

WORLD FEDERATION OF ASSOCIATIONS FOR TEACHER EDUCATION (WFATE) SEVENTH BIENNIAL CONFERENCE

Re-imagining Teacher Education: From Words to Actions

PRE-CONFERENCE: JULY 11, 2023

CONFERENCE: JULY 12- 14, 2023

UNIVERSITY OF VICTORIA
BRITISH COLUMBIA
CANADA



HOSTED BY



University
of Victoria

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Seventh biennial conference, Victoria, Canada 2023

This edition of the newsletter coincides with the seventh biennial conference of the World Federation of Associations for Teacher Education (WFATE) at the University of Victoria, British Columbia, Canada from 12-14 July 2022. The theme of the conference is "Reimagining Teacher Education: From Words to Action".

Gratitude and recognition for hosting the conference is extended to the Canadian Association of Teacher Education (CATE), ably led by Assoc Prof Leyton Schnellert, and Past President Cathryn Smith; the conference convenors Philippa Parks and Mandeep Kaur Gabbi, and the conference planning team, Kathy Sanford, Kerry Robertson, Michael Holden, Patricia Briscoe, Sunny Jun and Dana Bell.

WFATE members have not been able to meet in person since the fifth biennial conference was held in Melbourne, Australia in July 2018. I encourage all delegates to enjoy the in-person networking and collegiality this conference has to offer.



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WFATE members are encouraged to join one or more of our research development groups. We are asking each group to devise and undertake a project for completion over the next two years. This could include a joint research project, editing a special edition of our journal, producing an edited book or other activity agreed by members.

All Victoria conference delegates and current members of WFATE are eligible to join a Research Development Group. For those members who will not be attending the Victoria conference but who joined WFATE by attending the Melbourne conference, you can renew membership for two years by going to the membership [webpage](#). Texas delegates will be due for renewal in Dec 2023 when their two-year membership expires.

Call for conference papers

Full papers from conference paper presentations or symposia at the Seventh biennial conference, Victoria, Canada 2023, may be submitted to the WFATE journal for a conference-themed issue. If you have a conference paper that you would like considered for the journal, please email to wfatepresident.ieac@federation.edu.au prior to COB (in your time zone) on 25 August. All papers will be double peer-reviewed. Submission guidelines can be found at <https://worldfate.org/journals/>

WFATE Contact details

Items for the newsletter can sent to wfatepresident.ieac@federation.edu.au



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



<https://www.facebook.com/groups/2977706912294933>



<https://www.linkedin.com/groups/12713446/>



Website: <https://worldfate.org/>

Call for editors for the WFATE journal

WFATE is seeking an interested party (an individual or a team) to take on the role of editor of our journal. We will be placing an official call for editors next month, but if you are interested and would like to know more, please send a message to wfatepresident.ieac@federation.edu.au or approach one of our board members for an informal discussion.

Proposed changes to the WFATE Constitution and Corporate By-laws

The WFATE Board of Directors is looking to make changes to the Constitution and Corporate Bylaws. The current constitution states:

All proposed amendments to the Constitution and Corporate Bylaws shall be considered by the Board of Directors. The Constitution and Corporate Bylaws may be amended, provided that notice of the proposed amendment(s) has been given to the eligible member organization or individual one month in advance, either by two-thirds of the voting membership voting by electronic ballot. (WFATE Constitution and Corporate Bylaws ARTICLE VII – AMENDMENTS)

Notice will be provided to members after the conference, with a copy of the proposed amendments. An electronic ballot will follow.



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Vale Dr. Ann Converse Shelly

It is with great sadness and a heavy heart that I share the news of the death of our beloved colleague Dr. Ann Converse Shelly, who passed away in June after a short illness.

Ann had stepped down as Executive Secretary of WFATE last year but remained active in an administrative capacity until several weeks before her death. Such was her level of commitment, her spirit of collegiality and her belief in the World Federation.

Dr. Ann Converse Shelly's career in education was long and illustrious. She earned her PhD in 1973 from Michigan State University. Her career culminated in becoming a Professor of Education, Department Chair at Bethany College in West Virginia, and ultimately, Dean of the College of Education at both Georgia Southern University, Georgia and Ashland University, Ohio in the United States. She was an active member of several organizations such as ATE, WFATE, ASA, ISA (lifetime member), OATE and Phi Delta Kappa.

Ann was a highly respected and founding member of WFATE and held the position of Executive Secretary for over 12 years. Her service to and impact on WFATE is immeasurable.

I'd like to share this passage from Ann's obituary by Rutherford Funeral Homes. Ann's actions throughout her life and career bear out this missive:

Ann leaves this life better than she found it, having given her all in order that all have enough to live a good life. If you wish to honor Ann's memory, say a prayer today, learn something, teach someone, and then find a way to advocate for positive change in the systems you navigate.

WFATE extends deepest condolences to Ann's family: Her husband Robert, her children, Elizabeth (Sven) DeJong and the Rev. Marshall (Laura) Shelly, and her sister Lynn Savage (William). Sympathy is also extended to Ann's many WFATE and teacher education friends and colleagues.

Ann has requested that in lieu of flowers, a contribution be made to The Dr. Ann C. & Dr. Robert K. Shelly Endowed Lectureship Series in Education at Ashland University. If you would like to contribute, checks should be made out to Ashland University, noting the scholarship name on the memo line, and mailed to this address: Ashland University 401 College Ave Office of Advancement; Ashland, Ohio 44805.

Ann's passing is a great loss to WFATE; we will think of her fondly and miss her immensely.

Vale, Dr Ann Converse Shelly.



WFATE Melbourne, July 2018. Maxine Cooper, Asa Morberg and Ann Shelly [Photo Maxine Cooper]



WFATE conference in Beijing in October 2014.
[Photo Maxine Cooper]



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Links to WFATE institutional members and coming events



Canadian Association
for Teacher Education
*L'Association canadienne pour
la formation des enseignants*



A • T • E • A
Australian
Teacher Education
Association

Association for Teacher Education in Europe



ATEE
Association for Teacher Education in Europe

ATEE Annual Conference 2023 - TEACHER EDUCATION ON THE MOVE
August 27-30, 2023 - ELTE, Budapest, Hungary
Get in touch: atee.annual.conference.2023@gmail.com



2023 ATE Summer Conference



Washington D.C. Capitol Hilton
Washington, D.C.

July 28 - August 1, 2023

2024 ATE Annual Meeting



Anaheim, CA
March 27-30, 2024



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Research Development Groups - Overview

A group of ten or more members of WFATE, having a common special interest, can be officially recognized by the Association as a Research and Development Group (RDG) by fulfilling the following requirements:

1. All Research and Development Groups (RDGs) shall file a statement of purpose with the World FATE Board.
2. Each chair of a RDG shall file a biennial report with the Recording Secretary within 56 days of the conclusion of the biennial meeting of World Fate.
3. Each RDG shall meet at each biennial meeting.
4. All persons meeting with an RDG must be registered for the full WFATE conference.

Note that all financial members of WFATE can be involved in a WFATE research development group. Lapsed memberships can be renewed from the membership [webpage](#). Individual membership is \$US50 for two years and is included in the conference registration fee.

Research Development Groups

[Teacher Education: Curriculum and Partnerships](#)
[Inclusion and Social Justice in Teacher Education](#)
[Global Teacher Education: Networking Models for Knowledge Building Innovation](#)
[Transformation and Information 4.0](#)
[Early Childhood in a Global Context](#)
[Politics and Policy in Teacher Education](#)

You can find an overview of each of the groups and their chairs on the following pages.

If you are interested in starting a new group, please contact wfatepresident.ieac@federation.edu.au and the RDG registration form will be emailed to you. You can then submit a statement of purpose with a list of at least ten members for consideration by the WFATE Board of Directors.

Teacher Education: Curriculum and Partnerships

Chair: Lois Paretti, University of Nevada Las Vegas

The basic question we are examining is "How should teachers be prepared?" Questions include: What are the intentional and scaffolded structures for a teacher education curriculum that are integrated with field and clinical experiences? How can we integrate research, practice, and a strong social ethic? The relationship of the preparation curriculum to the public-school curriculum is another area for examination. The RDC aims to design new ways to prepare teachers for complexity and accelerating rates of change in the changing socio-political contexts locally and globally. Educators and researchers will collaborate to explore ways to connect formal and informal educational settings and to share theoretical and ethical approaches for this work.

The emphasis on high stakes student testing has left a void in the overall development of the whole child in schools, affecting the health/wellness of all children. We will share research, theory and practice in order to change Initial and ongoing teacher education, encouraging innovation and exploring the possibilities of new developments in preparation initial preparation and in-service Teacher Education looking for improved professionalism of teachers. How do local, regional, and global knowledge networks foster innovation in teacher education and address the needs of the knowledge society?



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Inclusion and Social Justice in Teacher Education in Global Contexts

Chairs: Jenene Burke, Federation University Australia; Marcelle Cacciattolo, Victoria University Australia
Dianne Toe, Deakin University

Inclusion embraces diversity within a social justice and human rights framework. Inclusive standpoints seek to facilitate access, participation, challenge and success for all people. An array of critical traditions and methodologies that interrogate educational issues from a political, cultural, structural and social perspective are explored. Human diversity calls for an activist response to ensure that global and local social justice and equity in education are achieved. In this research group the concept of social justice is interpreted through the lens of unequal power relations in, to and through education. In this sub-theme, attention is directed towards building the capacities of educators to understand and respond to diversity through a standpoint of global equity and justice. In an inclusive environment, every individual is unique, important and capable; learning is effective for all. In other words, inclusion concerns everyone in all contexts



Inclusion and Social Justice in Teacher Education in Global Contexts Facebook [group](#)

Global Teacher Education: Networking Models for Knowledge Building Innovation

Chairs: Mercè Gisbert Cervera, Universitat Rovira i Virgili, Spain; Mireia Usart Rodríguez, Universitat Rovira i Virgili, Spain

This RDG aims to study global and local knowledge building for professional teacher development. The conditions of these networks need to meet to become sustainable and scalable in different contexts and levels of teacher readiness, institutional support, and good technological infrastructure. We include research and evaluation to examine the impact of such innovation.

Transformation and Information 4.0

Chairs: Ray Gallon, Transformation Society; Neus Lorenzo Galés, Societat Catalana de Pedagogia

Our work in The Transformation Society spans many disciplines, education being one of the most important. We are also concerned with information and communication in general. In that context, we are part of a consortium known as The Information 4.0 Consortium (www.information4zero.org). It was formed to accompany the development of technologies known as Industry 4.0 with an informational component that will, among other things, ensure a humanist approach to the deployment of technologies such as Artificial Intelligence, the Internet of Things, Bionics, Augmented Reality, etc. We consider this type of action to be critical in this moment of transition, when the nature of society is being remodelled by technology, and enterprises are now creating positions such as "algorithm ethicist" in recognition of the challenges that face us all.

Early Childhood in a Global Context

Chairs: Karen Felstead, Federation University Australia; Chandrika Devarakonda, University of Chester, UK; Alison Watson, Federation University Australia; Susan Emmett, Federation University Australia

The early childhood years are critically important in terms of the quality of experiences children receive in their first few years of life. The literature has clearly established the significant impact the early years have on a child's brain development which then, in turn, will influence the nature and extent of a child's adult capabilities. Brain development pivots on the multifaceted relationship between nature and nurture with opportunities created with positive environments [warm, responsive, and stimulating relationships] and risks generated by stress, neglect, lack of stimulation, and violence.

Children do not live in a vacuum and their development and wellbeing is influenced by many factors and systems/settings. Early childhood practice and children's welfare cannot be understood without considering the social, cultural, historical, and political context and the relationships among and between the different contexts.



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In this research group each child is considered to be unique, important, and capable encompassing the holistic development of all children. Each child is equally entitled to be included in high-quality early childhood experiences. Teacher educators and researchers will collaborate sharing research, theory and practice to explore and discuss ways early childhood practitioners, across the globe, positively support the early development of children within their educational settings.

Politics and Policy in Teacher Education

Chairs: Maxine Cooper, Federation University Australia; Jim Alouf (retiring)

This RDG is focused on the relationship of politics and policy in a local and global context. What are the issues we need to investigate at the global, national, regional and local in teacher education? How has policy in teacher education been influenced by politics? Thoughtful research-based reflections on these complex issues of change in policy and politics in teaching are encouraged.

RDG Chairs

Meet the *Teacher Education: Curriculum and Partnerships* RDG chair

Lois Paretti, Director of Clinical Field Experiences, University of Nevada, Las Vegas, USA

Lois Paretti would like the *Teacher Education: Curriculum and Partnerships* RDG to share research, theory and practice in order to change initial teacher education, encouraging innovation and exploring new developments in teacher preparation in order to support current teachers and encourage retention.

Her teaching area is teacher preparation.

Lois's most memorable WFATE experience is networking with colleagues and learning about new research and innovations in the field. Her career highlight has been attending conference, conducting research, and making a difference in teacher education.

The biggest challenge facing teacher education in the USA is support and retention of teachers and preparing teachers effectively in a short period of time. Global challenges are teacher shortage and creating innovative programs to prepare teachers effectively.

Lois believes WFATE can contribute to teacher education in the USA by generating innovative ideas about teacher preparation, support and retention. Globally be solving the problem of teacher shortage so every child gets the teacher they deserve. Learning ways to support teachers so they remain in the profession.

Lois looks forward to the opportunity to meet with colleagues and make an impact on teacher education and preparation.

Photo: Melbourne conference delegates in Ballarat, Australia, 2018



Meet the *Politics and Policy in Teacher Education* RDG chairs



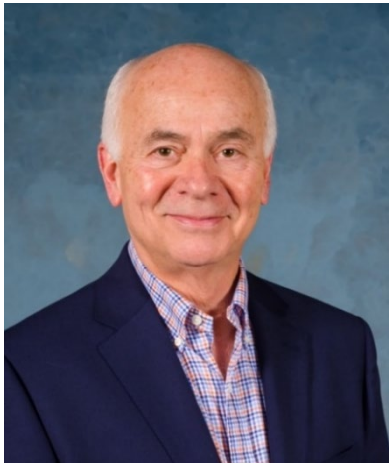
Dr Maxine Cooper and Dr Jim Alouf hope that the *Politics and Policy in Teacher Education* research development group will be able to work in collaboration with other members of WFATE on research papers about politics and policy in teacher education.

Dr Maxine Cooper, Federation University Australia

Maxine is an Adjunct Associate Professor at Federation University Australia. Her teaching areas are Sociology and Education.

Maxine sees the biggest challenge facing teacher education in Australia as the small number of applicants who apply to study teaching. Globally, the biggest challenge is having enough qualified teachers to teach all the children who should be easily able to get a good education.

As a foundation member of WFATE, Maxine's career highlight is chairing the Board of WFATE and being a part of setting up the organisation. Her most memorable WFATE experience is attending and presenting at the WFATE Nairobi Conference in November 2012. This photo below, from Maxine's personal collection, shows a group of participants from Spain, Australia and America, having a meal together at the completion of the WFATE Conference in Nairobi in November 2012.



Dr Jim Alouf, Emeritus Professor, Virginia, USA

Jim is a retired academic and is the WFATE Business Manager.



WFATE Conference, Nairobi, Kenya November 2012

From left to right: Joan
Stewart (Australia)
Mireia Montane (Spain)
Jane McCarthy (USA)
Maxine Cooper (Australia)
Jim Alouf (USA)
Frances Van Tassell (USA)

Meet the *Inclusion, Social Justice in Teacher Education in Global Contexts* RDG chairs

The *Inclusion, Social Justice in Teacher Education in Global Contexts* commenced an edited book project after the WFATE 2021 conference. This project is well underway with the book *Inclusion and Social Justice in Teacher Education* under contract with Springer Nature and the manuscript due for submission in December 2023. The RDG is looking for a new project and members with the passion to bring it to fruition.

Professor Jenene Burke, Federation University Australia



Jenene Burke is the Director of Academic Operations in the Institute of Education, Arts and Community at Federation University Australia.

As a teacher educator, Jenene's interests are educational responses to student diversity. She has extensive experience in conducting research in learning environments with children as participants. She also has broad knowledge in curriculum and pedagogy in compulsory and higher education.

The biggest challenge facing teacher education in Australia is government intervention in Teacher Education. Globally, the biggest challenge is ensuring all people have access to quality education.

Jenene's first experience with WFATE was to attend a meeting at UNESCO in Paris. From here she joined the board, representing Australia and was the convenor of the fifth biennial WFATE conference in Melbourne, Australia. She is the current President of WFATE

Assoc Professor Marcelle Cacciattolo, Victoria University Australia



Marcelle Cacciattolo is a sociologist and an associate professor at Victoria University's College of Arts and Education. She teaches in both undergraduate and postgraduate units. Currently she is the leader of the Discipline Group Initial Teacher Education in the College.

Marcelle was the coordinator of the MTESOL Program in Vietnam. She worked with an extensive team at both VU and Hanoi University to deliver a quality teaching and learning program.

Over the last decade her research has been cross-disciplinary, involving health sciences and education-based research. Other research projects that Marcelle has been involved in include young people and their wellbeing, refugee relocation, social justice, authentic teaching and learning pedagogies within tertiary settings. Marcelle was a member of the executive planning team for the WFATE Melbourne conference

Meet the *Transformation and Information 4.0* RDG chairs

Through the *Transformation and Information 4.0* RDG Ray Gallon and Neus Lorenzo would like to build a dynamic and diverse group of talents that not only proposes research, but creates collaborative projects, products, and services with real results. They were drawn to WFATE with the realisation that WFATE was like a consortium of all educational stakeholders together, including teacher trainers, students, teachers-to-be, current teachers, technologists, enterprises, etc.

Ray Gallon, President, The Transformation Society; Instructor, Université de Strasbourg, France & Universitat de Barcelona, Spain



Ray Gallon teaches Communication, knowledge management, Information 4.0.

Ray describes his career highlight as being program manager of New York City's public radio station (in former career in radio), and being recognized for excellence in instructional design, for a course at the Université de Strasbourg.

According to Ray and Neus, the biggest challenge facing teacher education locally, is assuring the survival of minority languages and cultural heritages. Globally a challenge is assuring that teachers are prepared for new roles and responsibilities that facilitate inclusion, equity, and sustainability for life in a world that is interconnected, including both human and non-human agents.

Insights on how WFATE can contribute to teacher education are global - that's where WFATE can have most impact. Application of these things is always, of course, local to each country. WFATE is capable of providing a platform to facilitate a complex ecosystem of different methodologies and approaches for training and professional development that also builds a core common purpose that grows out of the diversity of opinions and debates, and facilitate the development of young talent, generating new value with, for example, the aggregation of micro credentials from various institutions to create supra-university certifications (international master, etc.). One thing that could be done to improve education, would be to open the university to enterprises, associations, and civil society, and vice versa; make academic and professional training more interconnected and collaborative.

Dr Neus Lorenzo, Research Vice President, Societat Catalana de Pedagogia; Associate Professor, University of Andorra, Andorra



Neus Lorenzo is a co-founder of the Transformation Society. Her teaching focuses on developing democratic and participative culture in education as essential to educational leadership.

Neus was recognized for developing Catalonia's plurilingual project, and implementation of school autonomy for improving inclusion in education

Meet the *Early Childhood in a Global Context* RDG chairs

Dr Karen Felstead, Federation University Australia

The *Early Childhood in a Global Context* RDG would like to achieve Collaborative cross country research projects focused on current EC issues.

If Dr Karen Felstead could do one thing to improve education, it would be to ensure that education is accessible to all, embrace change and develop new knowledge relevant to the changing contexts and ensure early childhood research focuses on the current issues faced by early childhood teacher educators, pre-service teachers and teachers in early childhood contexts.

Karen is an early childhood and primary teacher program coordinator at Federation University Australia's Ballarat Campus. Karen's teaching areas are language and literacy in early childhood, including English as an additional language and language difficulties in early childhood, diversity and inclusion, and social justice. Karen has previously worked as a Primary and Early Childhood Teacher in Australia and the UK.



According to Karen, the biggest challenge facing teacher education in Australia is in ensuring three things:

- That pre-service teachers have the skills to teach children from a wide range of backgrounds and working with children's strengths.
- That programs meet accreditation while ensuring the PSTs are ready to meet the challenges and opportunities in early childhood contexts.
- That PSTs understand the importance of equitable practices for all children.

Karen's opinion on how WFATE can contribute to teacher education is about raising awareness of the key issues impacting on pre-service teachers, teachers and teacher educators, focusing on the contemporary issues relevant to the changing contexts and gaining insight on the issues impacting on teacher education globally.

Three of the four co-chairs of the Early Childhood RDG are unable to attend the Canada conference, Dr Karen Felstead, will be leading the group meeting. The chairs who are unable to attend are Alison Watson, Federation University Australia; Chandrika Devarakonda, University of Chester, UK; and Susan Emmett, Federation University Australia.

Alison Watson, Federation University Australia

Alison Watson would like the *Early Childhood in a Global Context* RDG to achieve increased collaboration with early childhood professionals across the globe. She invites members join this RDG and hopes that during the face-to-face conference in 2023 this can be achieved.

Alison's most memorable WFATE experience was presenting at the 2021 conference in Texas, USA. Her career highlight has been transitioning from working as an early childhood teacher to working in the tertiary space as a teacher and then a lecturer of adult learners who were training as early childhood educators and teachers.

Alison has taught across most content areas in initial teacher education programs. In recent years this has included the importance of play, children's early development, numeracy and technology, language and literacy, and curriculum approaches. Alison believes the biggest challenge facing teacher education in Australia is attracting and retaining early childhood educators and teachers.



Meet the *Global Teacher Education: Networking Models for Knowledge Building Innovation* RDG chairs

Professor Mercè Gisbert Cervera and Dr Mireia Usart Rodríguez

The main aim of this RDG is to study global and local knowledge building for professional teacher development. Defining the conditions of these networks (sustainability, scalability) to be able to meet the needs and adapt to the reality of:

- Different contexts (educational contexts in different countries, regions...)
- Different levels of teacher readiness (teacher education / training around the world, similarities, lessons to learn/ adapt to each country)
- Type of institutional support (depending on the type of center, country, educational system...)
- Technological infrastructure (facing the digital gap (access, skills...) for students and teachers)
- How to include research and evaluation to examine the impact of such innovation.

Insights on how WFATE can contribute to teacher education include that all Spanish members (teacher training institutions) of WFATE could work together, for example, they could meet twice a year to discuss how teacher education is implementing all the challenges and to materialize the ideas of the WFATE international meetings and agreements. First, there should be a bottom-up approach, where national participants share the local problems of teacher training in Spain, and then a top-down perspective that uses the guidelines of the WFATE community in order to help improve by adapting the solutions shared internationally. Globally WFATE could be valuable in defining the conditions of the educational networks (sustainability, scalability) to be able to meet the needs and adapt to the reality of different contexts (educational contexts in different countries, regions...), different levels of teacher readiness (teacher education / training around the world, similarities, lessons to learn/ adapt to each country) and technological infrastructure (facing the digital gap (access, skills...) for students and teachers)'.

As mentioned in WFATE website, this can only be met with the implementation of cooperative networks between teacher education associations, sharing of resources and expertise, and using this knowledge to support countries and regions with more needs on teacher education, providing equitable educational opportunities by promoting quality teacher education worldwide.

The biggest challenge facing teacher education in Spain regarding teacher training and first, focusing on pre-service teachers, there is a need to know how to train and assess teachers in the development of their Teacher Digital Competence, in relation to the pedagogical aspects of this professional competence. Schools are digital, but teachers who arrive to the schools are not digitally competent. In particular, in ethical, security and programming aspects of this competence. Second, in-service teachers have a negative attitude towards digital technologies (DT), that could be related to the lack of training in DT and the rapid advance of AI, robotics, etc., with schools having a variety of DT but teachers not knowing when and how to use it. Globally, how to train teachers to assure sustainability and reduce inequalities is a challenge.

As mentioned by UNESCO, and in particular, in the SDG4:

“Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education SDG 4.7 and it is considered a driver for the achievements of all 17 SDGs.”

“ESD empowers everyone to make informed decisions in favour of environmental integrity, economic viability and a just society for present and future generations. It aims to provide the knowledge, skills, attitudes and values necessary to address sustainable development challenges.” (from [Sustainable Development Goals - Resources for educators \(unesco.org\)](https://www.unesco.org/en/sustainable-development-goals))

Professor Mercè Gisbert Cervera, Universitat Rovira i Virgili, Tarragona, Spain

Mercè Gisbert is a full professor at Rovira i Virgili University in the Department of Pedagogy. She is a Doctor in Educational Sciences and has held management responsibilities since 1988;

Prof. Gisbert's teaching areas are teacher digital competence, eLearning, educational technology, ICT Educational Policy, and Educational Technology Research Methods.

Mercè is the coordinator of the interdisciplinary research group ARGET (Applied Research Group in Education and Technology) and coordinates a doctoral Programme on Technology and Education. She has participated as a researcher in more than 100 projects during the last 20 years at national and international level (45 as project leader). She has more than 90 published papers in international journals and has a long experience in the field of Technology and Education especially in eLearning, the use of ICT in Higher Education and Teacher Digital Competence.

Mercè is a member of the ATEE (European Association for Teacher Education), of the ATE American Teacher Education, ISATT (International Study Association on Teachers and Teaching), EDUTEC - Association for the development of Educational Technology and New Technologies applied to education and Member of the Catalan Society of Pedagogy. From 2021 she is member of the Superior Council for Evaluation of the Educational System of Catalonia.

If Mercè could do one thing to improve education it would be to improve the level of digital competence of teachers so that they, in turn, contribute to improving the level of digital competence of students. She would also design more programs to promote digital equity for citizens.

Mercè's most memorable WFATE experience was the conference she attended in Australia.



Mireia Usart Rodríguez, Universitat Rovira i Virgili, Tarragona, Spain

Dr Mireia Usart Rodríguez, is a Lecturer (Serra Hunter fellow) in educational research and assessment methods at the Universitat Rovira i Virgili, in Tarragona, Spain. The Victoria conference is her first WFATE conference.

Mireia's teaching areas are methods in educational research and assessment, and digital technologies in teacher training and teacher digital competence.

Mireia is a member of the recognized research group ARGET since 2018 and Academic coordinator of the inter-university Master of Educational Technology, advisor of doctoral theses in the field of educational robotics, teacher digital competence and gender. Researcher in numerous European and Spanish R+D+i projects since 2011. She is currently leading an international research project (MindGAP, LCF/PR/SR19/52540001), funded by the La Caixa Foundation, on the digital divide of gender in education. In Spain, if Mireia could do one thing to improve education, it would be to help pre-service and in-service teachers to become digitally competent professionals that could guide students all around the world to face the technology challenges upcoming (including the rapid advance of AI).

Mireia is grateful for the opportunity to be part of WFATE and to share her views on teacher education.



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TOP LEFT: WFATE meeting, UNESCO, Paris, France, 28 August 2015.

From left to right: Mireia Montane, Maria from UNESCO, Maxine Cooper, Jane McCarthy, Jenene Burke, Asa Morberg, Joana Salazar, Frances van Tassell, Jim Alouf, Ann Shelly, Joan Stewart

CENTRE LEFT: Maria, Mercè & Mireia, at the Ballarat Wildlife Park, Australia, 2018

BOTTOM LEFT: Inaugural ISJTE RDG in Barcelona, 2016. Josep, Chandrika, Jenene, Brian

TOP RIGHT: Maxine Cooper & Jodi Dontje in Barcelona, 2016

BOTTOM RIGHT: A group of conference delegates, Barcelona, 2016



WFATE Board of Directors

Last Name	First Name	Jurisdiction	Location	Role
Parmigiani	Davide	Europe	Genoa, Italy	ATEE (Past-President)
Szplit	Agneszla	Europe	Kielce, Poland	ATEE
Lefever	Shirley	USA	Kansas, USA	ATE-US
Embry-Jenlink	Karen	USA	Texas, USA	ATE-US
Stachowski	Laura	USA	Indiana, USA	ATE-US
Jones	Mellita	Australia	Ballarat, Victoria, Australia	ATEA
Burke	Jenene	Australia	Ballarat, Victoria, Australia	ATEA
Cooper	Maxine	Australia	Melbourne, Victoria Australia	ATEA (Past President)
MacMath	Sheryl	Canada	Abbotsford, British Columbia, Canada	CATE (Vice President)
Smith	Cathryn	Canada	Brandon, Manitoba, Canada	CATE (Past President)
Schnellert	Leyton	Canada	Vancouver, British Columbia, Canada	CATE (President)

WFATE Officers

Paese	Paul	USA	Texas, USA	WFATE Immediate Past President 2018-21
Burke	Jenene	Australia	Ballarat, Victoria	WFATE President 2021-23
Parmigiani	David	Italy	Genoa, Italy	WFATE President Elect 2024-
Montane	Mireia	Europe	Barcelona, Spain	WFATE Past President 2016-18
McCarthy	Jane	USA	Nevada	WFATE Past President 2014-16
Cooper	Maxine	Australia	Melbourne, Victoria	WFATE Past President 2011-14

WFATE Ex-Officio Officers

Alouf	Jim	USA	Virginia	WFATE Business Officer/Journal Editor
van Tassell	Frances	USA	Texas	WFATE Recording Secretary
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2023 Victoria Conference planning team				
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