



Cheryl Craig
ISATT Chair

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Message from the Chair

It was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair... Charles Dickens, *A Tale of Two Cities*

As ISATT members in 56 countries, we have grappled with the global pandemic which has rocked all of our lives. We have concurrently dealt with lightness, darkness, hope and despair. One major realization is that we have much to be thankful for; a concurrent revelation is that we have much more to do to improve the state of the world and educational systems. The important thing to remember is that we will come through this—nevertheless changed—and hopefully for the better.

We fortunately advanced the date of our regional conference in Bordeaux, France to October 14-15, 2021 and our international conference in Bari, Italy to July 5 - 8, 2022. This means you have plenty of time to prepare outstanding proposals in order to participate in one and/or both of these events. How wonderful it will be to see one another face-to-face! I can only imagine how happy all of us will be—separated by geography and the pandemic—but united as international scholars and friends committed to our teachers and teaching agenda.

The other good news is that our first book in ISATT's conference book series (Juanjo Mena, Ruth Kane & Cheryl J Craig, series editors) has been published by Brill. The volume, *Education beyond the crisis: Challenges and directions in a multicultural world* (Daniela Roxana Andron & Gabriela Gruber, editors), is now available for distribution and for purchase on the open book market. Congratulation once again, Daniela and Gabriela!

We also have a call out for chapters for a book to be published in the ISATT members' series having to do with COVID-19 education-related experiences. The members' book series, also published by Brill, is edited by Ruth Kane, Juanjo Mena and Cheryl J. Craig. Please consider contributing to this volume and/or submitting proposals for self-generated books in the approved series.

Additionally, 2023 is just around the corner. That is when another yearbook will be prepared and published. You will be hearing more about this in the forthcoming months—as this is a mammoth project. It takes at least two years to bring a book project like this to fruition.

Moving on to other news, the Executive (Ruth Kane, Juanjo Mena, Cheryl J. Craig, Daniela Hotolean) has met with Martin Mills and Quing Gu, the new editors of the *Teachers and Teaching: Theory and Practice* journal. During the editor transition, please accept invitations to review papers for TTTP. A significant backlog has occurred due to the pandemic and the change of editors. The Executive has assured the editors that our members will help pull the journal through this challenging time.

There is also one more piece of positive news. The ISATT has accumulated funds from not having conferences over a two-year period, not awarding travel bursaries and may not using the collaborative research grant money. We have some ideas concerning some international research projects we would like to seed. You will be hearing more about this in the near future.

So far, I have shared the season of light and spring of hope news.

I briefly move on to the darkness and despair. We do have members whose partners and/or children and/or themselves are struggling with Covid-19. We also have members facing other life-threatening diseases. Please pause for a moment and send up your best thoughts and prayers to members who are battling for their lives who are continents away from us.

Additionally, we have lost Dr. Miriam Ben-Peretz from Israel, who is one of our longest standing and most distinguished members. We include tributes to her in this newsletter and on our [webpage](#). Miriam's life is connected to the history of education in Israel—indeed, the creation of Israel as a nation state.

Amid lightness, darkness, hope and despair, the ISATT is pressing on to the future that lies ahead. Please reach out if you are in need or if you have ideas that you would like the Executive Committee to explore. We are here for you—and striving to be as responsive as we can be during these unusual times.

Cheryl J. Craig, Ph.D.

ISATT

(sheltered at home since February 24 due to Houston, TX being a red pandemic zone)



Ruth Kane
ISATT Secretary

Message from Secretary

I do trust that everyone is maintaining their health and well-being as we face this pandemic across the globe – these are indeed strange times which have caused seemingly insurmountable stress, hardship and grief for many. To those members who have lost loved ones to COVID-19, I send my personal condolences from afar and hope that as time passes you are able to tell stories of moments shared that will raise a smile or even laughter amongst your sadness and loss. I remain grateful that we have the means and the capacity to continue to remain connected even in these times of social distancing, and through this newsletter we are able to celebrate and continue the work of the ISATT members.

The **ISATT Collaborative Research Grant** has been established to support the development of new researchers and to build community among new and long-term members. In 2020 the **ISATT Collaborative Research Grant** is awarded to **Nasreen Majid, University of Reading** to work with Professor **Andy Goodwyn, University of Bedfordshire**. The Collaborative Research grant is an award endowed to a currently enrolled doctoral student or an entry level researcher to enable them to partner with a senior researcher/s, to conduct a shared inquiry over a twelve-month period. The award includes £1000 for expenses and the expectation that findings from the inquiry will be presented at the next ISATT conference. Congratulations to Nasreen Majid from the Executive and all members. The abstract from Nasreen's study on expert primary teachers of mathematics within UK is below:

ABSTRACT

This study explores the concept of expert primary teachers of mathematics within the UK context. The importance of all children learning mathematics is a universally accepted principle. However there are deep cultural differences in the way primary children are inducted into becoming numerate. Considerable evidence suggests that children in the UK, especially England, start from a negative view of Mathematics and of themselves as learners of mathematics. One programme in England has been designed to empower primary teachers to challenge these negative prejudices and to inspire teachers to become leading advocates for developing successful learners in the domain of mathematics.

This study examines these teachers in detail and explores how they build their identity as an expert in primary mathematics. The study has will further develop an understanding of how an expert teacher of mathematics within a primary school perceive their professional identity. The study, through using the mathematics' hubs will start to build a national picture of the number of such teachers in England and hence this data can be used by academics and policymakers to develop and further our understanding of this key group of expert teachers in England.

Understanding well-being of graduate students, teachers and teacher educators.

We are social creatures, wired to connect. ... We are made through relationship.The tertiary education sector is realizing it has to take responsibility for desperate, stressed out students in its care. (Deborah Hill-Cone, NZ Herald, 29 October 2018)

The above statement was made 18 months prior to the changed reality brought about by the COVID-19 pandemic. Education is built on relationships and an ethic of care that assumes education systems, institutions and educators will support student and educator well-being. There are multiple ways to “be well” and to understand how educators and students know and be with the communities within which they enact their daily lives. Yet we are still not able to address the question “Why are so many students, teachers and teacher educators struggling with well-being?” The answer to this question lies not just with the individuals themselves, but also with how communities and systems contribute to someone's *ill-being*, and how they purposefully support well-being.

The ISATT Executive has discussed the possibility of a pan-ISATT research study that is captured under the broad theme of **graduate student, teacher and teacher educator well-being**. It is anticipated that some members would be interested in different populations – e.g. Professor Philip Riley is already doing some work on Principal well-being in Australia and Ruth Kane (myself) is particularly focused on well-being of doctoral students. The goal is to develop pan-ISATT research clusters that might utilize the same research instruments (e.g. surveys, interview or focus group protocols) to collectively seek to understand the current “crisis of well-being” through examining the lived realities of different groups of teachers, principals, graduate students, and teacher educators internationally.

Our hope is that we can apply for research funding to support our work in the future – in Canada we can apply for SSHRC Connections grant to 'bring together' a group of scholars working on a shared research focus. Other jurisdictions may have other sources of funding. At the moment however, given the travel restrictions placed on most of us by our universities (and our own common sense) we can begin with:

- Determining the level of interest of members in joining such a collective research program;
- Work towards building synthesis of scholarly literatures in each population e.g. graduate students, teachers, teacher educators, and
- Work towards drafting appropriate data collection instruments.

If you are interested in joining this collective research program, please register your interest [HERE](#).

I will appoint a research assistant with some of my own research funds to help me collate the literature and another to develop research tools. Looking forward to this exciting, collaborative, international research program.

Ruth G Kane
Secretary, ISATT

ISATT Working Groups

This year the core Executive (President, Secretary, Treasurer and Administrator) have met regularly (virtually) to review current status of the ISATT and to look forward to new opportunities. We have a number of tasks that need to be prepared for consideration and for voting at the 2021 Annual General Meeting. 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. Danni 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

Juanjo Mena, University of Salamanca, Spain

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 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, 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.

3. **ISATT Regional Conferences**

Tara Ratman – India

Ozge Hacifazlioglu - Turkey

Cheryl Craig – USA

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 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 the 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

Regional ISATT conference in Bordeaux, France - NOW in 2021

The 2021 ISATT regional conference will be held on 14-15 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 2022

5 – 8 July 2022 at the University of Bari, Italy

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

ISATT CONFERENCE BOOK 2019 – PUBLISHED

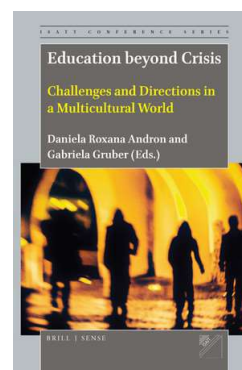
Education beyond Crisis

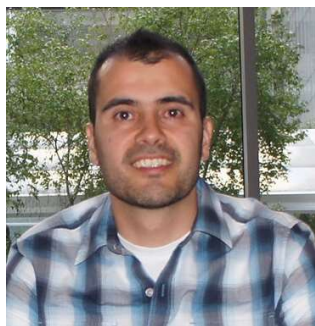
Challenges and Directions in a Multicultural World

Series: [ISATT Conference Series, Volume: 1](#)

Editors: [Daniela Roxana Andron](#) and [Gabriela Gruber](#)

Please see all the information below:
<https://brill.com/view/title/57601>





Juanjo Mena
Treasurer

Treasurer Report

The financial report is organized in the following parts:

- 1) Principles and general agreements
- 2) Important issues
- 3) Accountancy summary for the finance year 2019/2020
- 4) Expenditure and income highlights for the finance year 2019/2020
- 5) Conclusion

1. Principles and general agreements

As commented in previous Treasurer Reports, the Executive Committee have worked during the finance year (1st April, 2019 – 31st March, 2020) on the basis of the three main principles endorsed back in 2012/2013. The principles, which have since been mandated for the construction of budgets, are:

- a) Gradually reduce the reserves to the level of the average expenditure for one year;
- b) Ensure financial support of ongoing activities (i.e., biennial and regional conferences, ISATT symposia at international conferences, the ISATT collaborative research grants, etc.); and
- c) Keep the reserves at the required level by reinstalling a balance between income and expenditure. These three principles are in line with the request of the membership to reduce the reserves and to use funds to benefit more members.

2. Important issues

The ISATT Executive Committee have held several meetings face-to-face (one in Bari, Italy, January 2020) and online via Microsoft Teams to discuss aspects of the organization that directly or indirectly affect its finances:

- 2.1. Taylor and Francis (T&F) royalties
- 2.2. Affiliation agreement (with T&F)
- 2.3. Editorial Agreement (with BRILL publishers)

2.1. T&F royalties are back to normal

In the 2018/2019 financial year, ISATT received two payments from T&F. A first payment of £10,000 and the second of £987.74 contributing to a substantial decrease in the budget of around £4,000 to £5,000. This compared unfavorably to previous financial years where the second payment was typically much higher than £1000, for example, £4,774.33 in 2017/2018, or £5,835 in 2016/2017. Our new 'affiliation agreement' with T&F (see below), restored the previous more generous payments with ISATT paid £14,956.12 in the 2019/2020 financial year.

2.2. Affiliation Agreement (with Taylor and Francis)

On March 4th 2020 the ISATT and INFORMA UK LIMITED (Taylor and Francis Group) signed a new affiliation agreement after almost two years of negotiations. The new agreement conditions are favorable for ISATT because the Association gets paid the same royalties as in the past: a guaranteed minimum royalty payment of 10,000 GBP and 10% of sales receipts. ISATT also receives £500 in support of an author award to be presented at the Association's biennial conference.

2.3. Editorial Agreement (with BRILL publishers).

On January 29th 2020 the ISATT also signed two editorial agreements with BRILL to ensure future collaborations in book production by the association. The two agreements are for: (1) conference series and (2) member series. Both series are to comprise of full length academic works of special interest for the ISATT membership as well as other academics.

The ISATT will economically benefit from this agreement by:

- Receiving payment of 325 USD for each ISATT conference book published (the three first volumes) and another payment of 325 USD for each member conference book.
- The sponsoring of a book award at the ISATT Biennial conference with a payment of 550 USD.

3. Financial summary

The financial year 2019/2020 began with £38,483.90 and ended with a balance of £51,154.91. This big positive difference is a result of (1) the 10% royalty from T&F that was not initially budgeted (a sum of £4,965.12); and (2) an error on the part of T&F who appear to have forgotten to invoice the ISATT £10,000 for hard copy journals to be sent out to the ISATT membership as per our arrangement with them. Daniela has emailed them twice to remind them but to date T&F have not sent an invoice. It is likely that in the 2020/2021 financial year the ISATT will be invoiced the £10,000 twice.

A more detailed overview of the actual financial results for the past two-year term is presented in Table 1.

<i>Finance Year (1st April – h 31st March)</i>	<i>Opening Balance</i>	<i>Income</i>	<i>Expenditure</i>
2018/2019	£42,529.95	£17,610.97	-£21,536.93
2019/2020	£38,498.90	£24,905.02	-£14,452.27

Table 1: Actual accounts for 2019/2020 compared to last financial year (2018/2019).

The royalties from Taylor & Francis are the most substantial source of income while the second most substantial source of income is membership fees.

In 2019/2020, the income highlights are as follows:

- The membership fees paid to the ISATT: £5,439.90.
- The TTTP royalties' payments: £14,496.12
- The ISATT19 Biennial Conference organization fee: £4,000.

4. Expenditure and income highlights.

In financial year 2019/2020 our expenditure included the following:

- The annual honorarium for the administrator is typically £4,200 and paid in monthly instalments of £350. However, in the financial year of 2018/2019, the March honorarium was debited from the bank account on the 01/04/2019. As a result, the annual honorarium amount for 2018/2019 was £3870 and the annual honorarium amount for 2019/2020 was £4,550.
- Collaborative Research Grant payment made to the awardee of 2018/2019
- Operating costs for administration: stationary, postage, WorldPay/old Streamline, promotional materials and website maintenance (£2,410).
- Redesign and printing of awards certificates (£150)
- Biennial 2019 Conference and Prep Visit to Bari in January 2020 expenditures (£2,083.99).

Please note that the following typical expenditure items were **not** included in 2019/2020:

- The ISATT £1,000 annually invested to organize symposia at international conferences has been also cancelled for this year and next.
- The £10,000 paid to T&F for hard copy journals to be sent out to the ISATT membership.

The externally examined accounts for 2019/2020 will be made available on the website shortly.

5. Conclusion.

With respect to membership income, the ISATT has experienced a small negative downturn over the past financial year. In 2019/2020 the income was £5,500, roughly £1,000 less than the previous financial year (2018/2019) and £2,000 less than the year before that (2017/2018). We should consider too that, in the near future, many of our members are likely to retire. More new members need to be recruited.

Looking forward, however, in the 2020/2021 financial year we will likely see a small, inflation of savings due to the postponement of the Biennial Conference in Bari (Italy) conference expenses. However, we should not forget that these expenses are simply delayed, if all goes well, as conference expenses will still be incurred in the 2022. Furthermore, as we typically gain more members at the international ISATT conferences, without one in 2021 we will miss that opportunity. The good news is that the ISATT EC has successfully added another source of income from the contract signed with BRILL publishers for the ISATT member book series.

With a closing balance of £51,154.91, we can be assured that the ISATT holds substantial reserves to face the financial ups and downs that may occur in the 2020-2021 financial year.

Teachers and Teaching: Theory and Practice

Professors Qing Gu and Martin Mills, UCL Institute of Education

**Teachers *and*
TEACHING**
THEORY AND PRACTICE

THE JOURNAL OF THE
INTERNATIONAL STUDY ASSOCIATION
ON TEACHERS AND TEACHING

 Routledge
Taylor & Francis Group
ISSN 1754-0002

We are truly honored to be taking over the editorship of *Teachers and Teaching: Theory and Practice* (TTTP) as it moves into its 26th year. We want to acknowledge the wonderful work that Professor Christopher Day has accomplished through the Journal. He has created and maintained rigorous debate and the interrogation of taken-for-granted assumptions about the nature of teacher education, teachers' work and lives, and teaching in schools, colleges and universities.

The latest publishing report from Taylor and Francis shows that TTTP is in fine health. The most recent data we have indicates that the Journal's 2018 Impact Factor was 1.798, ranking at 88 out of 243 in the Education and Educational Research JCR category (in 2014 it was 166/224), and its 2018 CiteScore was 2.650, ranking at 35 out of 263 in the Arts and Humanities (miscellaneous) Scopus category (in 2015 it was 103/267). Article downloads have been steadily increasing since 2013 with a significant increase of 35% from 2018 to 2019. TTTP is a truly global journal with the majority of downloads coming from Europe, with North America, Asia and Australasia not far behind. Engagement from Africa is growing, and the top ten regions citing articles from TTTP are (in order): USA, China, England, Netherlands, Australia, Spain, Israel, Finland, Ireland and Norway.

We recognise TTTP's significance for the ISATT and, just as importantly, for the wider field of education. During our editorship, TTTP will further develop its position and status as an authoritative source for research and scholarly debate about the work and lives of teachers, and the quality of teacher education and teaching in schools, colleges and universities. We are of the view that there is a continued need for quality research which provides nuanced evidence to inform i) scholarly debate about how better to attract, recruit and retain high-quality teachers in context of change; and ii) enable and enhance high-quality teaching in different education sectors worldwide. We have a responsibility to ensure that the Journal not only speaks to, but has a role to play in, shaping and developing knowledge and understanding of these fundamental components of teachers and teaching.

In order to ensure that the Journal's high standards and reputation are maintained and enhanced, we will pay particular attention to the needs of the Journal's different stakeholders, and look forward to working closely with the ISATT to ensure that the diverse stakeholders, with overlapping interests, have confidence in its rigour, responsiveness and reliability.

Tributes to Miriam Ben-Peretz



From:

Dr. Lily Orland-Barak

Dean of Graduate Studies (former Dean of Education)

University of Haifa, Israel

As Miriam's former student, and later on, as a colleague and friend, it feels almost impossible to condense 60 years of scholarship into a short text and still manage to convey the impact of her gift to teacher education. Such a thought therefore prompted me to write about Miriam's legacy not by enumerating her achievements, publications, keynotes, awards etc. but rather through my own experience of being Miriam's doctoral student and then her colleague and friend. Adopting this positioning led me to ask

myself: *What have I learned from Miriam about the study and practice of teacher education that I have passed on to new generations of students?* I was reminded of five critical moments in my acquaintance with Miriam, which have shaped my own scholarship about the study and practice of teacher education:

1) *"Remember, do not exhaust the reader!"*

This is a phrase that Miriam used recurrently with her students when giving feedback on their written chapters, and which I use it all the time in my own work with students. It connects to what I learned from her about the importance of being attentive to who you are communicating the message to.

2) *"Why don't you look at other domains, for example, Donald Lights' Becoming a psychiatrist?"* This phrase is about providing students with the incentive to 'dare' cross disciplinary boundaries and learn from what other domains have to offer. I see this as one of her most precious intellectual gifts as a mentor.

3) *"Can you meet me at the MSU airport lobby at 13:00? I can then read your revised proposal on my way to New York?"*

This is a true event. This is an illustrative example of Miriam's flexibility, spontaneity and creative thinking both conceptually and pragmatically.

4) *"Never say it is a reject...You will send it to another journal, a reject is always a "R&R" in another journal."*

This recurrent phrase is about her constant message of not giving up to the cruelty of the academic world. It is also about aiming high and developing resilience as a researcher.

5) *We are inviting some good friends Friday evening; we would be happy if you could join us.* This quote represents so well Miriam's beautiful and special extra-curricular quality of bringing people together from different backgrounds, generations and domains in informal gatherings at her home for the holidays.

In this memorial to Miriam Ben-Peretz, we honor and pay our sincere gratitude and respect to her lifetime achievement and leadership in her work with teachers and teaching. She has had a journey of wealth, breadth and depth that has transpired throughout her entire academic and educational career. She has been dedicated to the education of new generations of teachers and educators all over the world, to the enhancement of research-based professional learning and practice, and to the development of research in curricular theory and practice.



From:

Dr. Maria Assunção Flores

Professor, Institute of Education

Past-Chair, International Study Association on Teachers and Teaching

University of Minho, Portugal

I could talk about all of Miriam Ben-Peretz's achievements and awards (i.e., Division B (Curriculum) Lifetime Achievement Award given by the American Educational Research Association in 1997 and the Israel Prize in 2006). However, I would like to highlight her legacy in the field of curriculum studies and teachers' lives, which was crucial in the development of the International Study Association on Teachers and Teaching (ISATT), most particularly in the Spanish and Portuguese speaking world. Many of her ideas have been disseminated via the translation of her publications in these two languages. It is, therefore, possible to see how her ideas navigate various contexts of research and development and influenced the thinking of many researchers. I am just one example. Miriam Ben-Peretz's work was and still is very influential in my research and my work as an academic.

I would like to end on a personal note. I had the great pleasure and privilege of meeting Dr. Miriam Ben-Peretz in person and to talk and work with her. For example, we had an interesting conversation in her home in 2016 that I will never forget. We discussed not only education but also society and life in general. Her bright spirit, her positive attitude, her passion about education and her wise words were remarkable. The future of teacher education and the challenges of teaching in an increasingly complex and multicultural world also were some of the many topics under discussion.

From:

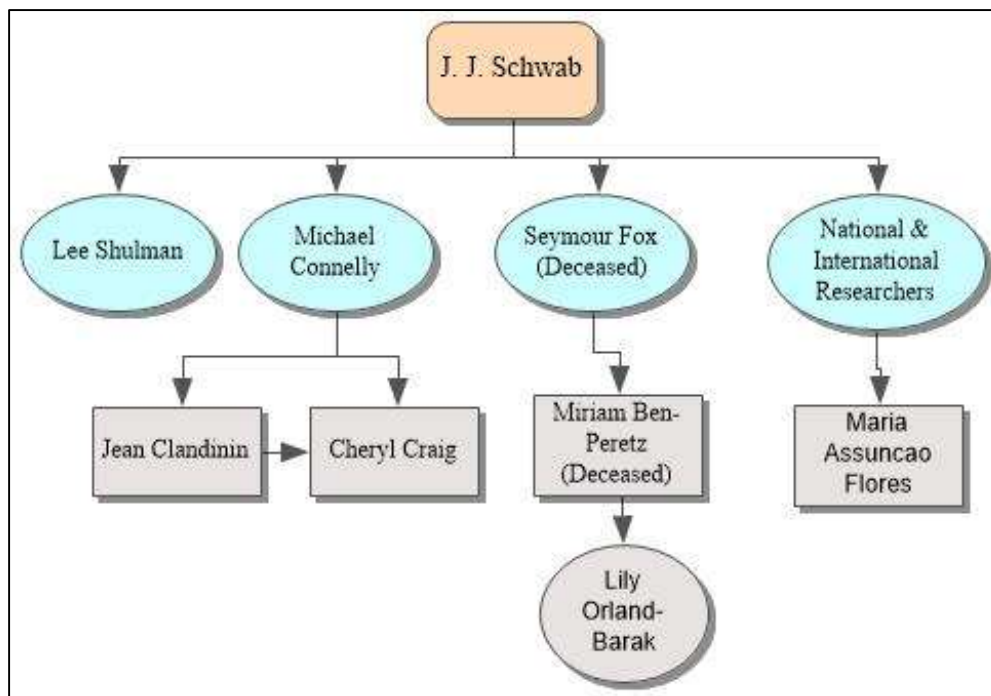
Cheryl J. Craig

Professor

Houston Endowment Endowed Chair of Urban Education

Chair, International Study Association on Teachers and Teaching

I first came to know Dr. Miriam Ben-Peretz when I was a doctoral student at the University of Alberta in the early 1990s. She offered important feedback on my dissertation proposal at the time. We continued to meet since then at AERA, ISATT and in her home when I travelled to Israel. In 2009, Miriam and I both gave plenary addresses at a conference in Beijing, China. At that conference, I spent quality time with Miriam. We talked extensively about our love of Schwab's work and discovered a commonality: Schwab's *Eros and education: A discussion of one aspect of discussion* (Schwab, 1954/1978) was both her and my favorite among Schwab's many works. After that conference, we pooled my North American knowledge and Schwab archival research with Miriam's Israeli and international knowledge of the curriculum, teaching and teaching educational fields and wrote the article, *Intergenerational impact of a curriculum enigma: The scholarly legacy of Joseph J. Schwab* (Ben-Peretz & Craig, 2018). Below is a version of Miriam's academic family tree, which was something she valued, because she wanted it included in the *Encyclopedia of Education* chapter that I am now single authoring and dedicating to her memory:



Michael Connelly describes his and our long-time, much-loved ISATT member, Dr. Miriam Ben-Peretz, as "a marvelous modern day vessel for Schwab's ideas and the idea stream that influenced him" (Connelly, 2017). This is how Miriam will live on in my memory, and how her solid academic contributions will continue to inform my future research and life.

From: F. Michael Connelly
Professor Emeritus
University of Toronto

Excerpt from Michael Connelly Foreword to Miriam Ben-Peretz's Autobiography
Miriam Ben-Peretz: Window on a Scholar's Soul (in Hebrew) (used with permission)

To know Miriam Ben-Peretz is to have a window on Jewish state history and Middle East affairs; to have a friendship with Miriam Ben-Peretz is to have a window into the soul of a good human being. And beyond, or perhaps infusing, these windows is the power of ideas, appearing and reappearing in particular people over time, to create threads of recognition and meaning... I first met Miriam in the fall of 1973 when she spent an unexpected period of time visiting me in Toronto because regular air flights to Israel were cancelled during the surprise Yom Kippur war. Thus began my window view as the name opened discussions on Jewish religious life and the status of the Israeli state narrative, while cementing a personal and professional friendship...

When Miriam and I met we were two people interested in curriculum. But we came together because of Joe Schwab's teaching and influence and because, through Seymour Fox, the ideas driving Schwab's teaching created the potential. These are the threads of meaning and recognition that bonded Miriam and I in a subsequent professional and personal shared journey.

The energy and ideas sparked by intellectual forces that lead back to Aristotle and Plato and which brought Miriam to Toronto show up in Miriam's remarkable academic and public intellectual career. It was not by accident but, rather, by the narrative power of ideas that she was chosen by Seymour Fox to study abroad. She studied and was a lecturer and visiting professor in important academic centers in Europe and North America. Leading institutions in Israel, France, Germany, England, United States of America, Australia, and Canada loom large on her curriculum vita. She collaborated with scholars from around the world on curriculum studies, teacher education, educational policy, and Jewish Education. Her journal articles and book writing are prolific and influential. I know of no one who has been as widely recognized for her accomplishments internationally and on her home soil. She was awarded the 1977 American Educational Research Association (AERA) Lifetime Achievement Award in Curriculum Studies, and she repeated the honor by winning AERA's 2012 Teacher Education Legacy Award. By themselves these are extraordinary accomplishments especially for an organization as "American" as AERA. But these accomplishments were exceeded by AERA's top award when, in 2014, she was elected as an American Educational Research Association Fellow.

I recall reading a study on the social habits of academics in which it was said that scholars were divided into Localists focused on local, provincial and national matters and Universalists focused on crosscutting/cross-cultural inquiries. Based on her international inquiries, collaborative writing, and awards and honors Miriam might be classed as a Universalist. But this would shadow a remarkable local career as she studied and administered in Israeli settings and received Israel's highest awards for scholarship. Miriam has been awarded Israel's top academic prizes. Not only was she a department head and Dean of Education at Haifa University she founded the Center for Jewish Education in Israel and the Diaspora at the University of Haifa. Beyond this she reached further into higher education as President of Tel-Hai College, where she was as a member of the board of governors, and she reached out to her local community where she was a member of the City Council of Haifa for 10 years during which time she served as an advisor to the mayor, and played important committee roles with respect to women, soldiers' memorials, and education. The City of Haifa named a street in her honor.

To know Miriam Ben-Peretz is to know what it means to be a good human being, a Jew, a member of the Jewish state and a restless intellectual spirit expressing theoretical and practical/political influence as an extension of the narrative of powerful ideas. Above all, Miriam's window on leading a life of optimism is...[something] to carry close during seemingly endless tense times.



The Kazan Federal University summed up the VI International Forum on Teacher Education

Over the years of its existence, the Forum has deservedly received the status of a leading discussion platform for representatives of education and psychology from around the world. The theme of the Forum this year “Prospects and priorities of teacher education in the era of transformations, choices and challenges” aroused interest among almost 900 scientists.

So many Forum participants not only presented the results of their work and research, but, more importantly, managed to communicate, reflect and argue, despite the unusual format of the Forum: virtual presentations due to COVID-19.

Technical support for the Forum was provided by Microsoft. The Microsoft Teams corporate platform hosted video lectures by key speakers, synchronous virtual round tables, international online symposia, research group meetings, and poster presentations.

Despite the organisational difficulties and the uniqueness of the event, about 900 scientists from 29 countries (120 foreign colleagues) took part in the Forum. In addition, according to Microsoft Analytics, there were more than 32,000 online logins to sessions of sections, symposia and master classes. Thus, in the context of the pandemic, the Forum has become one of the world's largest scientific platforms in the field of education. According to Tatyana Baklashova, the International Forum on Teacher Education (IFTE) Executive Director, the architecture of the Forum in 2020 has become more flexible, reflecting the rapid development and diversity inherent in the modern education system.

The substantive agenda of the forum included 75 sections where recognized Russian and foreign experts discussed current challenges facing Russia and the world in the field of education in the new decade. Fourteen research groups worked together and 39 group meetings were held.

Within the framework of the Forum, three conferences were held: “Informatization and digitalization in teacher education”, “Pedagogical education in the interests of social justice, equality and culture-congruent pedagogy”, and “Global trends and prospects of bilingual and language education in teacher training”.

The main areas of work of VirtualIFTE-2020 covered digitalization of modern teacher education, advanced training and retraining of teachers in the “digital divide”, digital technologies in the preparation of future teachers, and others. Key reports were made by 17 well-known international researchers from leading universities in Russia, the UK, USA, Ireland, Australia and other countries.

Speakers and guests of honor were Alexey Lubkov, rector of Moscow Pedagogical State University (MPSU), Ian James Menter (University of Oxford, UK), Margery McMahon (University of Glasgow, UK), Maria Assunção Flores (University of Minho, Portugal), Conor Galvin (University of Dublin, Ireland), Murat Choshanov (University of Texas at El Paso, USA), and others.

The current Forum is very representative not only in terms of coverage of participants, but also in the scope of the topics announced: 575 reports were made by scientists from 275 universities, and scientific and educational organizations. This included 79 foreign university representation who spoke on: the problems of content modernization and development in vocational and pedagogical education; personality modeling and professional activities of a new type teacher; integration of vocational pedagogical and classical university education in the preparation of a new type teacher; the problems of improving the system of continuous teacher education; and many other topics. The audience were teachers and students of Russian universities.

According to Ilshat Gafurov, President of IFTE and Kazan Federal University (KFU) rector, serious shocks such as the pandemic should not separate researchers from Russian and foreign universities in the task of improving the quality of teacher training. *"The capabilities of Kazan University allowed Russian and foreign participants to successfully present and discuss the results of research on teacher education remotely."*

Aydar Kalimullin, IFTE co-chair, director of the Institute of Psychology and Education of KFU, thanked the participants of the Forum for their work and invited everyone to participate in IFTE 2021. *"Virtual IFTE-2020 was the first experience for KFU in holding a large-scale conference in a virtual format. IFTE for the sixth time gave an opportunity to scientists in the field of teacher education to talk about their problems and plans, exchange views and develop a new understanding for solving problems of pedagogy, especially in the context of active digitalization."*

"Pedagogical Education: New Challenges and Goals" was chosen as the theme of the VII International Forum on Teacher Education (IFTE). It is planned that the forum will return to its traditional format and will be held at Kazan Federal University from May 26 to May 28, 2021. However, given the experience gained, some of research group meetings will be held online.





Nermin Hollis
ENKA Schools (Turkey)

New ISATT members

First of all, I would like to say thank you for inviting me to contribute your newsletter to share my experience as an international educator with a wider professional community. I would also like to say a special thank you to my dearest friends and colleagues Ozge Hacifazlioglu and Paul Magnuson for introducing me to the ISATT through my Visiting Scholar/Artist experience at the Leysin American School (LAS) in last November.

I'm a former Head of Art from one of the leading schools in Turkey and an International Baccalaureate (IB) Visual Arts teacher and Examiner. When met with Ozge and Paul, they've encouraged me to share my experience and my expertise with the LAS students and colleagues through art and cultural exchange which was an eye-opener event in many ways. Talking with young people, introducing my own culture through hands-on workshops was so colorful. Seeing different products from different students was so fulfilling as an art teacher and an artist. Meeting with and working alongside those professionals was one of the biggest inputs that I've made in my career as well as in my life. Having trained, worked as a secondary school art teacher in London, and working in an IB school in Istanbul has prepared me to explore more. I had a wonderful week there to witness adventures, innovative and alternative academic leadership, and teaching practices that enriched my perspective towards education. I'm so happy to be part of this wider network and to understand how our jobs can make such significant changes in young people's lives, while we try to keep up our own wellbeing amidst life-changing decisions.

I will be moving into my next adventure in Monaco, in August and I do hope this COVID-19 duration will pass quickly and with minimal harm to all of us. I hope you stay safe and well and have a restful summer holiday.

Best regards,
Nermin Hollis



Daniela Maccario
University of Turin (Italy)

The ways teachers manage teaching processes in the concrete interactions with school and class contexts are an essential object of study for research in the educational field. Essential, both in trying to describe and understand phenomena still relatively unknown and, in contributing to the identification of 'internal' levers to improve the quality of both school and teaching, particularly through initial and in-service teacher training courses.

A 'classic' challenge for teachers, which is core in their professional experience, is the need to find appropriate ways to support forms of 'profound' learning in their students, and to activate and develop personal resources, self-determination and a proactive attitude towards their life contexts. Essentially, the school, through the individual and collective experience of learning scientific-disciplinary knowledge under the guidance of the teachers represents, in fact, not only a context of basic literacy for the students, but an educational experience capable of deeply influencing - in a more or less positive way - their individual education. This is why the teaching and classroom management methods used by teachers, from an interpretation point of view, are important in a context that they can create with flexibility and creativity, but also by progressively consolidating routines and working methods which, often quite unconsciously, characterise their actions.

From my point of view, being able to bring to light the conduct of teachers, with the significance they attribute to it (preferably regarding the results obtained by students), represents an important challenge for educational research. This challenge aims to serve the professionalisation of teachers, as it can contribute to identifying sustainable directions for improvement, as they are based on the knowledge and understanding of teaching practices in mainly procedural and dynamic terms. For this reason, it is important to work on the construction of appropriate theoretical frameworks, methodologies, and research devices suitable for the object of study, preferably according to participatory and collaborative approaches with teachers. From this perspective, and relative to these issues, I have found in ISATT, which I know and appreciate through the *Teachers and Teaching* journal, a context and a scientific community where I hope to learn, bringing in turn, some constructive contributions.



Nasreen Majid
University of Reading

I decided to become an ISATT member because I wanted to be part of a global professional community supporting teaching and learning. ISATT's main focus on identity, role, context and work of teachers fits exactly within my research focus on identity constructs and career development. My thesis explored how primary teachers in England develop their professional identities as Primary Mathematics Specialists (PMaSTs) over the course of their careers.

My humble beginnings in education are rooted in primary practice in England. I joined the teaching profession in September 1997 and since then have championed all aspects of learning in primary schools. My career progression had a strong element of leading mathematics, this included championing mathematics across Local Authorities as an Advanced Skills Teacher (AST). I joined the University of Reading in September 2011 and my main role here is working with trainee teachers developing their mathematics teaching and learning. I led the government funded Mathematics Specialist Teacher (MaST) programme upon my arrival at the University. I also work on our MA programme where I lead on research methods.

I was delighted to be the recipient of the 2020 ISATT Collaborative Research Grant. The focus of my work is on: The Expert Teacher of Mathematics - A Primary Perspective from England. I am being mentored by my colleague Professor Andy Goodwyn of the University of Bedfordshire. His insight into teacher expertise has been invaluable in developing the project. I have valued our regular meetings and his critical questioning in supporting the development of my thinking around the project. The data collection phase of the project is [currently in progress](#) and my initial national survey aimed at primary mathematics specialists across England has had a very strong response. I am very much looking forward to sharing my findings at the forthcoming ISATT conference in Bari, Italy.

I am honoured and proud to be part of ISATT's global community and look forward to meeting fellow members at our next face-to-face conference.

Members' News

Adults in the Academy: Voices of Lifelong Learners

Nicola Simmons and Julie Szpara (Eds)

Expressions of interest are invited for chapters for the forthcoming Brill book ***Adults in the Academy: Voices of Lifelong Learners***. We especially seek authors who are themselves adult students in higher education contexts, are recent graduates, and/or those whose research pertains to this demographic. In addition, we are keen to have representation from across diverse contexts, including but not limited to varied geographical regions.

In Canada, the United States, Europe, and Asia, students aged 25 years or older are increasingly occupying a significant portion of the student population (Fairchild, 2003; Mejer et al., 2011; Wyatt, 2011). This group is expected to occupy an increasing share of the education market internationally throughout the foreseeable future (Sharma, 2018; Vacarr, 2014). With these global shifts, institutions must evolve their visions, practices, and engagement methods for supporting and embracing older age students (Findsen, 2017; Kerr, 2011; Ratsoy, 2016). For institutions to maximize the educational experience for these students, it is vital that they address the barriers specific to this population such as situational, institutional, and dispositional challenges (Anderson, 2018; Fairchild, 2003; Kerr, 2011).

While there has been much written about these groups, a perspective commonly missed is that of the students themselves. This is a problematic limitation, given that, as long ago as 1998, Harris and Brooks reported that in the United States "adult students are already the majority on many college campuses ... and adult women are the fastest growing segment" (p. 226). What implications do these changes have, and what possibilities can be anticipated? More importantly, what recommendations do those who represent this population have?

Adults in the Academy: Voices of Lifelong Learners will examine several themes concerning adult students: the characteristics of adult learners and the barriers impeding their academic success, how institutional policy and procedures can adapt their practices for supporting these non-traditional students in learning, and what changes are necessary for community engagement and retention at a social and institutional level.

Chapter authors will be invited to address one or more of three guiding questions:

1. Regarding the ethics of meeting adult students' needs: What has been done wittingly and unwittingly in terms of accommodation?
2. Regarding critical social intuition: What do we anticipate for the future?
3. Regarding guiding change: How can we 'be the change we wish to see'?

Authors (co-authored submissions most welcome!) are invited to focus on praxis: the connection of the scholarly literature to their own experiences and perspectives on the issues facing adult and older adults in higher education. All chapters are expected to contribute to the literature by building on it and extending it.

Chapters should be around 12 pages in length (approximately 3000 words) and must not have been published in their current form in any other venue. Please send expressions of interest and abstracts (250-500 words plus references) to Nicola Simmons at nsimmons@brocku.ca by **September 15, 2020**.

Timeline

July 2020	Submit proposal to Brill (done and accepted)
August 2020	Solicit chapters via international postsecondary listservs
September 15, 2020	Expressions of interest and abstracts due
September 30, 2020	Decisions to prospective authors
November 10, 2020	Chapters due
November 15, 2020	Chapters posted for author and editor peer review
December 10, 2020	Peer reviews due
January 30, 2021	Revised chapters due
February 20, 2021	Finalised manuscripts from editor to authors requesting any changes
March 15, 2021	All final formatted chapters to editor All signed releases, author address to editor
April 2, 2021	Completed formatted manuscript to publisher

Looking forward to your submission!

Nicola and Julie

Prof Pam Denicolo is not taking being a locked down academic lightly: she invites you to send proposals for books in her Sage *Success in Research* series (click on the banner below for the full list including six published this year) or her edited Brill/Sense *Critical Issues in the Future of Learning and Teaching* series (latest titles: *Critical Reflection on Research in Teaching and Learning*, *Why Science and Art Creativities Matter*, and *Critical Collaborative Communities*.) Pam has another new book coming out in December, *Constructivist Coaching: a practical guide to unlocking potential alternative futures*, Routledge, and has recently been elected an Honorary Life Member of the UK Council for Graduate Education.

She has recently joined forces with a select group of colleagues to produce bespoke webinars for doctoral supervisors, examiners and candidates.

Contact; p.m.denicolo@reading.ac.uk

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After class the evening of November 8, 2017, I started to feel dizzy then collapsed. A student found me lying in the parking lot near my motorcycle. He called for an ambulance. In the local ICU it was determined I had suffered a hemorrhagic stroke. It turned out that I am one of the lucky ones with this kind of stroke. I was able to return to work for a while and then retired in January 2020.

On the upside of things, I have been encouraged to work on writing a detailed account of the 'Near Death' Experience (NDE) I had in the ICU. It was for me profound -- has some characteristics with current written accounts of NDEs. And, it is still working itself out in me three years later.

During all of this, I managed to get a write-up published of some observations I made years ago (1999): "Observations of elementary and middle school children interacting with computers". It is a book chapter published in 2019.

The only other thing I am up to is that each morning I enjoy watching the "wildness" in the back yard (no bears, only birds, squirrels, rabbits, and an occasional Cooper's hawk, and hummingbirds).

Also, for the next activity, I am continuing work on qualitative portraiture in relation to everyday life and consciousness with teachers' direct experience, using autoethnography as an approach.

David R. Goodwin

Goodwin, David. "Observations of Elementary and Middle School Children Interacting with Computers." In, David Goodwin. (2020) Huffman, S., Loyless, S., Albritton, S., & Green, C. in (eds.) Leveraging technology to improve school safety and student wellbeing. (Chapter11) pp.189-205, IGI Global: Hershey, PA.

CONGRATULATIONS!

Nasreen Majid to her well-deserved promotion.

Diana Yendol-Hoppey has been named a 2020 Women of Influence by the Jacksonville Business Journal! The award recognizes women leaders in Northeast Florida whose leadership has helped their organisations grow and has shaped the next generation by providing a model for the community.

Members' Publications

Prof. Cosimo Laneve, directs "Qds – Quaderni di didattica della scrittura". It's a six-monthly journal that deals with teaching and learning writing. It is particularly aimed at the world of school.

- Cafagna V. (2019), Formative meaningfulness and democratic participation: a survey on the teaching of history and literature. *Revista on line de Política e Gestão Educacional*, 23, n. 1, Jan.-Abr, pp. 217-232. ISSN: 1519-9029
- Laneve C., Margiotta R. (2020), Guidelines and strategies to improve teacher training in higher education. *Revista Pràxis Educacional*, in press.
- Laneve C. (ed.) (2020), Accendere la mente con Rodari. *Quaderni di didattica della scrittura*, a. XVIII, 33.
- Laneve C. (ed.) (2019) Scrivere con don Milani. *Quaderni di didattica della scrittura*, a. XVI, 31.
- Laneve C. (2019), *Manuale di Didattica. Il sapere sull'insegnamento*. Brescia: La Scuola (Nuova ed.).
- Laneve C. (2018), *La scrittura come gesto politico. La beauté d'une pratique*, Barletta: Cafagna Editore.
- Pagano R. (2019), *Pedagogia mediterranea*, Brescia: Scholé.
- *Quaderni di didattica della scrittura*, a. XVII, 2019, 32.]

Diana Yendol-Hoppey, Nancy Fichtman, Dana & David T. Hoppey, *Preparing the Next Generation of Teacher Educators for Clinical Practice*, Information Age Publishing, Charlotte, 2019. ISBN 1641136154.



**Wishing you well,
stay safe and
take care.**