Diversity and School Climate in the Mediterranean Zone: A Comparative Study. *IAFOR Journal of Education* 11(3). <https://doi.org/10.22492/ije.11.3.03>

Fayda-Kinik F. (2023) A Quantitative Exploration of Academic Motivation in Online Higher Education. *The European Conference on Education 2023: Official Conference Proceedings* <https://doi.org/10.22492/issn.2188-1162.2023.105>

Majid N, Marston S, Reed Johnson JA, Happle A. Reconceptualising Preservice Teachers' Subject Knowledge in Climate Change and Sustainability Education: A Framework for Initial Teacher Education from England, UK. Sustainability. 2023; 15(16):12237.

<https://doi.org/10.3390/su151612237>

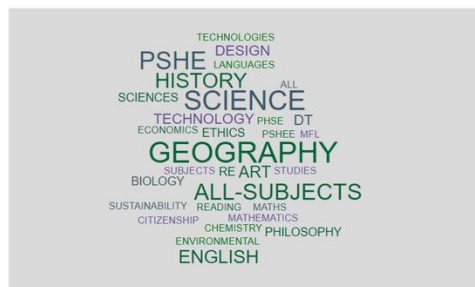
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### [Reconceptualising Preservice Teachers' Subject Knowledge in Climate Change and Sustainability Education: A Framework for Initial Teacher Education from England, UK](#)

Climate Change and Sustainability Education (CCSE) has been gaining prominence with the imminent climate emergency humanity is facing. This paper draws upon a conceptual framework created to support the development of preservice teachers' subject knowledge of CCSE whilst undertaking Initial Teacher Education (ITE) programs in England. The core aims and learning outcomes within the framework, namely knowledge; attitudes, values and behaviours; and competences and capabilities, are defined to illustrate what subject knowledge looks like, in this area, for preservice teachers in England. This paper highlights data gathered from 71 preservice teachers via an initial presurvey from three ITE institutions across England. The data were gathered from Early Years and Primary and Secondary phase trainees across both postgraduate and undergraduate programmes. The presurvey captured a range of qualitative and quantitative responses from preservice teachers to showcase priority areas, from their perspective, in the teaching of

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## Dr. Nikolaos Manesis - Laboratory Teaching Staff - University of Patras

### Chapters in Volumes

- Manesis, N. (2023). The Collaborative Affordance Through CGScholar: The Case of Greece. In M. Montebello (Ed.), *Promoting Next-Generation Learning Environments Through CGScholar* (pp. 101-121). IGI Global. <https://doi.org/10.4018/978-1-6684-5124-3.ch006>

### Articles in journals

- Manesis, N., Chatzidaki, N., & Gialamas, M. (2022). Applying De Bono's six thinking hats for an anti-bullying program. *Journal of Education and Learning (EduLearn)* 16(4), 440-447. <https://doi.org/10.11591/edulearn.v16i4.20545>
- Manesis, N., Vlachou, El., Aravantinou, G., Barmpetaki, I., & Kanouri, St. (2022). The Disadvantages of Distance Education Implementation, During the Covid-19 Pandemic: Greek Teachers' Opinions. *Review of European Studies* 14(4), 15-25. <https://doi.org/10.5539/res.v14n4p15>
- Manesis, N., & Droulias, D. (2022). Water as a source of life. From Greek Mythology to Orthodox Tradition. A Cross - Thematic Scenario. *International Journal of Science & Research*, 11(8), 1414-1421. <http://dx.doi.org/10.21275/SR22827144008>
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- Manesis, N., Nikolakaki, A., Georganta, M. Vlachou, El. (2022). Using Vygotsky's theory on the organization and function of a school film club. An action research. *European Journal of Education Studies*, 9(1), 215-233. <http://dx.doi.org/10.46827/ejes.v9i1.4115>
- Lambrou, Ch., & Manesis, N. (2021). The Utilization of the First Cemetery of Athens in the Educational Process: Primary Education's Students' Perceptions. *Journal of Education Studies*, 8(11), 356-382. <http://dx.doi.org/10.46827/ejes.v8i11.3999>
- Tzianakopoulou, Th. & Manesis, N. (2021). The promotion of organizational culture: The case of Greece. *European Journal of Education Studies*, 8(3), 319-341. <http://dx.doi.org/10.46827/ejes.v8i2.3579>
- Manesis, N., Vlachou, E., & Mitropoulou, F. (2019). Greek teachers' perceptions about the types and the consequences of conflicts within school context. *European Journal of Educational Research*, 8(2), 781-799. <http://doi.org/10.12973/eu-jer.8.3.781>
- Tzianakopoulou, Th., & Manesis, N. (2018). Principals' Perceptions on the Notion of Organizational Culture: The Case of Greece. *Universal Journal of Educational Research*, 6(11), 2519 - 2529. <https://doi.org/10.13189/ujer.2018.061117>
- Manesis, N. (2017). In-service Education Educating Primary Teachers in Human Rights in Greece. *The Learning Teacher Magazine*, 8 (2), 7.

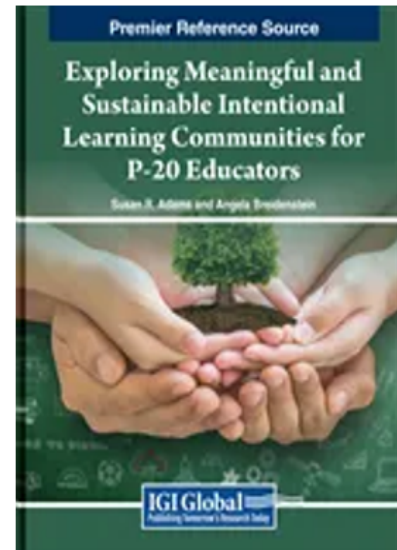
- Manesis, N., & Angelopoulou, P. (2017). Food Hygiene for Children with Learning Difficulties. *The Learning Teacher Magazine*, 8 (4), 5.
- Angelopoulou, P. & Manesis, N. (2017). Students from different cultural backgrounds, their difficulties upon elementary school entry in Greece and teachers' intercultural educational practices. *British Journal of Education*, 5 (4), 9-18. <https://doi.org/10.37745/bje.2013>
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- Manesis, N. (2012). Teacher's Role in Educational Changes: Executor or Collaborator? The case of Greece. *Global Journal of Human Social Science*, 12 (5), 73-81.
- Fragoulis, I., & Manesis, N. (2009). An investigation of Greek trainees' re-educative needs during the realization of the Health Education Program. *Review of European Studies*, 1 (2), 138-147. <https://doi.org/10.5539/res.v1n2p138>

#### **Papers in Conference Proceedings**

- P. Kakavas, A. Papapoulou, & Manesis, N. (2022). Development and assessment of a teaching proposal for the comprehension of the measurement division model in fraction-by-fraction division problems by primary school students in Greece. In Proceedings of the 15<sup>th</sup> International Annual Conference of Education Research and Innovation. (under publication)
- Manesis, N., Sofos, Emm., & Vlachou, El. (2022). Stereotyped Perceptions of Greek Primary School students on the genders' roles. In Kahur, H., & Nadeem, U. (Eds.), *Proceedings of 4<sup>th</sup> World Women Conference*, (pp. 149-165). Delhi, Mata Sundri College for women, University of Delhi.
- Peletidi A, Charalambous P, Papavramidis P, Petrou C and Manesis N. (2018). *The first study exploring pharmacists' perceptions about their role in CVD prevention in Cyprus*. *J Clin Exp Cardiol* 2018, 9. DOI: 10.4172/2155-9880-C6-104.
- Koutsospyrou, Ch., & Manesis, N. (2017). Basically, I am a matter of Light. In V. Ferrara, (Ed). *Education and Museum: Cultural Heritage and Learning. Proceedings* (pp. 43-48). Italy: Digilab Sapienza Università di Roma.



Announcing a new chapter from members Michaelann Kelley, Gayle Curtis, and Cheryl Craig. The chapter titled *Annals, Chronicles, and Narratives of Collaborative Professional Growth: An Examination of a Longstanding Knowledge Community*. This chapter examines how interactions within an educator group contributed to their organic evolution into a knowledge community that enhanced members' professional growth and provided support systems to sustain educators in the field for 25+ years. White's concept of annals, chronicles, and narratives is employed as an analytical lens through which to examine the interactions over time of the portfolio group. Exemplars highlight how stories shared and shared stories, critical friendship, and a centerpoint of practice were at the center of the group's interactions and key to sustaining the group. The chapter also illuminates the nurturing spaces at the heart of the framework in which teachers thrive, grow professionally, and live their best-loved selves.



Their chapter is part of a larger collection, *Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators* was edited by Susan R. Adams and Angela Breidenstein. The publisher describes the book as follows.

Academic scholars in the field of education face a pressing dilemma – the need for meaningful, transformative adult learning that can lead to equitable access and outcomes for all learners in P-20 classrooms. Despite over two decades of experience, the educational community still grapples with the challenge of creating an environment that fosters professional development with a lasting impact. This issue undermines the very foundation of our educational system, hindering both educators and students from reaching their full potential.

*Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators* is a groundbreaking edited book that provides answers to this critical problem by offering an innovative approach to learning from more than 20 years of wisdom from P-20 educators. It presents a comprehensive exploration of intentional learning communities, demonstrating their historical significance, defining their principles, and outlining the incredible benefits they bring to the world of education.

This compelling resource highlights the issue and offers a practical and well-researched approach to a resolution. It takes readers on a journey through the historical and philosophical foundations of intentional learning communities, emphasizing their relevance in today's educational landscape. The book outlines the benefits of establishing and maintaining these communities, illustrating how they empower educators and improve instructional quality. By delving into collegial and instructional implications, it showcases the transformative power of these communities. Furthermore, the book establishes the crucial link between intentional learning communities and higher education and teacher education programs. Within the pages of the book, *Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators*, scholars and practitioners will find a roadmap to revitalize adult learning and pave the way for equitable access and outcomes for all learners.



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