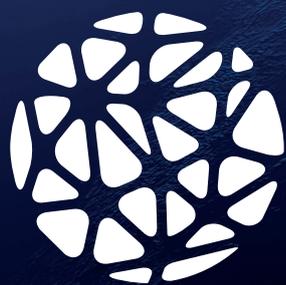




THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



GLOBAL LEARNING EQUITY NETWORK

RESEARCH SYMPOSIUM: REFRAMING TEACHER
EDUCATION FOR LEARNING EQUITY

Friday 11 March, 2016

The University of Newcastle, Australia

Email learningequitynetwork@newcastle.edu.au for further information.

For more info visit: newcastle.edu.au/learningequity



**GLOBAL LEARNING
EQUITY NETWORK**

RESEARCH SYMPOSIUM: REFRAMING TEACHER EDUCATION FOR LEARNING EQUITY

Introduction

If it is true that education has the power to transform society and deliver improvements in economic, social and health outcomes for our communities, then how seriously we address issues of equity becomes an urgent and critical question for all educators and education systems.

While there has been a focus on widening access to education for many decades, across all levels from pre-school to university, and while all kinds of geographical, structural and policy impediments to access have been tackled for so-called equity groups with varying degrees of success by countries including Australia, the issue of how we recognize and overcome the differential impact of the learning environment on individuals remains a significant challenge. The role of the teacher in supporting student success is well known, and this symposium is aimed at helping teacher educators better prepare future teachers for this next challenge.

The University of Newcastle, through our leadership in addressing equity in higher education in our region, is very pleased to support Reframing Teacher Education for Learning Equity symposium and the launch of the Global Learning Equity Network. Our values have created an enduring commitment to equity and social justice in all we do. There can be no better way of demonstrating that commitment than by leveraging the opportunities afforded by the best scholarship available globally to help the next generation of teachers who will lead change in our schools develop the tools and skills to create learning equity.

Professor Andrew Parfitt

Deputy Vice-Chancellor (Academic)

The future of teaching and teacher education

Professor Yong Zhao, University of Oregon (USA)

What are the larger issues facing the future of teaching and teacher education?

Professor Zhao will consider the challenges of a global economy,

closing achievement gaps, the potential of learning technologies, and the challenges to fostering creativity in students in a high-stakes assessment environment.

Professor Yong Zhao is the University of Oregon's first presidential chair, Associate Dean for Global Education and Professor of Educational Methodology, Policy and Leadership. Zhao's research focusses on changing educational systems and fostering the creativity in students that is required for ongoing individual and societal success in a globalised world. Zhao is one of the world's most

prominent and relevant champions for the importance of education for all.

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Reframing teacher education for learning equity

Professor John Fischetti, The University of Newcastle (AU)

The future of the planet is as much in the hands of our teachers as it is in our technocrats and bureaucrats. How the next two generations of young people are educated across the planet will ameliorate or promulgate global opportunity and crises.

The models of teacher education have served us well and now are in need of reframing in light of the innovation age. We will discuss a new vision for teacher education built on the pedestal of equity and the focus on learning for all.

Professor John Fischetti is Dean and Head of School for the School of Education at the University of Newcastle. John's work focuses on the connections between classrooms, schools, society and the imperative for leadership at all levels to seize this moment to address equity as a paramount priority in learning spaces. With a focus on school reform and teacher education, John has played

lead roles in rethinking schooling, the professional development school movement, and in alternative teacher education models.

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Well-being and success for all: promoting positive engagement with school and society among immigrant, minority and mainstream students in Hong Kong

Associate Professor Celeste Y. M. Yuen, The Hong Kong Institute of Education

This paper draws on a current large-scale empirical study on the life satisfaction and engagement of 8000 plus secondary students in Hong Kong.

An attempt is made to map the

specific pathways of well-being and engagement with school and society of diverse student groups so as to help schools work towards the promotion of an inclusive school and civic culture for all students.

Celeste Y.M. Yuen is **Associate Head and Associate Professor** in the Department of Education Policy and Leadership at the Hong Kong Institute of Education. Yuen began her career as a teacher and has served as a manager and supervisor in both primary and secondary schools. Her research areas include curriculum, citizenship, subjective well-being, spiritual health, and student

engagement with school and society.

Acknowledgement: The author would like to thank the generous support of the Research Grants Council of Hong Kong S.A.R. (Ref. No.: RGC 18406214) for the research study.

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The importance of community engagement in learning to teach

Professor Letitia Fickel, Doctor Jane Abbiss, Liz Brown (Kaiārahi Māori), and Doctor Chris Astall. University of Canterbury, Aotearoa New Zealand.

Culturally responsive teaching is an essential component of reframing educator preparation for equity, and has particular resonance when working in partnership with indigenous communities. As teacher educators in Aotearoa New Zealand, we continually seek to enhance our practices to ensure that Māori cultural values,

pedagogies and epistemologies inform all aspects of our teacher education curricula and support Māori educational aspirations. This places community engagement, with iwi, hapū (tribal groups) and school communities, front and centre for teacher preparation.

We will share the findings from one pre-service teacher education programme

where coursework and practica are built around a co-constructed framework for teacher growth and development and where there is an emphasis on community engagement in teacher preparation. Māori cultural knowledge is foregrounded in a range of initial teacher experiences in a journey towards greater cultural responsiveness in initial teacher preparation.

Professor Letitia Fickel is the Head of the School of Teacher Education at the University of Canterbury, Christchurch. Fickel has worked extensively in the field of culturally responsive practice in both Alaska and New Zealand. Current areas of research and inquiry include high-quality teacher education and professional learning; school-university collaboration and networked learning; school change and innovation; leadership capacity-

building; and facilitating and leading teacher learning.

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Doctor Jane Abbiss is a Senior Lecturer in the School of Teacher Education at the University of Canterbury Christchurch. Dr. Abbiss' areas of research include curriculum studies and curriculum issues, social sciences education, teaching and learning, knowledge and knowing in teacher education (TLRI research project), teacher and learner identity, and experience, gender relations and ICT,

qualitative methodologies and classroom-based research.

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The importance of community engagement in learning to teach (continued)

Professor Letitia Fickel, Doctor Jane Abbiss, Liz Brown (Kaiārahi Māori), and Doctor Chris Astall. University of Canterbury, Aotearoa New Zealand.

Liz Brown is the **Kaiārahi Māori** for the College of Education, Health and Human Development, the College of Science, and the College of Arts at the University of Canterbury. Liz was a primary school teacher and has worked in various advisory roles to the Ministry of Education including her current role as chair of Mātauraka Mahaanui, assisting with the transforming of education in Greater Christchurch. She is the Hauora

(Education, Justice and Health) portfolio leader and secretary of Te Taumutu Rūnanga.

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Doctor Chris Astall is a Senior Lecturer in the School of Teacher Education at the University of Canterbury Christchurch. His research interests include education technology, science and children, science and the family, and exploring attitudes and outcomes in the teaching and learning of Primary Science with pre-service teachers.

NB. Chris Astall is not attending the symposium.

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The future of testing

Professor Simon Dennis and Doctor Stuart Marlin, The University of Newcastle (AU)

Recently, President Obama urged US states to introduce measures that would reduce the amount of classroom testing to less than 2% of total class time. We argue that the deleterious consequences of current testing approaches revolve around the pressure they place on students and teachers. The answer is not to

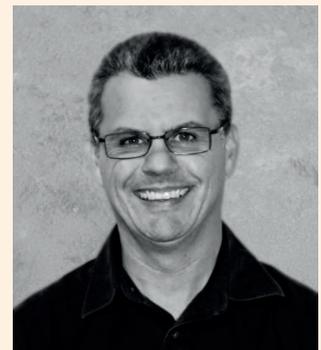
decrease the amount of testing, but to increase it many fold, so that the primary purpose of testing becomes to teach. Implementing ubiquitous testing, however, requires the adoption of effective automated feedback technologies.

Professor Simon Dennis is the Head of the School of Psychology at the University of Newcastle. He holds qualifications in computer science, mathematics, and psychology from the University of Queensland and his research expertise is in human memory and language processing. He is also involved in information retrieval and machine learning research.

Professor Dennis' research activity

spans human memory and language, human computer interaction and educational research, and focuses on the application of behavioural, computational and neuroscientific methods to the study of human memory and language.

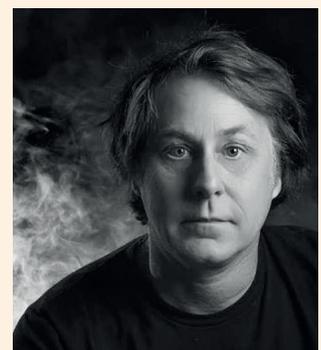
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Doctor Stuart Marlin is a lecturer and researcher in the School of Psychology at the University of Newcastle. Marlin's works have focused on improving the teaching and learning from multiple directions including building curriculum at both a course and program level. More recently he has been working to improve student learning through assessment strategies such as peer

marking, automarking, and online tools to improve student's academic writing.

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'The dog ate my homework, the cat ate my test': What we know about child development and learning to teach

Professor Kate Reynolds & Pat Black, Bath Spa University (UK)

High stakes assessment environments in the UK and the US have created new challenges for primary educators. Using the ITE programme at Bath Spa institute for education as a case study, we will examine how teachers

enhance literacy and numeracy skills as tested by the government while fostering creativity, critical thinking and imagination in caring humane learning environments.

Professor Kate Reynolds is the Dean of Education at Bath Spa University, UK. In 2014 she led the creation of the Institute for Education (www.ife.bathspa.ac.uk) - a place for practitioners and academics, policy makers, and educationalists to shape the future for education.

Kate spent 20 years in local government and has significant private sector experience, leading teams to support local authorities in delivering

Building Schools for the Future and implementing of Children's Services. Kate is a founding member of the World Education Research Association (WERA) and Education Futures Collaboration and has been an expert witness on education governance.

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Pat Black is the Head of Teacher Education at Bath Spa University's Institute of Education. Pat worked as a youth and community worker and a primary school teacher before joining Bath Spa to research the relationship between children's learning and teacher professional development and is dedicated to researching the many factors that result in the successful training and continual professional development of teachers. Black's particular interests are in 'place-based

education' and children developing a sense of the place they inhabit. Her research seeks to answer the question how do we as educators ensure children develop a strong sense of belonging to their community, culture and country?

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Embedding equity in teaching

Professor Penny-Jane Burke & Professor Geoff Whitty, The University of Newcastle (AU)

Concerns to create greater equity in education are often projected outside of teaching. Yet the creation by teachers of more equitable and inclusive educational experiences and opportunities can play an important part in wider struggles for social justice. We argue that equity must become a central dimension of teacher education

to challenge the complex ways that insidious inequalities are reproduced in and through educational frameworks and practices.

Professor Penny Jane Burke is Global Innovation Chair of Equity and Director of the Centre of Excellence in Equity in Higher Education at the University of Newcastle, Australia.

Penny is passionately dedicated to developing methodological, theoretical and pedagogical frameworks that support critical understanding and practice of equity and social justice in higher education. Her research expertise includes gendered formations, higher education access and participation,

pedagogical experiences and practices, and student and professional identities. Penny has held the posts of Professor of Education at the University of Roehampton, the University of Sussex, and Reader of Education at the University of London.

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Professor Geoff Whitty is Global Innovation Chair of Equity in Higher Education and Co-Director of the Centre of Excellence for Equity in Higher Education at the University of Newcastle as well as a Research Professor in Education at Bath Spa University, UK. His career has spanned academic and senior management posts in higher education. As a leading scholar and policy advisor on equity in education, Geoff has evaluated various interventions to tackle educational disadvantage and for over 40 years

has been involved with pedagogical and policy initiatives to improve the quality of teacher preparation and professional development. He was awarded a CBE (Commander) for services to teacher education in the Queen's Birthday Honours 2011.

NB. Geoff Whitty will not be presenting.

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Teacher education as an enabler to the UN sustainable development goals

Professor Irma Eloff, University of Pretoria (SA)

The Global goals for sustainable development for the period 2015 – 2030 have been proclaimed. Quality Education (SDG #4) is a central goal within this broad framework. In Africa, the attainment of these goals is critical to national agendas and as such teacher education is a key pivot to deliver quality education for all.

Professor Irma Eloff is the Dean of the Faculty of Education at the University of Pretoria. She is the founder of the continental African Deans of Education Forum, a platform that seeks to present a stronger African voice for Deans of Education in the global arena. In 2012 she was chosen amongst the top three Most Influential Women in Business and Government in South Africa in the Education category. Irma has worked for the transformation of educational systems in both her research and

academic leadership roles. She seeks social justice for all, especially vulnerable children, schools and communities. In July 2014 she won the international Prize for Excellence in HIV Research Related to Children from the International AIDS Society (IAS) and the Coalition for Children Affected by AIDS, in Melbourne.

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Provoking ideas about cognitive growth, creativity, new media, the arts and sciences: implications for teacher education

Doctor Kath Grushka, Doctor Miranda Lawry, Doctor Neville Clement and Alice Hope, The University of Newcastle (AU)

Learning at the boundaries of the sciences and visual arts challenges teachers to rethink their pedagogies. Also, recent neuroscientific research on cognition, perception, memory and emotion has implications for learning.

Analysis of student artworks uncovers pedagogical challenges for teachers. Examples of student learning from ages 3-5 and 15-17 illustrate the ideas.

Doctor Miranda Lawry is a Senior Lecturer in the School of Creative Arts (Fine Art) at the University of Newcastle. Her research focus is primarily directed to advancing an understanding of collaborative engagement with a central focus of determining a multi-level framework for the arts that sees creative arts as having an intrinsic value beyond the boundaries of the art gallery. With this

focus, she has worked with hospitals to provide an understanding of the role of art in health.

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Doctor Kathryn Grushka is a Senior Lecturer at the University of Newcastle's School of Education. Kathryn is a nationally recognised Visual Arts, Media Art & Design Educator, visual art education researcher, curriculum writer, and artist. Kathryn is known especially for her work on the performative role of artmaking, imaginative becoming, reflective practice, art/science knowing, adaptive knowledge, and transformative learning. In teaching and learning Kathryn's research is centred on ensuring the most explicit links between research insights into neuroscience, cognition, embodied

visual knowing and subjectivity insights. Her research links the fields of visual art, design, art/science, visual digital technologies, critical and performative pedagogies, and knowledge as visual representations. Kathryn draws significantly on research methods evolving from arts inquiry, visual methods and narrative methodologies.

She has been the recipient of numerous awards, including the NSW Institute for Educational Research Doctoral Award.

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Provoking ideas about cognitive growth, creativity, new media, the arts and sciences: implications for teacher education (continued)

Doctor Kath Grushka, Doctor Miranda Lawry, Doctor Neville Clement and Alice Hope, The University of Newcastle (AU)

Doctor Neville Clement, is a researcher working in the School of Education at the University of Newcastle, Australia. His current research interests are values in education, epistemic cognition, and the implications of neuroscience for education. Articles he has co-authored have appeared in the Oxford Review of Education, the Cambridge Journal of Education, the Australian Journal

of Teacher Education, and Curriculum Inquiry. He has also co-edited the International Research Handbook on Values Education and Student Wellbeing (Springer, 2010) and co-authored Values Pedagogy and Student Achievements (Springer, 2011).

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Alice Hope is a primary school teacher with 4 years' experience teaching 3-6 year olds in East London inner city schools. She graduated from University College London with a BSc in Anthropology in 2009 and gained a distinction for her MA in Art and Design Education at the UCL Institute of Education in 2013. This symposium will draw upon the research she carried out during her MA which looks at how

3-6 years olds use a digital camera as a cognitive tool for exploring and representing their world.



Workshopping 'learning and cultural differences as assets'

Associate Professor Maree Gruppetta & Doctor Erica Southgate,
The University of Newcastle (AU)

This is an interactive session that will explore notions of culture, with a focus on unpacking the complexity of the term and its various meanings and practices within educational contexts. The session will involve participants

discussing learning from their cultural perspective, with the aim of opening up a 'fearless' dialogue around social difference.

Doctor Erica Southgate is inaugural National Equity Fellow (National Centre for Student Equity in Higher Education, Curtin University) and a Senior Lecturer in Education (UON). For more than 20 years she has worked with a wide variety of people who are facing educational and health disadvantage to come up with solutions on their own terms. Most recently, she has worked with software

engineers to produce a series of apps that gamify literacy learning.

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Associate Professor Maree Gruppetta is a Guyinbaraay woman currently working in the Wollotuka Institute (UON) in research engagement. Maree is currently Equity Ambassador for Culture and Agency at the Centre of Excellence for Equity in Higher Education (CEEHE). Prior to completing her PhD Maree taught in both Primary and Secondary classrooms, including

Special Education classrooms, for 16 years.

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Panel: The future of teacher education

Professor Jennifer Gore, The University of Newcastle (AU); **Frank Potter**, New South Wales Department of Education & Communities; **Doctor Phil Lambert**, Curriculum, Australian Curriculum, Assessment and Reporting Authority (ACARA); **Professor Don Klinger**, Queen's University (CAN), **Professor Alois Chiromo**, Midlands University (ZIM)

Frank Potter is the Executive Director of Public Schools NSW, supporting over 600 schools in the Hunter, North Coast and New England regions. Prior to this role he was a Demonstration School Teacher, Teacher in Charge of a rural school, consultant, executive officer for the then Disadvantaged Schools Program, executive teacher, and school administrator. His vast experience in

low socio-economic school settings and portfolio responsibilities has strengthened his commitment to championing equity of opportunity and outcome that meet the diverse needs of all students and whole school communities.



Professor Jenny Gore is currently the Director of the Teachers and Teaching Research Program at The University of Newcastle and Chief Editor of the prestigious international journal, Teaching and Teacher Education. To date, Jenny has won more than AUD\$4.9 million in research funding, including 9 grants awarded by the Australian Research Council. Her current research projects include a randomised controlled trial investigating the impact of Quality

Teaching Rounds, and the Aspirations Longitudinal Study into the factors that shape the career and educational aspirations of students in the middle years of schooling. Jenny is deeply committed to working with teachers to support them in delivering high quality and equitable outcomes for students.

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Doctor Phil Lambert has extensive experience in the education sector as a principal, inspector, Executive Director, Assistant Director-General and Regional Director. In his most recent role as General Manager, Australian Curriculum at ACARA, Phil has led the development of Australia's first national curriculum. He has authored books and presented a number of papers and keynotes at national and international

conferences. Phil is a Fellow of the Australian College of Educators and the Australian Council for Educational Leaders. He is currently featured in an exhibition of 50 Positively Remarkable People from Sydney.

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Panel: The future of teacher education (continued)

Professor Jennifer Gore, The University of Newcastle (AU); **Frank Potter**, New South Wales Department of Education & Communities; **Doctor Phil Lambert**, Curriculum, Australian Curriculum, Assessment and Reporting Authority (ACARA); **Professor Don Klinger**, Queen's University (CAN), **Professor Alois Chiromo**, Midlands University (ZIM)

Doctor Don Klinger is a professor in assessment and evaluation and the Associate Dean of Graduate Studies and Research at the Faculty of Education, Queen's University, Kingston, and the president of the Canadian Society for the Study of Education (CSSE). Dr. Klinger is a founding member of the Assessment and Evaluation Group (AEG) at Queen's University. Dr. Klinger's research explores both classroom assessment and the psychometric and policy issues of large-scale

assessments, program evaluation, and measures of school effectiveness, and he is particularly interested in the methods we use to evaluate students and the subsequent decisions, practices, and policies that arise from these assessment practices.

NB: Don Klinger will be appearing via Skype

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Professor Alois S. Chiromo is the Executive Dean of Education at Midlands University, Zimbabwe. The Midlands University Faculty of Education provides teacher education for schools in Zimbabwe and beyond, with multiple modes of entry to ensure a wide range of applicants have the opportunity to become teachers. His research interests include the teaching and learning of science in primary and

secondary schools, science education and culture, and the professional development of teachers.

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All presented papers are being submitted for consideration in a special edition of the Peabody Journal of Education.

For more information on the Global Learning Equity Network please visit www.newcastle.edu.au/learningequity or email learningequitynetwork@newcastle.edu.au

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