



**65th WORLD ASSEMBLY -
INTERNATIONAL COUNCIL ON
EDUCATION FOR TEACHING (ICET)**
Enhancing the Teaching Profession through
Quality Teacher Education: Purpose, Policy and
Practice in Times of Teacher Shortage

PROGRAMME
13th – 15th June 2024



**Institute of Education,
University of Minho Braga,
Portugal**

13th June

- 08:30** Registration
- 09:30-10:00** Opening Ceremony
- 10:00- 11:00** Keynote Address: António Nóvoa, University of Lisbon, Portugal
"Teacher education: A third revolution?"
- 11:00-11:30** Coffee Break
- 11:30-13:00** Parallel Sessions 1
- 13:00-14:30** Lunch
- 14:30-16:30** Parallel Sessions 2
- 17:30-18:30** Guided Tour to Braga City
- 18:30-20:30** Welcome Reception at Museum D. Diogo de Sousa, Braga

14th June

- 08:30** Registration
- 09:00-11:00** Parallel Sessions 3
- 11:00-11:30** Coffee Break & Poster Session
- 11:30-12:30** Keynote Address: Lin Goodwin, Boston College, USA
"Enhancing the Teaching Profession through Quality Teacher
Educators: Addressing A Need Whose Time Has Come"
- 12:30-14:00** Lunch
- 14:00-16:00** Parallel Sessions 4
- 16:00-16:30** Coffee Break
- 16:30-17:30** Taskforce UNESCO
- 17:30-18:30** ICET Plenary
- 19:30** Gala Dinner – Hotel Vila Galé (optional)

15th June

- 08:30** Registration
- 09:00-11:00** Parallel Sessions 5
- 11:00-11:30** Coffee Break
- 11:30-12:30** Keynote Address: Kari Smith, Norwegian University of Science and
Technology, Norway
"Educating Teachers in a World of Insecurity"
- 12:30-13:00** Closing Ceremony
- 14:00-18:00** Tour to Guimarães (optional)



Chair: Jo Smith, University of Auckland, New Zealand
Internationalisation and Innovation in Teacher Education

Main Auditorium

Sarah-Louise Jones, University of Hull, UK, Miriam Ham, CQ University, Australia & Karena Menzie-Ballantyne, CQ University, Australia	Global Education: Developing an uneasy compromise using the Delphi technique
Jo Smith & Tim Fadgen, Frauke Meyer University of Auckland, New Zealand	Organisational obstacles to transdisciplinary innovation
Russell Grigg, Swansea University, Wales, Kasia Brzosko-Barratt, University of Warsaw, Poland, Helen Lewis, Swansea University, Wales, Joanna Dobkowska, University of Warsaw, Poland & Malgorzata Zytko, University of Warsaw, Poland	Exploring Student Teachers' Understanding of Research through a Virtual Exchange

Symposium: "Teacher resilience and professionalism: insights and future directions"

Chairs: Maria Assunção Flores, University of Minho, Portugal & Joanna Madalińska-Michalak, University of Warsaw, Poland

Room 0.22

Elena Revyakina, Pädagogische Hochschule Wien, Austria, Conor Galvin, University College Dublin, Ireland	Teacher Resilience in Times of Crisis & Uncertainty
Noel Purdy, Stranmillis University College, Belfast, Northern Ireland	Teacher professionalism and morally-compassed teacher resilience
Joanna Madalińska-Michalak, University of Warsaw, Poland	Successful leadership for Teacher Resilience and teacher professionalism

Chair: Shirley van Nuland, Ontario Tech University, Canada
Research in/on and for Teacher Education

Room 0.32

Sarah Anderson, University of Glasgow, UK	Duplexity in judging teaching effectiveness: An emerging model of dynamic, adaptive systems thinking in teacher education
Sillfat Abimbola Okoya, Sarah Younie, Andrew Reeves, De Montfort University, Leicester, UK, & Oluwaseun Kolade, Sheffield Hallam University, Sheffield, UK	Ensuring Access to Quality Basic Education (SDG 4) in Nigeria Through the Investment in Teachers' Professional Development
Maria Assunção Flores, Diana Pereira & Eva Lopes Fernandes, University of Minho, Portugal	Looking at assessment through critical incidents written by preservice teachers: A study conducted in Portugal

Chair: Maropeng Modiba, University of Johannesburg, South Africa
Digitalisation and Teacher education

Room 0.37

Joseph Jinja Divala & Mondli Hlatshwayo, University of Johannesburg, South Africa	Worker Education and the Fourth Industrial Revolution: A case of Gauteng Schools
Rebecca Arthur & Juliana Daniels, University of Education, Winneba, Ghana	Embracing Digitalization in Teacher Education in Ghana: Opportunities and Challenges
Mário Luiz da Costa Assunção Júnior, Martha Maria Prata-Linhares, Federal University of Triângulo Mineiro – UFTM, Brazil & Maria Assunção Flores, University of Minho, Portugal	Teacher professional development in the context of audiovisual learning communities: a study conducted in Brazil

Workshop "University-School Partnerships for Research: curiosity, creativity, confidence"

Linda la Velle, Caroline Whiting & Darren McKay, Bath Spa University, UK

Room 0.38



Symposium: "Teacher shortage - characteristics, constraints and challenges in various countries PART 1"

Chairs: Gabriela Jonas-Ahrend, Paderborn University, Germany & Maria Assunção Flores, University of Minho, Portugal
Discussant: David Imig, University of Maryland, USA

Main Auditorium

Francesco Magni & Virginia Capriotti, University of Bergamo, Italy	Addressing the teacher shortage crisis in Italy: the new reform landscape and the role of Teaching and Learning Centers
Juan José Mena-Marcos, University of Salamanca, Spain	Teacher shortage in Spain: characteristics and challenges
Gabriela Jonas-Ahrend, Paderborn University, Germany	Teacher shortage - characteristics, constraints, and challenges: The case of Germany

Chair: Oon-Seng Tan, National Institute of Education, Singapore
Teacher Professionalism and Teacher Education

Room 0.22

Oon-Seng Tan, National Institute of Education, Singapore	Teacher Professional Development in Character and Citizenship Education: A Singapore Perspective
Yewande Lewis-Fokum, School of Education, University of the West Indies Jamaica	Contradictions: Reflections on literacy in Jamaica from post-Emancipation period to 2024
Akwasi Addae-Boahene, Transforming Teaching, Education and Learning (T-TEL), Jophus Anamuah Mensah, T-TEL, Eric Daniel Ananga, University of Education, Winneba & Ebenezer Owusu-Sekyere, University of Development Studies, Ghana	Changing Tutors' Professional Practice in Ghana: Is Tutor Professional Development the Game Changer?
Gabriel Cipriano & Susana da Cruz Martins, CIES-ISCTE, Portugal	Impacts of teachers' continuous professional development in their assessment practices and beliefs

Chair: Tashane Haynes-Brown, The University of West Indies, Jamaica
Research in/on and for Teacher Education

Room 0.32

Tashane Haynes-Brown, The University of the West Indies, Jamaica	Beyond Changing Teachers' Beliefs: Extending the Impact of Professional Development in the use of Information and Communication Technology
Roza Valeeva, Aydar Kalimullin, Tatiana Baklashova & Evgeniya Shishova, Kazan Federal University, Kazan, Russia	Russia's Teacher Shortage and the Answer to this Problem: Federal and the Regional Perspectives
Ilka Nagel, Østfold University College, Norway	Professional Digital Competence in Norwegian Teacher Education Policy and Practice: Teacher Educators' Professionalism in the Post-digital Age
Synnøve H. Amdam, Volda University College & Ilka Nagel, Østfold University College, Norway	Scaffolding professional digital competence development in school. How can teacher educators contribute to further education for in-service teachers?

Chair: Sita Yiemkuntitavorn, Open University, Thailand
Digitalisation and teacher education

Room 0.37

Sarah-Louise Jones, University of Hull & Sarah Younie, De Montfort University, Leicester, UK	Designing a mobile app for teachers-as-researchers: using participatory research practices
Miriam Ham, Central Queensland University, Australia; Dalila Pinto Coelho, University of Porto, Portugal, Sarah-Louise Jones, University of Hull, UK & Karena Menzie-Ballantyne, Central Queensland University, Australia	On education purpose(s): exploring the beliefs of teacher-educators and policy influencers in the field of Global Education
Sonia Achour & Zainab Al Balushi, Sultan Qaboos University, Oman	Shaping the Future of AI in Higher Education in Oman: Guidelines and Recommendation
Sita Yiemkuntitavorn, Wannaphrappa Suksawas & Sukhothai Thammathirat, Open University, Thailand	Investigating the Perceptions of Master's Degree Students in the Online Educational Landscape: A Case Study of an Open University in Thailand

Workshop "Transformative Play: Shaping the Future of Teacher Education"

Christina L. Hancock, Alka Townend & Karen Hall, University of Sussex, England

Room 0.38



PARALLEL SESSIONS 3 - 14th June

09:00-11:00

Symposium: "Teacher shortage - characteristics, constraints and challenges in various countries PART 2"

Chairs: Gabriela Jonas-Ahrend, Paderborn University, Germany; Maria Assunção Flores, University of Minho, Portugal
Discussant: David Imig, University of Maryland,

Main Auditorium

Maria Assunção Flores, University of Minho, Portugal	Teacher shortage and its implications for teacher education in Portugal
Paulien Meijer, Radboud University, Nijmegen, The Netherlands	Teacher shortages and its implications for teacher education in the Netherlands
Smadar Donitsa-Schmidt, Kibbutzim College of Education, Israel	Teacher shortage - characteristics, constraints and challenges in the Israeli Education System
Christine Schmider, Université Côte D'azur, France	Teacher shortage in France – challenges, characteristics and prospects

Chair: Anna Sullivan, University of South Australia, Australia
Policy Development in Teacher Education

Room 0.22

Shirley Van Nuland, Ontario Tech University, Canada	Options to Provide Teaching Credentials in Light of the Shortage of Qualified Teachers
Rebecca Arthur & Rebecca Akponglo-Nartey, Faculty of Foreign Languages Education, University of Education, Winneba, Ghana	The Dynamics of Policy Development in Teacher Education in Ghana: An Evolving Landscape
Eric Daniel Ananga, Univesity of Education Winneba, Akwasi Addae-Boahene, T-TEL Ghana; Beatrice Noble-Rogers, T-TEL Ghana; Lawrence Sarpong, National Teaching Council, Ghana	Reforming Teacher Education through Curriculum, Standards and Assessment in Ghana
Anna Sullivan, University of South Australia, Michele Simons, Western Sydney University, Connie Zheng, University of South Australia, Neil Tippett, University of South Australia, Stuart Woodcock, Griffith University & Emily Grist, University of South Australia, Australia	Induction and the Teacher Workforce: Problems and Confusion

Chair: David Mandzuk, University of Manitoba, Canada
Research in/on and for Teacher Education

Room 0.32

Verna Knight, The University of the West Indies, Sandra Robinson, The University of the West Indies, Barbados & James King, University of South Florida, USA	Leveraging Teacher Competency as a Component of Pedagogical Development and Teacher Quality among Teacher Trainees in the Caribbean: Making the Case for a New Teacher Education Competency Framework
David Mandzuk, Faculty of Education, University of Manitoba, Canada	Beyond the Janus effect: Social capital, role conflict, and the implications for deans of education in the post-pandemic era
Daniele Campos Botelho, Federal University of Triângulo Mineiro, Brazil, David Mandzuk, University of Manitoba, Canada & Martha Maria Prata-Linhares, Federal University of Triângulo Mineiro, Brazil	The 'haves' and the 'have nots': The experiences and reflections of teachers in bilingual programs from a social reproduction theory perspective.
Christina L. Hancock; Alka Townend; Karen Hall, University of Sussex, UK	Transformative Play: Shaping the Future of Teacher Education

Chair: Roman Švaříček, Masaryk University, Czech Republic
Migration, Diversity, Inclusion and Teacher Education

Room 0.37

Menias Mashaba, University of Johannesburg, South Africa	Is there a place for Indigenous Identities in Physical Education? The case of pre-service teachers' practices in micro-lessons in South Africa
Roman Švaříček & Nicol Dostálová, Masaryk University, Czech Republic	Enhancing Diagnostic Precision in Dyslexia: Introducing the DYSLEX Platform
Maria Hyler, Learning Policy Institute & Saroja Warner, Wested, USA	Culturally Sustaining and Responsive Teacher Preparation Practices

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PARALLEL
SESSIONS

POSTER SESSION - 14th June

11:00-11:30

Atrium

Yanira Oliveras, The University of Texas at Tyler, USA,
Jeannie Garbutt Franklin, Ministry of Education,
Culture, Science & Technology - Teacher Education
Unit, Belize, Wesley Hickey, The University of Texas at
Tyler, USA, Jennifer Lane, The University of Texas at
Tyler, USA, Christopher Thomas, The University of
Texas at Tyler, USA & Mathias Vairez, The University of
Belize - Toledo, Belize

Belize Instructional Coaching: Efficacy and Training for Teacher Educators

Ermelinda de Lurdes Salgado Correia & Maria Lima
Ferreira, Agrupamento de Escolas de Monserrate -
Viana do Castelo, Portugal

Contributions to a better integration of foreign students in educational
communities: "implications for teacher professional development"

Noam Lapidot-Lefler, Oranim Academic Teacher
education, Israel

Digitalization and Teacher Education: Enhancing Online Pre-Service
Teacher Education and Development through Infusing Social-Emotional
Learning

Eva Lopes Fernandes, Maria Assunção Flores, Teresa
Vilaça & Cristina Parente, University of Minho,
Portugal

Using Critical Incidents to Enhance Reflection Among Student Teachers

Cláudia Pinheiro, Maria Assunção Flores & Joanna
Madalinska-Michalak

Assessment in Initial Teacher education: views of Portuguese and Polish
students.

Isabel Faria Alexandre & Diana Mesquita, Universidade
Católica Portuguesa, Portugal

Learning Organization in Schools: identifying tensions and fostering
possibilities





PARALLEL SESSIONS 4 - 14th June

14:00-16:00

Symposium: "Responding to the Crisis of Teacher Shortage: How a US State is Professionalizing Teaching"

Chair: David G. Imig, University of Maryland, USA

Main Auditorium

Donna L. Wiseman, University of Maryland, Nihat Polat, University of Maryland, Maria Hyler, Learning Policy Institute, & David Imig, University of Maryland, USA	Policy Formation for Transforming Teaching in Maryland
Nihat Polat, University of Maryland & Donna L. Wiseman, University of Maryland, USA	Supporting the Reform Effort: The Role of Universities and Schools of Education
David Imig, Jean Snell & Donna L. Wiseman, University of Maryland, USA	Creating a Transformational Partnership to Promote Change
Maria E. Hyler, Learning Policy Institute & Donna L. Wiseman, USA	The Learning Policy Institute as an Incubator for Transformation

Symposium: "STEP: Sustainable Transition from Teacher Education to Profession – A symposium focusing on Partnership, Collaboration and Tensions"

Chair: Eva Bjerkholt, University of South-Eastern Norway, Norway

Room 0.22

Mathias Kristiansen, Teacher Student Union, Jorun Sandsmark, The Norwegian Association of Regional and Local Authorities (KS) & Sissel Havre, Union of Education, Norway	Partnership and cooperation as a basis for development
Knut-Rune Olsen, University of South-Eastern Norway	A flying start? Teacher students' expectations to becoming professional teachers
Marit Ulvik, University of Bergen, Janne Madsen, University of South-Eastern & Ømur Cagliar-Ryeng, University of Tromsø, Norway	Colleagues' Expectations of NQTs with Master's Degrees
Tonje Harbek Brokke, Eva Bjerkholt & Knut-Rune Olsen, University of South-Eastern Norway, Norway	Representatives from school owners (employers) perspectives on newly qualified teacher's competence and the need of induction programmes. Findings from interviews

Chair: Carol Hordatt Gentles, The University of West Indies, Jamaica

Teacher Professionalism and Teacher Education

Room 0.32

Ana Cristina Mota da Costa Cunha, University of Amazonas, Brazil, Eva Maria Lopes Fernandes, University of Minho, Portugal, Maria Assunção Flores, University of Minho, Portugal & João Luiz da Costa Barros, University of Amazonas, Brazil	Curriculum perspectives about playing and their contribution to Early Childhood Education and professional development
Blerim Saqipi, Faculty of Education, University of Prishtina, Kosovo	Moving beyond the rhetoric of educating teachers as researchers by addressing intention, motivation and capacity
Mariana Coolican, Independent Researcher - Consultant at UNICEF, Japan	Teachers as lifelong learners: a qualitative investigation in two Small Islands Development States
Carol Hordatt Gentles, Dian McCallum, Tashane Haynes Brown & Lois George, School of Education, UWI. Mona, Jamaica	Revitalizing Teacher Education in Jamaica: A Curriculum Review and Revision Initiative
Juan José Mena-Marcos, University of Salamanca, Juan-Miguel Lorite-Fonta, Grupo ANAYA, Publishing Company & Daniel Hernández, SCILING	Using Active Triangle Kids game to enhance learning in Early Childhood: Implications for the Digitalization of the Teacher Education profession

Chair: Helena Fontoura, State University of Rio de Janeiro, Brazil

Research in/on and for Teacher Education

Room 0.37

Helena Amaral da Fontoura, State University of Rio de Janeiro, Brazil	Narratives of training paths of teachers at the faculty of teacher training at UERJ
Valerio Ferrero, University of Turin, Italy	I want to be a teacher when I grow up! Secondary school teacher education in Italy as a non-traditional factor of inequality
Linda la Velle, Bath Spa University, UK	Teacher Education and Research Assessment

Workshop "Teacher Preparation as a Learning Challenge: How Do Equity-Focused Teacher Preparation Practices Spread Across Complex and Distinct Organizational and Institutional Contexts?"

Jessica Charles, Bank Street College of Education, Thomas Philip, University of California & Jamy Stillman, University of Colorado, USA

Room 0.38



PARALLEL SESSIONS 5 - 15th June

09:00-11:00

Chair: Akwasi Addae-Boahene, Transforming Teaching, Education and Learning (T-TEL)
Teacher Professionalism and Teacher Education

Main Auditorium

<p>Cristina Parente, University of Minho; Dalila Lino, Rita Friães, Clarisse Nunes, Ana Simões, Marina Fuertes; Miguel Oliveira, Polytechnic Institute of Leiria; Marina Rodrigues, Maria José Gamboa, Politecnico Institute of Lisbon & Joana Freitas Luís, Polytechnic Institute of Leiria, Portugal</p> <p>Ruth K. Annan-Brew, University of Cape Coast, Nana Akosua Owusu-Ansah, University of Education, Winneba, Joyce Senya Ama Anku, University of Ghana & Akwasi Solomon Addae-Boahene, Transforming Teaching Education and Learning (T-TEL), Ghana</p> <p>Dorota Werbińska & Małgorzata Ekiert, Pomeranian University in Slupsk, Poland</p> <p>Ebenezer Owusu-Sekyere, University of Development Studies (UDS), Eric Daniel Ananga, University of Education, Winneba, Jophus Anamuah-Mensah, Transforming Teaching, Education and Learning (T-TEL), & Akwasi Addae-Boahene, T-TEL, Ghana</p>	<p>Red(E)Practicum – A Training and Research Project in Early Childhood Education</p> <p>Exploring the Influence of Professional Learning Communities on Ghanaian Teachers' Pedagogical Skills: Perspectives from Teacher Writers and Practitioners</p> <p>Positive critical incidents as an answer to enhancing the teacher profession in Poland</p> <p>Preparing the Ghanaian Teacher for the 21st Century Classroom: The Case of Supported Teaching in School</p>
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Chair: Yumiko Ono, Waseda University, Japan
Teacher Professionalism and Teacher Education

Room 0.22

<p>Yumiko Ono, Institute of Teacher Education, Waseda University, Japan</p> <p>Nkosi, Nokuthula Diborah, South Africa</p> <p>Valerio Ferrero, University of Turin, Italy</p> <p>Tamyris Caroline da Silva, Tania Teresinha Bruns Zimer, Brazil & Fernando Ilídio da Silva Ferreira, University of Minho, Portugal</p>	<p>South African Subject Advisers' Journey with Lesson Study: Insights from a JICA Training Program</p> <p>Emancipatory curriculum knowledge: a critique of the curriculum assessment policy statement</p> <p>In-service teacher education and school improvement: the contribution of action research</p> <p>Teacher Training for Mathematics Teachers in the Early Years: A Study Conducted in Brazil</p>
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Chair: Ainat Guberman, Gal-Bel-Yehufah, MOFET Institute, Israel
Research in/on and for Teacher Education

Room 0.32

<p>Roman Švaříček, Masaryk University, Czech Republic</p> <p>Ainat Guberman, Gal Ben-Yehudah, The MOFET Institute, Rinat Arviv-Elyashiv, Kibbutzim College of Education, Israel</p> <p>Lizana Oberholzer, University of Wolverhampton, UK</p> <p>Lizana Oberholzer, University of Wolverhampton, UK</p>	<p>Dynamics of Pedagogically Productive Talk in Teacher Collaborative Discourse</p> <p>Can STEM Teacher Shortage be Reduced through Professionals' Retraining Programmes?</p> <p>A critical exploration of how mentors and coaches need to be developed to support initial teacher trainees and early careers teachers on their learning journey</p> <p>How can mentoring and coaching be used as interventions to help new teacher educators to make a transition into higher education to support teacher development effectively?</p>
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Chair: Maropeng Modiba, University of Johannesburg, South Africa
Policy Development in Teacher Education

Room 0.37

<p>Mohamed Salifu, Ghana Tertiary Education Commission, Akwasi Addae-Boahene, Transforming Teaching, Education, and Learning (T-TEL), Eric Daniel Ananga, University of Education, Winneba, Ghana</p> <p>Jo Smith, Ruth Boyask & Christopher Burns, University of Auckland, New Zealand</p> <p>Rejoice Nsibandé, University of Pretoria & Maropeng Modiba, University of Johannesburg, South Africa</p> <p>Maurizio Gentile, LUMSA University of Rome, Italy</p>	<p>Supporting Quality Professional Teacher Education through Curriculum Accreditation in Ghana</p> <p>Becoming policy actors: how educators engage in the policy process</p> <p>Perspectives on a teaching evaluation policy at a South African university</p> <p>In search of teacher professional learning indicators framework: The case of Italy.</p>
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Chair: Isaac Owusu Nyaro, Winneba, Ghana
Teacher Professionalism and Teacher Education

Room 0.38

Isaac Owusu Nyarko, University of Education, Winneba Ghana	Teacher beliefs and practices in English language teaching: A case study at Efutu Municipality, Winneba-Ghana
Martha Prata-Linhares, Federal University of Triangulo Mineiro – UFTM, Brazil, Carol Gentles, University of the West Indies, Jamaica, Daniele Botelho & Mario Luiz da Costa Assunção Junior, Federal University of Triângulo Mineiro – UFTM, Brazil,	Enhancing Teacher Education in a post pandemic digital era: Insights from Brazil and Jamaica
Joanna Dobkowska, Małgorzata Żytka & Anna Zielińska; University of Warsaw, Poland	New dimension of professionalization and challenges for teacher education in times of shortage
Laila Niklasson, Private consultant, Sweden	Changes in a sociopolitical situation – Policy for the role of the education system

Chair: Smadar Donitsa-Schmidt, Kibbutzim College of Education, Israel
Research in/on and for Teacher Education

Room 0.40

Yousra Alsinani, Anfal AL Wahibi, Oman & Tansin Benn, UK	Experiences of Omani Women in Physical Education
Flaviane Coutinho Neves Americano Rego, Vania Finholdt Angelo Leite, University of the Rio de Janeiro State - FFP/UERJ, Brazil & Conceição Leal Da Costa, University of Évora, Portugal	Teacher education and the production of knowledge by beginning teachers
Smadar Donitsa-Schmidt & Rony Ramot, Kibbutzim College of Education, Israel	Exploring Paths: Comparing Place-Based and Traditional Teacher Education for Second-Career Professionals
Risch Mounia, Université Reims Champagne Ardennes, CEREP, France	Articulating a phenomenology of the teacher and adapted didactics

