



Cheryl Craig
ISATT Chair

Message from the Chair

Dear ISATT Colleagues,

My first communication as your new ISATT Chair comes with warm memories of our 2019 Sibiu, Romania Conference held closely in mind. May I begin by taking this occasion to sincerely thank Daniela Andron and the faculty and students of Lucian Blaga University for hosting the conference. We will never forget Sibiu, its square and its old European charm. Nor will we fail to remember the hospitality lavished on us by our Romanian hosts. Congratulations again on a most successful conference!

The other excellent news from Romania is that the conference book is nearly compiled and ready to go to Brill | Sense for publication. Congratulations once again go to Daniela Andron and Gabriela Gruber and their editorial team.

Plans are already underway for our Bari, Italy International Conference to be held in the Summer of 2021. In January of 2020, ISATT's leadership team (including ISATT administrator, Daniela Hotolean) will fly to Bari to see the conference site first-hand and engage in some pre-planning with conference organizers Loredana Perla and colleagues from the University of Bari. As can be seen, another memorable ISATT conference is already in the works.

The Executive Committee is hard at work on ISATT's long-standing business items. Working groups have been created to update the constitution and to revisit documents relating to the regional conferences, collaborative research grants, the awards program and so forth. The Executive Committee has not yet chosen the site for the 2020 Regional Conference. That announcement—an event-to-look-forward-to—sits on the horizon.

A successful informal ISATT meeting occurred in early November under the banner of the EYFOR Conference in Antalya, Turkey. It was organized by Ozge Hacifazlioglu, ISATT's Outreach Coordinator and Executive Committee member. Attending were Ozge Hacifazlioglu, Cheryl Craig (US), Paul Magnuson (Switzerland) and Bilge Kalkavan (Greece) (who is Ozge's identical twin sister). Each member of the ISATT group contributed to the EYFOR program. Together, they presented an ISATT symposium.

A forthcoming conference will be held in Kazan, Russian Republic from 27 – 29 May 2020. Roza A. Valeeva is the organizer. She sends a warm welcome everyone's way. Please see the announcement elsewhere in this newsletter for further details.

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Lastly, the Executive has negotiated two book contracts with Brill | Sense. The first contract is for our conference book series, which will ensure that our conference volumes are uniform and easily accessible for our and others' use. The second contract is an innovation: a members' series of books. The overarching concept behind this latter series is to create a forum for ISATT members to showcase their scholarship. It will especially offer a space for those who do not typically publish their research in the English-speaking world. The descriptions of these two book series are shared elsewhere in this newsletter, along with the announcement that Brill | Sense will sponsor an ISATT award that will be conferred at our international conference. The sponsorship of the award is part of the binding, legal agreement between Brill | Sense and the ISATT organization.

ISATT's future is looking very bright. Please know that the Executive and the Executive Committee are working hard to ensure ISATT's ongoing success. If you have questions, concerns or ideas, please let us know. Our goal is to grow and sustain our international research community as we ready ourselves to meet the opportunities and challenges of the 21st century.

Cheryl J. Craig, Ph.D.
Chair, International Study Association on Teachers and Teaching

Professor and Houston Endowment Endowed Chair of Urban Education, Texas A&M University
AERA Fellow

The following **ISATT Awards 2019** were presented at the ISATT Biennial Conference in Sibiu, Romania

ISATT ST2AR AWARD (Service to Teachers and Teaching, the Academy, and Research)

Presented to

Cheryl J Craig AND Chris Day

for significant and exemplary contributions through research, teaching and professional service in the international field of teaching and teacher education

ISATT OUTSTANDING BOOK AWARD

Presented to

Heng Jiang

for Learning to Teach with Assessment: A student teaching experience in China

ISATT OUTSTANDING ARTICLE AWARD

Presented to

Gang Zu

for 'The Micropolitics of Student Teachers' Professional Vulnerability During Teaching Practicums: A Chinese Perspective', in The Asia-Pacific Education Researcher (2018)

ISATT OUTSTANDING DISSERTATION

Presented to

Gang Zhu

for 'Narrative inquiry of the Chinese and American student teachers' professional identities in the teaching practicums: A story constellations approach'

...to continue



Ruth Kane
ISATT Secretary

Message from Secretary

ISATT Working Groups

This year the core executive (Chair, Secretary, Treasurer and Administrator) have met regularly (virtually) to review the current status of ISATT and to look forward to new opportunities. We have a number of tasks that need to be prepared for consideration and voting at the 2021 Annual General Meeting and to this end we have called on the wider executive members and ISATT members to assist.

We are most grateful that the following members have agreed to participate in working groups to review and where necessary revise our procedures and policies in some key operational areas. Dani has created folders through Dropbox and invited working group members to access and connect.

1. **ISATT Constitution and Standing Orders**

Phil Riley, Deakin U, Australia
Ruth Kane, uOttawa, Canada

There has already been significant work undertaken on revising the ISATT Constitution and Standing Orders over recent years, but the documents need to be scrutinized carefully by some fresh eyes and enhanced accordingly. The task of this working group is to: review and revise the documents; disseminate to membership for comment and input; and, prepare final versions of the ISATT Constitution and Standing Orders to be presented to the ISATT 2021 Annual General Meeting, Bari, Italy for validation.

2. **ISATT Awards**

Diane Yendol-Hoppey, University of North Florida, USA
Martha Prata-Linhares, Brazil
Ruth Kane, uOttawa, Canada

The ISATT Awards were coordinated superbly in 2019 by Wendy Moran. The 2019 Awards Committee has offered some "lessons learned" and some recommendations for us to consider in revising the awards program and process. The three-member working group is charged with taking account of the feedback of the 2019 panel to revise the awards criteria and procedures. The goal will be to circulate the revised criteria and procedures for approval by the ISATT executive before September 2020 so the revised documents are ready for our November 2020 call for nominations.

4. ISATT Regional Conferences

Tara Ratman – India

Ozge Hacifazlioglu - Turkey

Cheryl Craig – USA

While the call for Regional Conferences for 2020 has been circulated (with some modifications) we are seeking to complete a review and if need be a revision of the criteria and procedures for forthcoming calls in 2022. The goal is to have revised criteria and procedures ready to be presented to the ISATT 2021 Annual General Meeting, Bari, Italy for validation.

I will be reaching out to the three working groups from time to time to ensure we are moving forward on our respective activities. As ISATT secretary I am most grateful to the members who have agreed to be part of the working groups. If anyone else wants to join us in this work please do not hesitate to reach out to Daniela who will ensure you have access to the Dropbox folder.

Ruth G Kane
Secretary, ISATT

The '**Pam Denicolo**' ISATT Award 2019 was presented at the ISATT Biennial Conference in Sibiu, Romania to:

Lai Shan Sophie Hui AND Law Lok Kan

for extraordinary contribution to ISATT 2019 Conference
with regards to student research and presentation

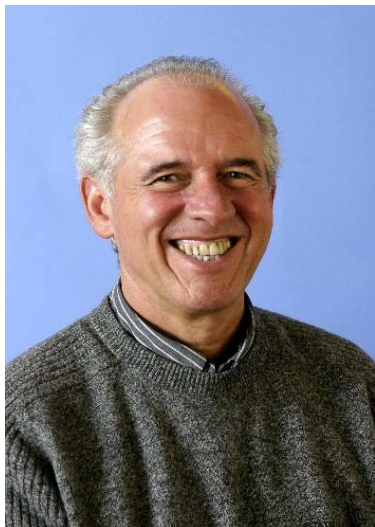


Özge HACİFAZLIOĞLU
Outreach Coordinator

Message from the Outreach Coordinator

ISATT Chair Prof. Cheryl Craig has been to Turkey and represented ISATT in Istanbul and Antalya. Dr. Craig visited an International IB school (ENKA Schools) in Istanbul. She gave a lecture to ENKA Teachers as well as a career talk with high school students. Dr. Craig gave a key note speech on "Growing & Sustaining the Teachers We Need" at the International EYFOR (Educational Administrators Forum) Conference in Antalya. Dr. Hacifazlioglu served as a moderator and the translator for her talk. Dr. Craig's keynote was appreciated by all the participants and her reflections gave inspiration to the large audience. The ISATT invited keynote was followed by an ISATT invited Panel Presentation on "Action Research in International Educational Contexts" with ISATT Outreach Coordinator Dr. Ozge Hacifazlioglu and ISATT Member Dr. Paul Magnuson. ISATT member Bilge Kalkavan from Hellenic American University also presented her paper at the conference. The EYFOR Conference hosted more than 300 participants from 13 countries including faculty members, graduate students and representatives of Ministries of Education. ISATT has been introduced to the participants in the keynote, panel and paper presentations. Dr. Craig, Dr. Hacifazlioglu, Dr. Magnuson and PhD Candidate Kalkavan will continue their collaboration by serving as visiting scholars at Leysin American School in Switzerland for the next academic year.





Christopher Day
Editor-in-Chief
Teachers and Teaching:
Theory and Practice

Message from Teachers and Teaching: Theory and Practice (TTTP)

A year ago, after more than 25 years as Founding Editor of ISATT's Flagship International Journal, 'Teachers and Teaching: Theory and Practice', I decided to step out of the role. It felt the right time to hand over the reins to others so that the journal could be taken further forward, perhaps in new directions. More than a year has passed and I still feel that it was the right decision. Change is needed, and it will happen from January 1st, 2020 when Professors Qing Gu and Martin Mills from University College, London become the newly appointed Editors in Chief.

Even as I write, I am spending part of every week of my last month, as I have spent every week of the last 25 years, on TTTP matters – filtering the first stage of paper submissions, seeking to match the paper content to reviewers' expertise and interests whenever possible, fielding queries from would be authors, and finding replacement reviewers for those who for one reason or another refuse requests for review, or simply do not reply to requests, asking Executive Editors to arbitrate where there are wide divergences of opinion between reviews, and many other tasks which enable us to produce our designated eight Issues annually.

This is a far cry from the early days when, following a double Issue for each of two years in 'Teaching and Teacher Education'. The General Meeting of ISATT agreed to launch TTTP as a fully-fledged journal, with two Issues each year. The decision was also taken that the Journal would be of the Association but the title and production would be owned by Taylor and Francis, our publisher. This meant that it was run in close co-operation with ISATT but independent of it. Despite a few early tensions of ownership, this has worked. One of the indications of this is that all Executive Editors must be ISATT members, whilst Associate Editors (all with a review function) do not. This has allowed us to open participation in the Journal to a wider international group.

Over the years, TTTP has grown in status and stature. It is now and SSCI ranked journal with eight Issues annually.

So, I leave behind a journal in 'rude' health, with a strong international reputation, but ready for change. There is no doubt that I will experience a sense of loss, but this will be balanced by having more time to teach, write, research and follow other interests, and the knowledge that the journal is in good hands. I am not retiring from my employment as Professor in the Universities of Nottingham, Sydney, and Beijing either!

Finally, it would be remiss not to thank ISSATT, its members, the Executive Editors, Associate Editors and Editorial Assistants over the years for their contributions to the journal's continuing development. You have my thanks and best of wishes for the future.

Christopher Day,
Editor-in-Chief
Teachers and Teaching: Theory and Practice

The ISATT - TTTP outstanding article 2019 was presented to

Fred Korthagen

for

Inconvenient truths about teacher learning: towards
professional development 3.0

TTTP Issue 4, 2017

ISATT 20th Biennial Conference - A Conference Invitation

The 20th Biennial ISATT Conference will be held from July 06 to 10, 2021 in Bari, Puglia's regional capital in southern Italy. It is an honour for the University of Bari Aldo Moro to host the 20th Biennial ISATT Conference, 'the' scientific society that has always wanted to be characterized by an international and interdisciplinary openness.

The ISATT 2021 Conference in Bari becomes then the perfect platform for discussing project and investment initiatives that allow national and international research to offer evidence of intervention for the whole teaching world, in order to affect the policy debate worldwide.

The **University of Bari Aldo Moro (UNIBA)** is a public university founded in October 1924 with approximately 60,000 students. At present, the University boasts 24 Departments covering all fields of research from basic to R&D. Its Departments boast a long tradition of studies using advanced technologies and a multidisciplinary approach to research. The University of Bari 'Aldo Moro' could even be considered a university of encounter: because it has numerous cultural collaboration agreements with other European and American universities in addition to an important agreement with some Chinese universities. It has also been the headquarters of the Consortium of Mediterranean Universities (CUM) since 1983.

The city of Bari, Puglia's regional capital in southern Italy, is considered symbolic of encounter, because over the centuries, it has always represented the 'bridge' between Eastern and Western Europe; between Mediterranean and Northern European culture. Above all, in the current historical phase it aims to keep faith with its natural disposition of openness to otherness, investing in exchange, collaboration and dialogue with everyone. Its history - always multi-ethnic - reminds us of the commitment to dialogue between different positions, between different ways of working. For this reason, **Bari can really be the ideal setting for the 20th ISATT Conference whose desire is to remain in the imagination of ISATT members and scholars as the conference of dialogue.**

For the 20th ISATT Conference we cordially invite contributions to the conference theme: '**A bridge between teaching and research for future citizenship**' and we chose the image of the 'bridge' as it represents the myriad possibilities that open up in the encounter and dialogue with the other; with fields of different research, with different areas of research and with the cultures and traditions of different studies. Teaching is not just the work that the teacher does in the classroom to encourage the students' learning but it is to be understood in a much more extensive way: that is, the complex and infinite work of mediation, of transformation 'omnes omnibus omnino' (Comenius) - 'everything to everyone in every way'. Research on teaching, in this way, opens up a myriad of new possibilities: analyses of scholastic, social contexts and higher education; knowledge of job training and professional development processes; study of forms of mediation in presence and of mediatization in e-learning, etc. It can thus offer results and evidence that can lead to guidelines on new citizenship for public and private policy makers.

ISATT 2021 will therefore encourage the submission of works that address issues included in this broad relationship between teaching and research, that help to advance in the hard work of understanding the close connection between research (pedagogical, didactic, disciplinary etc.) and teaching activities (intended as design and organization of interventions, choice of strategies, evaluation criteria, etc.) not only in the strictly educational and didactic sector but also in new sectors such as socio-educational intervention.

It will be our pleasure to welcome delegates for from around the world to Bari for **ISATT 2021 Conference** to discover one of the most beautiful cities in Italy, which offers multicultural tradition, expert professionalism, unparalleled conviviality.



Technology in the classroom: insights from ICILS 2018

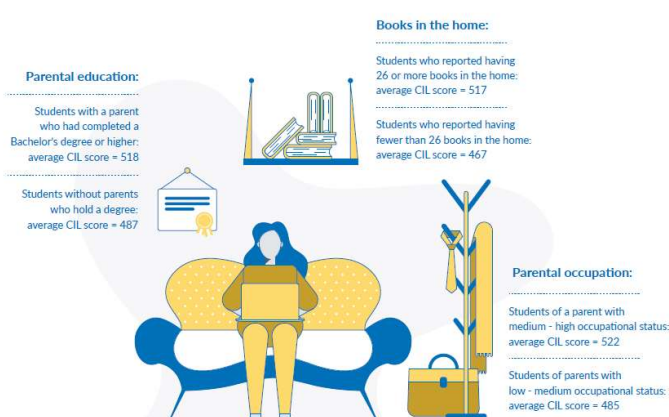
Dr Paulína Koršňáková, Senior Research and Liaison Advisor, IEA

November 5th 2019 saw the release of the results of the second round of [IEA's International Computer and Information Literacy Study, ICILS2018](#). The landmark study is an international assessment of grade 8 students' computer and information literacy skills, and the only study that directly assesses students' computational thinking skills. ICILS 2018 also gathered valuable background information about students' and teachers' use of, and attitudes towards, technology.

The backbone of all IEA studies is a model which includes the intended, implemented and achieved curricula of the participating countries. By "achieved curriculum" we mean the student results, however, the views of teachers provide a window to the "implemented curricula", revealing the prominent role they have to play.

Teachers are central to students' development, so it is important to gather information from teachers teaching the sampled students. Because of its cross curricular nature, ICILS includes far more teachers compared to other studies. Indeed, while more than 46,000 students from 14 countries and education systems took part, 26,000 of their teachers did too.

Young people who have grown up surrounded by digital devices are not digital experts. Only 2% of students in ICILS demonstrated an ability to critically assess information found online. The study showed a real digital divide, with greater differences within countries than between them, despite the diverse selection of participating education systems. This divide, with strong links to socio-economic background, highlighted the importance of schools as places where teachers can ensure all young people receive the support they need to be well prepared for study, work and life in a digital world.



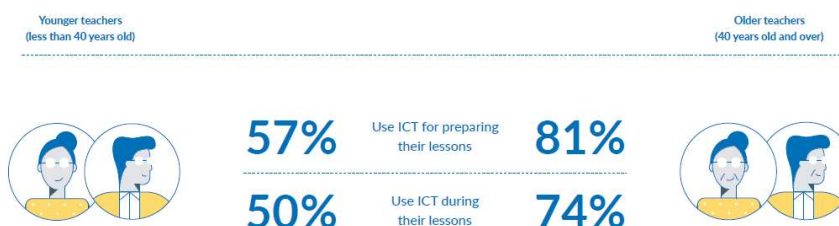
Students from higher socioeconomic backgrounds (measured by parental occupation, parental education and number of books in the home) had significantly higher Computer and Information Literacy (CIL) scores.

ICILS results highlight that providing students and their teachers with information and communications technology (ICT) equipment alone, does not automatically result in the development of sophisticated digital literacy skills. Students need to be taught how to use computers effectively, and their teachers need to be supported in their use of ICT in teaching.

One of the challenges ICILS 2018 found, however, is that although 70% of students attended schools where ICT coordinators indicated that digital content linked with textbooks was available for teaching and learning, just 32% of teachers in the study reported using this sort of digital content.

When teachers are making use of technology in the classroom, the most frequent activities included the presentation of information through direct class instruction (some 64% of teachers reported doing this), which suggests that new technology is simply being used for traditional teaching practices – a smart screen in lieu of a blackboard. Just 26% of the teachers surveyed indicated they use ICT for mediating communication between students and expert or external mentors. A lot of schools don't yet seem to be making full use of the possibilities opened up by technological development.

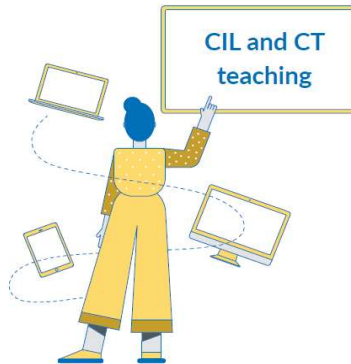
Among teachers with more than five years of experience of using ICT,
older teachers use ICT more than younger teachers



* ICT = Information and Communications Technology

*Analyses are based on the 7 countries in ICILS 2018 that met teacher sample participation requirements: Chile, Denmark, Finland, Italy, Kazakhstan, Republic of Korea, Portugal

A main finding of the study was that teachers are more likely to promote both computer and information literacy, and computational thinking in their teaching if they are confident users of ICT themselves, if they have positive views towards ICT, and crucially, if they feel that their school has a collaborative approach to the use of ICT in teaching.



*CIL = Computer and Information Literacy
*CT = Computational Thinking
*ICT = Information and Communications Technology

Teachers who are confident in their own CIL abilities who have a positive perception of ICT use in teaching and learning and teachers who feel they work in a collaborative professional environment are more likely to emphasise CIL and CT in their teaching

I would invite you to [explore more of the results](#), and if you're interested in the study and some deeper findings, you can download your free copy of [Gender Differences in Computer and Information Literacy; An In-Depth Analysis of Data from ICILS](#), which makes use of ICILS 2013 data.



Kazan Federal University reaches top 100 in Times Higher Education-2020 subject rankings “Education”.

The results of the *Times Higher Education (THE)* subject rankings *Business and Economics, Education, Law and Social Sciences* were published on November 6. Kazan Federal University, for the first time, scored in the top 100 of THE-2020 “Education” subject rankings demonstrating positive dynamics compared with last year; the university ranked 94th compared to last year (101-125).

The Director of the Institute of Psychology and Education of KFU, Professor Aydar Kalimullin believes that reaching top 100 universities is the result of systematic and targeted efforts of specialists in the pedagogical education area. The growth in THE Education rankings is directly related to the inclusion of teacher education in one of the four priority areas of development of KFU along with Medicine, Oil Production and Astrophysics.

Since 2011, when two pedagogical universities had become parts of Kazan University, the University began creating its own teacher education model. A distinguishing characteristic of the model is its variability of entry to the profession and fundamental subject teacher education. The key feature of the teacher education is the advantageous combination of classical and pedagogical university education.

The participation of the University in the Project 5-100, which is focused on increased international competitiveness of Russian educational institutions, provided an impetus to the transformation of teacher education in KFU. This project allows every participating university to identify its strengths and set goals. Specialists of KFU in the field of teacher education work on acute problems in close cooperation with representatives of other scientific areas, such as medicine, psychology, law, IT-technologies and others. This approach, combined with creating variable conditions for the entry to the profession, enabled the improvement in the quality of the educational process, and intensify activity developing new teaching methods and technologies, and therefore providing a new beginning for the importance of such research in the international space.

One indicator of the relevance of our work is an active interest in results presented by our scientists at the most credible world education conferences organized by the World, European, British, and American Educational Research Associations. Today, researchers of the Institute of Psychology and Education of KFU together with representatives of leading scientific and educational centers in the UK, USA, Portugal, Slovenia, Germany and other countries are implementing dozens of research projects. The basis for cooperation is the desire to contribute to the solution of educational problems, which are relevant to the whole world.

Specific challenges in teacher education in different countries allow us actively develop interaction with scientists around the world. We trust that the ongoing studies will help to develop multinational teacher education standards, which reflect the most important requirements of professional qualities of a teacher.



Dr. Kilwangy Kya Kapitango-a-Samba
University of the State of Mato Grosso - UNEMAT, Brazil.

New ISATT members

Reasons that led me to become a member of ISATT.

First, I would like to thank you for publishing in the ISATT newsletter the two reasons why I became a member of ISATT, so here they are:

The first reason is that I was a primary teacher and I am currently a university professor, working with the education of teachers and other professionals such as engineers, scientists, lawyers and architects. Since the master's degree I have dedicated myself to the study of themes and problems of the Teaching Profession. And, I note that it is an internationally devalued profession, which requires us to be empowered for professional revaluation. Thus, we cannot only be involved in local or national problems, I believe that the problems that affect teaching go beyond national boundaries and therefore must be discussed locally, nationally and internationally.

The second is my interest in conducting studies and research on the teaching profession at local, national, regional and international levels, as well as the exchange of knowledge and experience in the field. I am currently researching the Teacher Education Policy in Brazil, from the perspective of public policy analysis and I am also articulating the creation of the Observatory of the Teaching Profession (OPD) to constitute itself as a Collaborative International Research-Training-Service Network formed by professors and researchers from several teaching and research institutions (Universities and Higher Institutes), aiming to: a) carry out joint activities of scientific and technological research, studies and training-service and international cooperation between professors-researchers (of higher and basic education) and students from various levels of teacher education; b) production, dissemination and exchange of knowledge and innovative experiences in problems and themes of the Teaching Profession; c) to provide evidence to support the formulation and decision making in public educational policies (especially those of the Teaching Profession). I am also interested in learning science studies and its contribution to teacher education.

I will be very grateful to receive contacts from other fellow teachers interested in the OPD to carry out collaborative research projects and provide advice or advice on curriculum development and teacher education policies.

Dr. Kilwangy Kya Kapitango-a-Samba
University of the State of Mato Grosso - UNEMAT, Brazil.
(kapitango.samba@gmail.com or +5565 99931 4262)



**Agnieszka Kamyk-
Wawryszuk**
Kazimierz Wielki University,
Poland

My name is Agnieszka Kamyk-Wawryszuk, I'm an assistant professor and the head of the Department of Special Pedagogy and Speech Therapy at the Kazimierz Wielki University in Bydgoszcz. My scientific activity focuses on issues related to education and therapy of children with rare disease. My research revolves around the education needs, teaching strategies, and school difficulties which children experience, and the elements of therapeutic methods and techniques applied by teachers during classes. I'm an author of the following articles: Educational needs of preschool children with recognized rare disease and intellectual disability – teachers' perspective (Journal Plus Education, Vol. 24/2019, Special issue), Preverbal communication behavior of children with Cri du Chat in the opinion of parents (Interdyscyplinarne Konteksty Pedagogiki Specjalnej, no. 21/2018), The educational needs of pre-school children with nonspontaneous speech development delay and with a recognized rare disease. Case studies of boys with Cri du Chat Syndrome and mucopolysaccharidosis (Edukacja no. 4 (147)/2018).

Being a member of ISATT and participation in the conference in Sibiu, Romania, allowed me to exchange experiences and observations on an international level. This is essential, when taking into consideration the specificity of my research field, as a small number of children with rare diseases determines the personalization of teaching strategies. So, thanks for the discussions in a larger group of specialists who also work with healthy children. The exchange of thoughts and experiences during the ISATT conferences enables us to look at a child with a rare disease from a broader perspective. It helps to understand which activities should be undertaken by a teacher to counteract children's exclusion and isolation in the process of education.



**Elisabete dos Santos
Freire**
São Judas University,
Brazil

I am a Brazilian Physical Education professor, working at São Judas University, in São Paulo. It is a great pleasure to participate in ISATT and I would like to thank Luciana Venâncio and Luiz Sanches, who introduced me to the association. I was a teacher for ten years, before I accepted the challenge of labor in the teacher education area. Thus, for 20 years I have been dialoguing with future physical education teachers about teaching practices, school, curriculum and public policies.

During these past years, after having finished my PhD, I have dedicated myself to the study of the physical education curriculum, especially three specific themes: values education, the public policies of curriculum in Brazil and the role of the teacher in developing curriculum. Lately, I have been rethinking my researcher function and, driven by new doctoral students, I have attempted to know new strands of inquiry, where teachers are the protagonists. Self-study and autoethnography are two of these strands that I wish to better understand and, in partnership with teachers and researchers, to produce knowledge that could find ways to improve the teaching in physical education. Paulo Freire's pedagogical writings have inspired me in this new route. Thus, together with teacher-researchers, I am investigating how Freire's theoretical framework can influence pedagogical practice in physical education.

Therefore, joining ISATT is important to me because many members are experts on teacher education and teacher-researchers. That is the reason why I want to dialogue with the members of this scientific community. The events organized by ISATT have been relevant for stimulating the sharing of experiences and the reflection about teaching and teachers. I really believe that participating in activities developed by ISATT will contribute to my improvement as an educator



Anna Wistrand
University of Gävle and
Uppsala University,
Sweden

Dear ISATT members and new colleagues,

It is a privilege to be part of a worldwide association such as ISATT, an open and creative forum that offers opportunities for promoting, presenting, and discussing research within the field of teaching and teacher education. Communicating and sharing thoughts, experiences, and knowledge together is important in order to broaden our understanding of different perspectives and for developing new insights. I am a PhD student at the University of Gävle and Uppsala University in Sweden and it was my supervisor, professor Anneli Frelin, who informed me about ISATT. I was pleased to be part of the ISATT conference (2019) in Sibiu, Romania, for the very first time and the themes of workshops, lectures, and sessions were very much relevant for my own research interests.

With a background in teaching, my main interests are teachers' development and teacher professionalism, and relational professionalism. My ongoing research project deals with the relational dimension of teachers' work. Several studies point to the importance of positive teacher - pupil relationships in education, where personal aspects of teachers' professional knowledge and actions are focused. At the same time, studies indicate that teachers experience a lack of knowledge about relational issues and they struggle with boundaries of commitment and responsibility, since boundaries within the social dimension of teachers' professional role are often vague and fuzzy. So, the focus of this project is how teacher education deals with the relational dimension of teachers' work. At this first stage of my dissertation, data is one specific policy text, which presents the content areas in core educational curriculum in Swedish teacher education. Conceptions and tensions about the teacher – pupil relationship are identified and analyzed thematically in the light of the tendency of intimacy within the field of educational research, and Martin Buber's relational theory. Possible consequences for (novice) teachers' relational professionalism will be discussed.

Looking forward to future experiences with you all,
Anna Wistrand

More Members' News

Congratulations!

In September 2019, **James Noonan** started a new position as Assistant Professor of Education at Salem State University (in Salem, Massachusetts, USA). In this position, I am teaching courses in teacher leadership and culturally responsive teaching as well as beginning a new research project on the impact of "hyper-local" professional development that leverages teacher networks to meet teachers' diverse learning needs.

Dr. Shirley Van Nuland received the Darrell Bloom Award for sustained services to the promotion of educator preparation. This award recognizes individuals who have consistently contributed to the preparation of educators during their service to the International Council on Education for Teachers (ICET) and/or their institution. Shirley received the award from the ICET during the 2019 ICET World Assembly held in Johannesburg, South Africa.

Dr. Maria Assunção Flores Fernandes received the Award for Research in Teacher Education which recognizes the rigorous investigations conducted by ICET members in contributing to the worldwide knowledge base for teacher education. Over many years, Dr Flores has conducted her research in teacher education and has developed new insights in this area. Maria received her plaque and presented an example of her excellent research at the World Assembly in Johannesburg, South Africa in July 2019.

ISATT wishes **Ioana Marcuț**, Lucian Blaga University, Sibiu a long and happy retirement!



Hi ISATT members,

I am writing this message to introduce you to the South Asia Interest Group at OISE, the University of Toronto. SAIG is a strong community of students, researchers, faculty, and (visiting) scholars whose research scholarship highlights the perspectives, challenges, and issues in the educational context of South Asia. Currently, SAIG has more than thirty members from different parts of the world who are researching South Asian diaspora in North America or their native countries. The membership of the group is free and open to everyone. I request the members to share this news with their network.

Neelofar Ahmed
Founding Member-SAIG
Neelofar.ahmed@mail.utoronto.ca

<https://www.facebook.com/SAIGOISE/>

Collaborative Lesson Study Malta (CLeStuM)

The Faculty of Education (University of Malta) is officially launching its website on lesson study (www.clestum.eu) which aims to support schools in introducing Lesson Study - a continuing professional development initiative for educators. CLeStuM is full of information, resources and exemplars of lesson studies carried out in Maltese schools over the past two years.

This Faculty of Education initiative is led by [Dr James Calleja](#) in collaboration with [Dr Michelle Attard Tonna](#) and Dr Michael Buhagiar. We encourage anyone interested in Lesson Study to contact us.

Stavroula Kaldi was the Chair of the Executive and Organizing Committee of the 16th International Conference of the Hellenic Educational Society with title "The school in democracy, the democracy in school" that was held 29-30 November & 1 December 2019, in Volos at the University of Thessaly and was participated with oral presentations, poster and symposium.

Also, she has become a member of the executive committee of ISATT and she is still a national representative for Greece.

Vassiliki Tzika has been granted by the Hellenic Foundation of Research and Innovation for her PhD studies. She was in the secretary committee of the 16th International Conference of the Hellenic Educational Society with title "The school in democracy, the democracy in school" that was held 29- 30 November & 1 December 2019 in Volos at the University of Thessaly and was participated with oral presentations and a workshop.

Besides, she has become a member of the Graduate Students Sub-Committee of ISATT.

In Malta, a number of teachers every year follow the Postgraduate Certificate in Educational Mentoring to be qualified as teacher mentors in schools. Part of their training entails a weekend seminar full of activities forming part of some of their study units: Co-teaching, Professional Learning Communities and Reflective Practices

Please contact [Michelle Attard Tonna](#) for further information.



Members' Publications

Leading Change in Teacher Education

Lessons from Countries and Education Leaders Around the Globe

Edited by Thuwayba Al Barwani, Maria Assunção Flores & David Imig

Included in the Series: Teacher Quality and School Development

Publisher: Routledge; 1 edition (December 27, 2018)

Language: English

ISBN-10: 1138310980

ISBN-13: 978-1138310988

Members' Events

VI International Forum on Teacher Education which will be held in Kazan on **May 27-29, 2020**. The Forum hosts participation of leading Russian and foreign experts on teacher education from the universities of UK, USA, Germany, Ireland, Slovenia, Australia, China, Israel etc. Please, find attached the [Information Letter](#) and the [Draft Program](#) of the Forum.

Leysin American School (Switzerland) is offering a unique conference April 23-25. Participants will be visiting classrooms and talking to faculty to reflect on agility in education, before arranging an [open space](#) in which to discuss what they have seen and learned.

Agile is a way of working most frequently associated with software development, but over the years it has been adopted in finance, healthcare, government, and now education (see e.g. [eduScrum](#)). Leysin American School's agile education is called EDgility, and thus the conference's name, **EDgility: Pulling Agile into Education**. This will likely be an event unlike any you've experienced.

The organizer, Paul Magnuson, has been an ISATT member since May 2018, following the conference in Kazan, Russia.

Leysin American School, Leysin Switzerland, 200 Swiss francs.
Contact Paul for further information (pmagnuson@las.ch).

