



THE THIRD GLOBAL TEACHER EDUCATION SUMMIT

Envisioning the Teaching and Learning of Teachers for Excellence and Equity in Education

At

Beijing Normal University, Beijing, 13 - 16 October 2017

I. Theme

Since the turn of the century, teacher education, as well as the work and life of teachers, have been affected by a fluid policy environment that was perpetuated by shifts in curricular orientation, pursuits of pedagogical innovations, attention to international testing results, and adherence to accountability practices. For the teachers and their schools, the waves of change that altered the ecology of education challenged them to adapt to the logic and rationale of a new order. For the institutions and individuals who educate teachers and support their growth, the new reality in education required them to seek new meanings for their endeavors, which warranted the re-purposing of mission and the re-design of programs.

It is not the first time that teachers and schools are confronted with challenges that demanded their compliance with reform mandates. Likewise, the expectation that teacher education programs should accommodate the dictates of policies is the “new normal”. There are myriad ways to initiate change, and the field of education has no dearth of reform proposals. Due to different beliefs and understanding of the educational reality, contrasting views abound as to how teachers, schools, and teacher education should approach reform.

Differences in ideology and vocation notwithstanding, teachers, school leaders, teacher educators, educational researchers, and policymakers share a common concern for excellence and equity in education for the consequences of neglect would be too dire to bear. As stakeholders in the education system, they want students to achieve the highest possible standard and also hope that the opportunities to learn could be availed to the widest social spectrum. To some, excellence and equity stand at the opposite ends of an educational dichotomy that defies solutions. To others, excellence and equity can be achieved through the design and implementation of creative reform measures. Whatever the views, issues surrounding quality and equality in education will continue to test the wisdom of all concerned.

Teachers and teacher education play an important part in the enhancement of excellence and equity in education. Through their individual and collective agency,

teachers can make learning a joyful experience for their students by creating an inclusive pedagogical environment that fosters learning for all. Their ability to take deliberate steps to address the individual learning needs of students will be a deciding factor for the quality of teaching. Their effectiveness in dealing with learning differences that stem from socio-economic background, race, ethnicity, and gender will allow students to advance toward excellence. It will be the labor of teacher educators to instill this kind of awareness and skills in the teachers through preparation programs and professional development activities. The task also falls on school leaders, policymakers, and education officials to design policies and measures which can enhance educational equity in a more inclusive education system that aims to uphold social justice, from kindergartens to universities.

With this announcement, we invite fellow educators and researchers to join us in addressing critical issues regarding teachers and teacher education so that their quality can be enhanced and their vision can be broadened. The theme of the Third Global Teacher Education Summit is ***Envisioning the Teaching and Learning of Teachers for Excellence and Equity in Education***. It aims to provide a platform for an international and cross-cultural dialogue where educators and researchers from different parts of the world can contribute to a broad vision for the achievement of educational excellence and equity that can enhance the work of teachers and teacher education.

The Third Global Teacher Education Summit will be held at the campus of **Beijing Normal University in Beijing, the capital of The People's Republic of China, during 14-16 October, 2017**. The Summit will be organized in the spirit of a successful conference held three years ago in 2014. In charting the direction for further discussion on teacher education and teaching in the 2014 gathering, we were enlightened by prominent scholars in the fields of teacher studies and deeply touched by the presence of a large number of young scholars from all over China who earnestly sought to initiate conversations with educators from abroad.

For the Third Global Teacher Education Summit, we call for papers that examine various dimensions of teacher education as well as noteworthy policies and practices related to the work and life of teachers. We shall also consider proposals for symposia that address interests that are relevant to the sub-themes as described below.

We hope that with your support and participation, the Third Summit of 2017 will be a convivial event of ideas and fellowship.

II. Sub-themes

(1) Envisioning excellence and equity in the education system

Achieving excellence and equity in education should be a shared mission of all stakeholders in the education system. While it is commonly believed that the formulation and implementation of enhancement and equalization policies should be left to the policymakers and officials, teachers and educational institutions are also expected to play an important role in ensuring that quality and equality are maintained in the system. The accomplishment of such mission will be made easier if stakeholders, such as students, parents, social service providers, publishers, non-formal education agencies, and the media would participate actively in the endeavor. From the educational researchers, who have contributed a treasury of knowledge to teaching and learning, teachers and schools should expect a continual flow of

insights into the possible achievement of excellence and equity in the education system, from the decision-making arena to the classroom. A few possible topics for Summit presentations are listed below.

- Educational policies for excellence and equity
- Quality enhancement practices for social justice in schools and/or universities
- Teachers and teacher education as educational equalizers
- Role of community in the achievement of educational excellence and equity

(2) Educating teachers for diverse educational settings

With the growing awareness of diversity in education, teachers and teacher education are challenged to provide education of high quality to all students. For teacher education, the need to help teachers address teaching and developmental issues in an increasingly diverse environment is especially acute, for many teachers have insufficient knowledge, skills, and awareness to work effectively in settings of diversity. With the attention of the accountability regime being focused on the academic achievement of students, there is also little incentive for teacher education programs to enrich their curriculum through the lens of diversity. Consequently, teacher education may not even have the capacity to equip teachers with the wherewithal to work with diversity, let alone helping them to address pressing educational issues of the time. The situation challenges us to learn and devise new ways to move forward. A few possible topics are:

- Teacher education for excellence and equity in education
- New directions in teacher education curriculum for diversity in education
- Teacher knowledge, skills, and awareness that can be nurtured for need-sensitive, cross-cultural, and trans-national understanding
- Evidence of strengths and limitations of noteworthy teacher education programs for excellence and equity in education

(3) Cultivating teacher professionalism for educational excellence and equity

The quality of teachers determines the capacity of the teaching profession to spearhead efforts in achieving excellence and equity in education. Teacher education plays a special role in the cultivation of teacher professionalism from the start of teaching career and beyond. The professionalism of teachers, aside from the knowledge and skills that they possess, also refers to their capability to reflect on their practices and to initiate change with deliberateness and courage. Their ability to engage students and to deal with novelty, external changes, and adversity is a manifestation of their belief, identity, and resilience, all of which can be fostered by professional learning activities. In the work and life of teachers, the health of their professionalism is sustained by a sense of emotional well-being and meaningfulness of pursuits. A few possible topics are:

- Teacher professionalism and the achievement of excellence and equity in education
- Beliefs, identity, resilience, and emotional well-being of teachers in their quest for excellence and equity
- Teacher professional learning and its effects on the life and work of teachers
- The state of teaching profession and its influence on the pursuit of educational excellence and social justice

(4) Imagining new praxes of teaching and learning

The problem of teacher education today is not in finding new curricular approaches or novel pedagogical methods that may be useful for teachers. The difficulty rests in choosing from myriad “innovations” those ideas and practices that are relevant to their needs and contexts. Indeed, the widespread search for innovation has yielded a plethora of novel inventions, some of which may not fit intended purposes. The choices that teachers make may result in frustrating exercises or decisions that lead them to excel in teaching. Along with the emphasis on innovation, the growing belief in evidence-based practices, the constant reliance on digital technology, and the increased deployment of “big data” have ushered in a new era for teaching and learning. No matter what directions that teaching and learning may take under the influence of innovations and new praxes, there is always the persistent claim that the best teaching takes the learning needs of students as its central concern. The same may be true for teaching and learning that aims to achieve excellence and equity in education. It is worth our scrutiny. A few possible topics are:

- Educational innovations and their effects on teaching and learning
- Power of social media and their potentiality for teaching and learning
- New pedagogical praxes for special needs education
- Enriching diversity in student assessment

(5) Fostering leadership capabilities in schools and learning communities

The role of leaders in the achievement of educational excellence and equity is considered important because of the common assumption that educational leaders can do more than any other parties in designing and implementing changes in educational settings. Different societies have varying understanding of the complex concept of leadership, which can refer differentially to persons, positions, capabilities, and potentials. In the main, the term “educational leaders” is reserved for those who are in power positions, such as government officials and school administrators, or those who can exert influence over others, such as esteemed colleagues or popular commentators. As schools and universities seek to strengthen their horizontal connections with government, business, and community, the interpretation of excellence and equity takes on shifting meanings. Moreover, the continual demand for wider participation in educational decision-making has led to a search for an inclusive perspective of “leadership”, which assumes a more even distribution of power among stakeholders in education. This gives rise to new possibilities of leadership and new ways of examining its changing nature and functions, in particular, how it is fostered and connected to various communities of learning in school and society. A few possible topics are:

- Leadership issues in the pursuit of educational excellence and equity
- Fostering leadership in diverse educational settings
- Learning communities as a site for fostering teacher leadership
- Collaboration, connectivity, and the emergence of new forms of leadership in education

III. Forums

1. Forum on research and practice of learning communities
2. Forum on preparation of graduate-level teachers
3. Forum on Forum on internet + future teacher education
4. Forum on preparation of “good” teachers for rural schools
5. Pre-conference: Tin Ka Ping Teacher Education Research Forum for Young Scholars (13 October 2017)

IV. Invited Keynote Speakers (In alphabetical order)

1. Xiangming CHEN (Peking University, China)
2. Chris DAVISON (University of New South Wales, Australia)
3. Christopher DAY (University of Nottingham, UK)
4. Colin William EVERS (University of New South Wales, Australia)
5. Lin GOODWIN (Columbia University, USA)
6. Julia GILLEN (Universität Hannover, Germany)
7. Mingyuan GU (Beijing Normal University, China)
8. Qing GU (University of Nottingham, UK)
9. Jiali HUANG (Taiwan Normal University, Taiwan)
10. Christian KRALER (University of Innsbruck, Austria)
11. John Chi-kin LEE (Education University of Hong Kong, Hong Kong SAR, China)
12. Jun LI (University of Hong Kong, Hong Kong SAR, China)
13. Leslie Nai-kwai LO (Beijing Normal University, China)
14. Diane MAYER (University of Sydney, Australia)
15. Hannele NIEMI (University of Helsinki, former vice-rector)
16. Lynn PAINE (Michigan State University, USA)
17. Lijuan PANG (Beijing Normal University, China)
18. Manabu SATO (Gakushuin University, University of Tokyo, Japan)
19. Simone WHITE (Monash University, Australia)
20. Xudong ZHU (Beijing Normal University, China)

V. Important Dates

Conference Dates: 13-16 October, 2017

(pre-conference: 13 October 2017)

Proposal Submission Deadline: 15 June, 2017

Notification of Acceptance of Proposal: 15 July, 2017

Paper Submission Deadline: 15 August, 2017

The First Round of Registration: 28 February – 30 July, 2017

The Second Round of Registration: 1 August – 1 October, 2017

VI. Languages of the Conference

English, Chinese

VII. Conference Formats

Paper, Poster, Forum, Workshop

VIII. Registration Fees

All participants are required to register prior to the conference and submit the proposal and full paper via on-line registration and paper submission system. Please visit the conference website for further information in detail:

<http://www.gtes2017.org/En/Default>. If you have any inquiries regarding registration, please contact us at bnucter@bnu.edu.cn.

Table 1: Registration Fees

Rates \ Participants	Local Participants		International Participants	
	Non-Students	Students	Non-Students	Students
Early Rates (Before 30 July 2017)	800 RMB	400 RMB	150 US Dollar	80 US Dollar
Late Rates (After 30 July 2017)	1000 RMB	500 RMB	200 US Dollar	100 US Dollar

Note:

1. "Local Participants" refer to those who are working or studying in Mainland China, Hong Kong SAR, Taiwan or Macau.
2. Keynote speakers enjoy free registration.

IX. Conference Organizing Committee

Sponsor: Beijing Normal University

Organizer:

The Center for Teacher Education Research, Beijing Normal University, Beijing, China (Key Research Institute of Humanities and Social Science in Universities)

X. Contacts

Contact Address: Center for Teacher Education Research, Beijing Normal University, No. 19 Xin Jie Kou Wai Street, Haidian District, Beijing, China, 100875

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