



MONASH University
Education

北京师范大学-莫纳士大学国际研讨会
Beijing Normal University-Monash University
International Symposium

学生和教师的可持续发展：教育实践的多学科研究
Sustainable Development of Students and Teachers:
Multidisciplinary Studies of Educational Practices

主办单位：北京师范大学教育学部

莫纳士大学教育、文化和社会学院

莫纳士大学教育学院全球化、教育和工作研究组

Hosts: The Faculty of Education, Beijing Normal University

The School of Education, Culture and Society, Monash University

Globalisation, Education and Work FRG, Monash University

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18 November 2022

中国北京和澳大利亚墨尔本

Beijing, China and Melbourne, Australia

Table of Contents

Schedule	3
Opening Session.....	3
Presentation Session 1 (papers 1-4)	4
Presentation Session 2 (papers 5-8)	5
Presentation Session 3 (papers 9-12)	6
Presentation Session 4 (papers 13-16)	8
List of Authors/Presenters/Participants	10
Abstracts and Biographies	12

Schedule

学生和教师的可持续发展：教育实践的多学科研究
Sustainable Development of Students and Teachers:
Multidisciplinary Studies of Educational Practices
Opening Session

Date: 18 November 2022 (Friday)

Time: 9:15am-4:00pm (Beijing/Mongolia Time - BT)

12:15pm-7:00pm (Melbourne Time - MT)

ZOOM Meeting ID: 813 9025 7457; Passcode: 871253

Zoom Link:

<https://monash.zoom.us/j/81390257457?pwd=QUxEbm1la1B1SGk5bXB3K3d6anZBUT09>

Speaker/Affiliation	Chair	Speaker/Affiliation	Chair
9:15-9:30am (BT) 12:15-12:30pm (MT)	Opening Address	Professor Xudong Zhu Dean, The Faculty of Education, Beijing Normal University	Dr. Philip Chan School of Education, Culture and Society, Monash University
		Professor Jane Wilkinson Head, The School of Education, Culture and Society, Monash University	
		Professor Bolormaa Batsuuri Head, The Department of English and German Languages, Mongolian National University of Education	
Group Photo			

BT: Beijing Time, MT: Melbourne Time

Presentation Session 1 (papers 1-4)

Chair: Dr. Philip Chan Monash University

Time: 9:30-10:50am (Beijing Time) / 12:30-1:50pm (Melbourne Time)

ZOOM Meeting ID: 813 9025 7457; **Passcode:** 871253

Zoom Link:

<https://monash.zoom.us/j/81390257457?pwd=QUxEbm1la1B1SGk5bXB3K3d6anZBUT09>

Time	Topic	Speaker(s)/Affiliation(s)
9:30-9:50am (BT) 12:30-12:50pm (MT)	School support for teacher innovation: The role of basic psychological need satisfaction	Professor Yonghong Cai, and Mr Runjia Tang College of Education Administration, Beijing Normal University
9:50-10:10am (BT) 12:50-1:10pm (MT)	Connecting the dots: Between student voice, teaching assessment and professional empowerment	Dr Ilana Finefter-Rosenbluh School of Education, Culture and Society Monash University
10:10-10:30am (BT) 1:10-1:30pm (MT)	Teacher Resilience: Research observations	Associate Professor Junjun Chen Department of Education Policy and Leadership, The Education University of Hong Kong
10:30-10:50am (BT) 1:30-1:50pm (MT)	Learning to teach through boundary crossing: Theory-oriented lesson study and sustainable development of student teachers	Professor Huan Song College of Education Administration, Beijing Normal University

BT: Beijing Time, MT: Melbourne Time

Presentation Session 2 (papers 5-8)

Chair: Dr. Li Kan Macquarie University

Time: 10:50am-12:10pm (Beijing Time) / 1:50-3:10pm (Melbourne Time)

ZOOM Meeting ID: 813 9025 7457; **Passcode:** 871253

Zoom Link:

<https://monash.zoom.us/j/81390257457?pwd=QUxEbm1la1B1SGk5bXB3K3d6anZBUT09>

Time	Topic	Speaker(s)/Affiliation(s)
10:50-11:10am (BT) 1:50-2:10pm (MT)	Professional autonomy and agentic wellbeing of educators in Australia: can they be promising indicators to inform responsible teacher workforce planning?	Dr Bertalan Magyar School of Education, Culture and Society Monash University
11:10-11:30am (BT) 2:10-2:30pm (MT)	How does paternalistic leadership influence professional learning communities? The mediating role of interpersonal trust	Professor Yonghong Cai, Miss Yun Qu*, and Mr Runjia Tang College of Education Administration, Beijing Normal University
11:30-11:50pm (BT) 2:30-2:50pm (MT)	Is Banzhuren (Homeroom Teacher) More Prone to burnout in China?: The Moderation Effect of School Culture	Dr Kwok Kuen Tsang Department of Education Policy and Leadership, The Education University of Hong Kong Guanyu Li College of Education Administration, Beijing Normal University
11:50-12:10pm (BT) 2:50-3:10pm (MT)	A relational approach to supervisor support and teachers' knowledge sharing behaviors: mediating role of basic psychological needs satisfaction and moderating role of teachers' trust in supervisors	Professor Yonghong Cai, Miss Lu Zhou*, and Mr Runjia Tang College of Education Administration, Beijing Normal University

BT: Beijing Time, MT: Melbourne Time

Lunch/Afternoon Tea Break: 12:10pm-13:00pm (Beijing Time) / 3:10pm-16:00pm (Melbourne Time)

Presentation Session 3 (papers 9-12)

Chair: Dr. Zhang Yufeng Beijing Normal University

Time: 1:00-2:20pm (Beijing Time) / 4:00-5:20pm (Melbourne Time)

ZOOM Meeting ID: 813 9025 7457; **Passcode:** 871253

Zoom Link:

<https://monash.zoom.us/j/81390257457?pwd=QUxEbm1la1B1SGk5bXB3K3d6anZBUT09>

Time	Topic	Speaker(s)/Affiliation(s)
1:00-1:20pm (BT) 4:00-4:20pm (MT)	Similar Impact, Different Readiness: A Comparative Study of the Impact of COVID-19 on ECTE Practice	Dr Li Kan, Professor Sheila Degotardi Macquarie School of Education, Macquarie University Professor Hui Li Shanghai Normal University
1:20-1:40pm (BT) 4:20-4:40pm (MT)	Perceptions and practices of parents and early childhood educators related to risky outdoor play for children in China	Xiaoyue Shen, Qiuqiu Chen, Dixin Jin College of Child Development and Education, Zhejiang Normal University Professor Yonghong Cai College of Education Administration, Beijing Normal University Shanquan Sun Humanity School, Zhejiang Institute of Communication
1:40-2:00pm (BT) 4:40-5:00pm (MT)	Glocalization of Inter-regional, Inter-cultural and Inter-university Collaborative Learning Community Among Research Students in Asia-Pacific rim: Sustainability, scalability and social inequity concerns	Dr Percy Lai Yin Kwok Department of Education Policy and Leadership, The Education University of Hong Kong

2:00-2:20pm (BT) 5:00-5:20pm (MT)	How can affective events in workplace influence early career teachers' intention to stay in remote areas? The mediating role of teacher self-efficacy	Dr Yan Bi School of Economics and Management, Tiangong University Professor Yonghong Cai Runjia Tang College of Education Administration, Beijing Normal University Dr Li Wang School of Management Engineering and Business, Hebei University of Engineering Ms Zichang Li Institutions of Policy Studies, Lingnan University
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BT: Beijing Time, MT: Melbourne Time

Presentation Session 4 (papers 13-16)

Chair: Dr Kwok Kuen Tsang The Education University of Hong Kong

Time: 2:30-3:30pm (Beijing Time) / 5:30-6:30pm (Melbourne Time)

ZOOM Meeting ID: 813 9025 7457; **Passcode:** 871253

Zoom Link:

<https://monash.zoom.us/j/81390257457?pwd=QUxEbm1la1B1SGk5bXB3K3d6anZBUT09>

Time	Topic	Speaker(s)/Affiliation(s)
2:30-2:50pm (BT) 5:30-5:50pm (MT)	Sustainable Development of Students and Teachers: Medium of Instruction Policy Implementation in Hong Kong schools Glocalization of Inter-regional, Inter-cultural and Inter-university Collaborative Learning Community Among Research Students in Asia-Pacific rim: Sustainability, scalability and social inequity concerns	Miss Guo Zhang School of Curriculum, Technology and Inclusion Monash University Dr Philip Chan School of Education, Culture and Society Monash University Dr. Gary Bonar School of Curriculum, Technology and Inclusion Monash University
2:50-3:10pm (BT) 5:50-6:10pm (MT)	Teacher's self-evaluation in Mongolia: Competency disparity between pre-service education and in-service standards	Soyol-Erdene Sanjaa, Bolormaa Batsuuri, Shinebayar Janchiv Department of English and German Languages, Mongolian National University of Education Dr Philip Chan School of Education, Culture and Society Monash University Dr Xiaojing Yan Capital University of Business and Economics
3:10-3:30pm (BT) 6:10-6:30pm (MT)	Teacher competency disparity between the periods of pre-service and in-service: The Chinese example	Dr Philip Chan, Dr Xuhong Wang School of Education, Culture and Society

		Monash University Dr Xiajing Yan Capital University of Business and Economics Professor Yonghong Cai College of Education Administration, Beijing Normal University Misss Soyol-Erdene Sanjaa, Mr Shinebayar Janchiv Department of English and German Languages, Mongolian National University of Education
3:30-3:50pm (BT) 6:30-6:50pm (MT)	Teacher leadership for professional learning: A case study of a master teacher studio in Zhejiang province, China	Dr Meng Zhang, Mona Department of Education Policy and Leadership, The Education University of Hong Kong

Symposium closed: 4:00-4:10pm (Beijing Time) / 7:00-7:10pm (Melbourne Time)

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Abstracts and Biographies

Paper 1:

Title: School support for teacher innovation: The role of basic psychological need satisfaction

Authors: Professor Yonghong Cai and Mr Runjia Tang, College of Education Administration, Beijing Normal University

Innovation is a core factor that determines the success of organizations in the 21st century. How individual innovation can be effectively facilitated is, consequently, an increasingly important topic. Conservation of resources theory depicts the how supportive resources can relate to positive employee feelings and behaviors, but the underlying mechanisms remain unclear. Organizational support theorists hold an instrumental view on the motivational mechanisms of innovation, while self-determination theory (SDT) suggests that innovation is more likely to be promoted intrinsically. Teacher innovation is critical in the current educational reform, and its motivational mechanisms may differ, given teachers' deep emotional connection with students. Drawing from SDT and using data from a survey of 1,115 primary and high school teachers in China, this study explored the relationship among school support, basic psychological needs, and teacher innovation, and further investigated the relationships among the needs for competence, autonomy, and relatedness in facilitating teacher innovation. Results showed that need satisfaction is a useful theoretical mechanism to explain how teacher innovation is motivated, and that the effects of different needs vary. Relatedness had the greatest impact on teacher innovation and was the antecedent of competence, while autonomy showed insignificant relationships with other variables. Theoretical and practical implications are discussed.

Keywords: organizational support, teacher innovation, basic psychological needs, self-determination theory, motivation

Biography:

Dr. Yonghong Cai is a professor at Faculty of Education, Beijing Normal University. She is the director of the center of educational human resource management and development, the member of council of Chinese Society of Educational Development Strategy, and the member of council of National Committee of Educational Administration. Dr. Yonghong Cai has won the award of National Outstanding Ph.D. Thesis, and a candidate of Program for New Century High-end Personnel from Ministry of Education. Dr. Yonghong Cai has published many articles, such as *The construct of teachers' pay satisfaction: A case study of primary and secondary schools in China*, and *School support for teacher innovation: Mediating effects of teacher self-efficacy and moderating effects of trust*. She has also presided over several domestic and international educational projects and written several government consultant reports.



Mr. Runjia Tang is a doctoral student at Faculty of Education, Beijing Normal University. He taught in a rural primary school in Hunan province for two years from 2016 to 2018. Mr. Runjia Tang has published several articles, such as *Paternalistic leadership and subordinates' trust in supervisors: Mediating effects of basic psychological needs satisfaction*, and *School support for teacher innovation: Mediating effects of teacher self-efficacy and moderating effects of trust*. His research interest includes teacher innovation, teacher motivation, and school leadership.



Paper 2:

Title: Connecting the dots: Between student voice, teaching assessment and professional empowerment

Authors: Dr Ilana Finefter-Rosenbluh, School of Education, Culture and Society, Monash University

Abstract: This session will explore how educators can ‘connect the dots’ between teaching assessment, student voice, and improving teaching and learning. Student perception surveys— as student voice-based teaching assessment initiatives— play an increasing role in schools envisioned to improve educational processes. Literature shows that such surveys can be better predictors of student scores on criterion-referenced tests than teacher self-assessments or principal assessments; suggesting they might be useful in capturing student learning outcomes. Yet, studies point to teachers’ hesitation and struggle to act upon such surveys’ data. In this session, Ilana will share recent findings showing how a Participatory Action Research-based professional development program can help teachers use such surveys effectively-- positioning them as collective learning tools of teacher professional empowerment, rather than “accountability” measures of teaching. Implications include ways to address challenges such as survey fatigue and pathways to strengthen teacher agency in an assessment space increasingly shaped by student voices.

Keywords: teaching assessment; student voice; teacher agency; student perception surveys; teaching and learning; Participatory Action Research; professional development

Biography:

Dr Ilana Finefter-Rosenbluh is a Senior Lecturer in Educational Assessment and Ethics in the Faculty of Education at Monash University. A former Research Affiliate with the Justice in Schools project and Postdoctoral Fellow in Harvard University, her scholarship includes investigations into the use of assessment data, tools, and procedures and the way they can improve (or conversely, mitigate) educators’ practice. She has conducted extensive research on the use of student perception surveys, as student voice-based teaching assessment initiatives, in both Australia and the US. A school counsellor by training, she draws upon her extensive work experiences in diverse international educational environments.



Paper 3:

Title: Teacher Resilience: Research observations

Authors: Associate Professor Junjun Chen, Department of Education Policy and Leadership,
the Education University of Hong Kong

Abstract: Teaching has been generally considered to be a high-risk profession due to the everyday complexities and increasing accountabilities in education. It is especially the case at the moment as the COVID-19 pandemic has dramatically disrupted the professional life of teachers. This talk will propose a few observations based on our projects on teacher resilience and the current literature, and provide implications for moving forward.

Keywords: teacher resilience, research observations, implications

Biography:

Dr Junjun Chen is an associate professor at the Education University of Hong Kong. Dr. Chen is a doctor supervisor and a chair professor of Chang Bai Shan Scholar of China. She has served as an editor role in four SSCI journals. Her research has focused on teacher and principal well-being and resilience, systematic literature review, and psychometric measurement. Dr Chen has published over 70 outputs in international journals and has been named by Stanford University in World's Top 2% Most-Cited Scientists in 2021 & 2022.



Paper 4:

Title: Learning to teach through boundary crossing: Theory-oriented lesson study and sustainable development of student teachers

Authors: Professor Huan Song, Institute of Teacher Education at Beijing Normal University

Abstract: Initial teacher education is not about providing student teachers (ST) with a battery of ‘finished product’ skills, but focusing on how to learn to teach. Lesson Study (LS) can contribute to ST’ implementing theoretical knowledge in a social learning context and mastering self-learning strategies in learning to teach. The purpose of the present study is to explore key characteristics of theory-oriented LS model and how participation in ToLS enables sustainable learning of ST. Through several “planning- teaching- observing- discussing- reflecting- reconstructing” circles, STs can integrate the theory with teaching practice and build their own practical knowledge. Based on multi-sources qualitative data, it is found that STs can perceive the complexities of teaching and decontextualization of theory with a more investigate lens. STs also acquire tools they need for sustainable learning to teach, by observing, discussing, and reflecting on the process of practical and situational knowledge of both their classmates and mentors.

Keywords: Boundary learning; Learning to teach; Theory-oriented lesson study

Biography:

Professor Song Huan is the director of Institute of Teacher Education at Beijing Normal University. His main publication and research interests are in teacher education reform, teacher professional development, professional learning community and school improvement. Recently, he has been leading research into quality of pre-service teacher training programmes and its long-term impact on teacher in-service performance. Courses taught currently include Pedagogy, Qualitative Research Methods, Teacher Action Research, Teacher Anthropology, and Quantitative Research Methods.



Paper 5:

Title: Professional autonomy and agentic wellbeing of educators in Australia: can they be promising indicators to inform responsible teacher workforce planning?

Authors: Dr Bertalan Magyar, School of Education, Culture and Society, Monash University

Abstract: Teaching is a prominent care-based occupation with enormous potential to shape society and the economy. For this reason, a certain level of bureaucratic scrutiny of the teaching practice is warranted, yet it is well-documented that teacher wellbeing can easily suffer from the increased workload caused by excessive social and economic demands placed on educators. As education systems around the world increasingly recognise that student achievement and wellbeing are related, there is a need to explore the various factors related to teacher wellbeing. Drawing on a large-scale, nationally representative Australian teacher survey, this paper explores the relationships among teacher professional autonomy, proficiency, work satisfaction, organisational support, workplace climate, and career outlook. Looking beyond standardised performance indicators that tend to serve mainly managerial purposes, the paper calls for recognising teachers' achieved professional autonomy as the cornerstone of agentic wellbeing which is expected to affect student learning and wellbeing, and teacher mobility.

Keywords: teacher wellbeing, sustainable workforce planning, teacher autonomy, work satisfaction, teacher mobility

Biography:

Dr Bertalan Magyar joined Monash as a postdoctoral fellow in late 2019. With a background in Sociology of Education and Political Science, his education-focused research tackles the manifestation of social inequalities across all segments of the broader education system. He is interested in capturing the complex interplay among socio-economic forces that shape the lives of educators. In his current role, Bertalan is a survey researcher and project manager in an Australian Research Council-funded project exploring teacher capabilities in conditions of superdiversity. Bertalan's other academic interests include the changing nature of employment in the digital economy and the education-to-employment transition of contemporary youth.



Paper 6:

Title: How does paternalistic leadership influence professional learning communities? The mediating role of interpersonal trust

Authors: Professor Yonghong Cai, Miss Yun Qu*, and Mr Runjia Tang, College of Education Administration, Beijing Normal University

Professional learning communities have been increasingly viewed as important facilitators of school success, and school leadership is a key factor that relates to teachers' participation in professional learning communities. Based on the relationship approach to leadership, this study explored the relationships among the three dimensions of paternalistic leadership (moral, benevolent, and authoritarian leadership), different aspects of interpersonal trust (trust in principals and trust in colleagues), and professional learning communities. A total of 1123 primary and secondary school teachers in China participated in this study. The results showed that moral and benevolent leadership could directly influence professional learning communities, while authoritarian leadership had no significant effect. Additionally, moral, benevolent and authoritative leadership indirectly influenced professional learning communities through trust in colleagues, while the mediating effect of trust in principals was not significant. The findings of this study indicated that principals' different leadership practices generate varied effects on teachers' participation in professional learning communities, and the interpersonal relationships among teachers may be more important in stimulating teachers' positive outcomes.

Keywords: paternalistic leadership, interpersonal trust, trust in colleagues, trust in principals, professional learning communities

Biography:

Miss Yun Qu is a doctoral student at the Faculty of Education, Beijing Normal University. Her research interests include educational leadership, teacher evaluation and teacher collaboration.



Paper 7:

Title: Is Banzhuren (Homeroom Teacher) More Prone to burnout in China?: The Moderation Effect of School Culture

Authors: Dr Kwok Kuen Tsang, Department of Education Policy and Leadership, the Education University of Hong Kong
Guanyu Li, College of Education Administration, Beijing Normal University

Abstract: Teacher burnout is a universal educational issue and in urgent need to be addressed globally. Banzhuren, as one typical educational position in the Chinese schooling system, shed some new light on the burnout research, where the role of school culture was emphasized greatly. This study surveyed 417 teachers participating professional courses in a normal university in Beijing, revealing the relationship between whether a Banzhuren and burnout as well as the moderation effect of school culture. The result demonstrates: 1) Banzhurens do not experience higher burnout than non-Banzhurens, as the opposite effect of emotional exhaustion and reduced personal accomplishment cancel out each other; 2) Banzhurens experience higher emotional exhaustion than non-Banzhurens; 3) Banzhurens experience lower reduced personal accomplishment than non-Banzhurens; 4) Clan culture strengthens the positive relation between whether a Banzhuren and emotional exhaustion when clan culture is higher; 5) Adhocracy culture strengthens the positive relation between whether a Banzhuren and emotional exhaustion when adhocracy culture is higher.

Keywords: Banzhuren, School culture, Burnout, Moderation effect, Competing value framework

Biography:

Dr Kwok Kuen Tsang is an Assistant Professor at the Department of Education Policy and Leadership at The Education University of Hong Kong (EdUHK). Before joining the EdUHK, Dr. Tsang was an Associate Professor and Associate Dean of the College of Education Administration at Beijing Normal University, a Postdoctoral Fellow at the Chinese University of Hong Kong, and an Assistant Professor at Caritas Institute of Higher Education, respectively. He is a member of the editorial advisory board of the British Journal of Sociology of Education and an Associate Editor of the Beijing International Review of Education. His research covers teachers' work and emotions, education policy and governance, and school leadership.



Guanyu Li is a Ph.D. Candidate of College of Educational Administration, Beijing Normal University. He has been interested in teacher emotional labor, alienation, and school assessment and improvement.



Paper 8:

Title: A relational approach to supervisor support and teachers' knowledge sharing behaviors: mediating role of basic psychological needs satisfaction and moderating role of teachers' trust in supervisors

Authors: Professor Yonghong Cai, Miss Lu Zhou*, and Mr Runjia Tang, College of Education Administration, Beijing Normal University

Abstract: Knowledge sharing is an important and efficient method for stimulating teachers' professional development. How teachers' knowledge sharing behaviors, which contains knowledge collecting and knowledge donating, can be facilitated is an increasingly important issue. Conservation of resources (COR) depicts how supportive resources are related to positive employee feelings and behaviors from the perspective of extrinsic motivation while self-determination theory (SDT) posits that people's behaviors are more likely to be intrinsically motivated. Combined the COR theory with SDT, this study explored the relationship among supervisor support, basic psychological needs satisfaction, teachers' trust in supervisors and teachers' knowledge sharing behaviors, using data from a survey of 1522 primary and middle school teachers in China. Results showed that supervisor support positively affected both teachers' knowledge donating and collecting. Teachers' basic needs satisfaction fully mediated the relationship between supervisor support and teachers' knowledge donating while partially mediated that between supervisor support and knowledge collecting. Teachers' trust in supervisors moderated supervisor support's effects on knowledge donating while not on knowledge collecting. Additionally, teachers' trust in supervisors moderated the relationship between supervisor support and teachers' basic needs satisfaction. Theoretical and practical implications are also discussed.

Keywords: teachers' knowledge sharing behaviors, supervisor support, basic psychological needs satisfaction, teachers' trust in supervisors

Biography:

Lu Zhou is a master's student majoring in Educational Management at Beijing Normal University, supervised by Prof. Yonghong Cai. She has expertise in quantitative research techniques. Her study focalizes on teachers' professional development and educational equity, which stems from her interim volunteer experience in providing educational aid to underprivileged children in rural areas of China. She has always been passionate about voluntary services and has volunteered for over 1100 hours since her undergraduate study.



Paper 9:

Title: Similar Impact, Different Readiness: A Comparative Study of the Impact of COVID-19 on ECTE Practice

Authors: Dr Li Kan, Professor Sheila Degotardi, Macquarie School of Education, Macquarie University

Professor Hui Li, Shanghai Normal University

Abstract: COVID-19 lockdowns forced universities to deliver classes wholly online. This study compared how early childhood teacher educators (ECTEs) in one Australian and one Chinese TEI viewed and coped with the challenges. A total of 14 ECTEs participated in this qualitative study: six from the Australian TEI and eight from the Chinese TEI. The results indicated that the Australian ECTEs were better prepared for online teaching than their Chinese counterparts. However, the Australian and Chinese ECTEs shared similar views on the negative impact of the change. A cooperative approach would benefit all those engaged in online education in TEIs.

Keywords: Online teaching preparation, country-comparative study, COVID-19 impact, early childhood teacher education practice

Biography:

Dr. Li Kan is an academic scholar at Macquarie University. Her research focuses on educational digitalization, educational mobility, and multicultural education. She is currently working with Professor Philip Li and Professor Sheila Degotardi on the project “The impact of COVID-19 on Early Childhood Teacher Education Programs in Australian and Chinese Universities.” She has worked as a Research Fellow of Professor Mary Ryan, former Dean of Education, Macquarie School of Education. Dr. Li Kan is the award recipient of the China National Scholarship and National Endeavor Scholarship, two of the most prestigious scholarships established by the Chinese Central Government. In addition, she is the award recipient of the International Macquarie University Research Excellence Scholarship (iMQRES), one of the top scholarships granted by Macquarie University.



Paper 10:

Title: Perceptions and Practices of Parents and Early Childhood Educators Related to Risky Outdoor Play for Children in China

Authors: Xiaoyue Shen, Qiuqiu Chen, Dixin Jin, Yafei Chu, College of Child Development and Education, Zhejiang Normal University

Professor Yonghong Cai, College of Education Administration, Beijing Normal University

Shanquan Sun, Humanity School, Zhejiang Institute of Communication

Abstract: Risky play is of great value to many aspects of early childhood development. The study aimed to describe the attitudes and supervision practices of early childhood educators and parents toward risky play of children in China. An online survey of 233 early childhood educators and 295 parents was conducted in Zhejiang Province. The result showed that parents and early childhood educators recognized that risky play had some positive value, but their overall attitude toward risky play for children was negative and their risk tolerance was low. More than 98% of parents and 74.7% of teachers reported that they intervened in children's risky play. Teachers and parents do not have the confidence to allow children to engage in risky play, so they intervene strongly in situations involving risky play. The tolerance of risky play acts on supervision through positive perception. Future research should address barriers and facilitators of children's outdoor risky play in China.

Keywords: children risky play; risk tolerance; supervision; teacher; parent

Biography:

Dr Shen Xiaoyue, lecturer, Doctor of Education. Her main research interests are children risky play; teacher education, educational policies and regulations. she has published more than ten papers in *Educational Research*, *Journal of Educational Studies*, *Teacher Education Research*, *Journal of Beijing Normal University (Social Sciences)* and other journals. She has presided over or participated in several research projects on teacher education.



Paper 11:

Title: Glocalization of Inter-regional, Inter-cultural and Inter-university Collaborative Learning Community Among Research Students in Asia-Pacific rim: Sustainability, scalability and social inequity concerns

Author: Dr Percy Lai Yin Kwok, Department of Education Policy and Leadership, The Education University of Hong Kong

Abstract: This presentation scrutinizes the sustainability of one inter-region, inter-cultural and inter-university collaborative learning community (IIILC) among postgraduates in the Asia-Pacific rim through a virtual inter-disciplinary exchange of knowledge on research methodology. The sustainable development of IIILC faces challenges: *administrative complexity* in handling time zone differences, *technological continuity* in using freeware in cross-national contexts, and *academic adoption* of student knowledge co-construction, besides traditional supervision. Two senses of *knowledge transfer* lie from the keynote speakers' research contexts to students', and in students' valuable sharing of research experiences facilitated by teacher mentors in the follow-up breakout room Zoom discussions. Conceptually, it is critical to explore how the *glocalization* of this IIILC involves the *internationalization* of virtual academic exchange and inter-university informal curriculum on research methods and methodology, and possible widening of digital divide and reinforcement of English hegemony in *inter-local comparisons* towards the trendy notion of 'international academic collaboration' in comparative higher education.

Keywords: collaborative learning communities, research methods and methodology, sustainability, scalability, social inequity

Biography:

Dr Percy Lai Yin Kwok had been a department head, a school principal, and an IBDP examiner for three decades. He once served several comparative education societies, and formed a global network of young scholars in comparative and international education. As an international research consultant, he led some ADB and UNESCO research projects in ICT education and digital leadership in Asian and African contexts. His academic works on intercultural studies, ICT education, and shadow education were published in some top-rank SSCI journals. Noteworthy, he earned some international awards by building innovative inter-regional, inter-school and inter-disciplinary collaborative e-learning communities in basic education in Asia.



Paper 12:

Title: How can affective events in workplace influence early career teachers' intention to stay in remote areas? The mediating role of teacher self-efficacy

Authors: Associate Professor Yan Bi, School of Economics and Management, Tiangong University

Professor Yonghong Cai and Runjia Tang, College of Education Administration, Beijing Normal University.

Dr Li Wang, School of Management Engineering and Business, Hebei University of Engineering.

Zichang Li, Institute of Policy Studies, Lingnan University of Hong Kong

Abstract: Districts in rural areas suffer from a lack of qualified education teacher candidates which has been a world issue. The features of work have long been considered as an important facilitator of teachers' intention to stay in remote areas via the sense of job satisfaction. However, the mechanism of affective-driven teachers' behaviour is still not fully resolved. Based on the Affective Events Theory, in this study, we investigated how teachers' intention to stay in remote areas was affected by the crossover of the features of work between the positive affective events (including principal support and colleague support), negative affective events (including resource scarcity and interpersonal conflict) and teachers (self-efficacy). The sample included 1065 special post teachers in China. Covariance structural modeling was used to test our hypotheses. Positive affective events related to teachers' intention to stay through affective-driven way, while negative affective events related to teachers' intention to stay through judgement-driven way. The findings of this study indicate that interpersonal and organizational resources play an important role in shaping teacher emotions. Working in an environment which provides daily, if only minor, positive experiences can stimulate teachers' willingness to retention.

Keywords: teachers' intention to stay; affective events; emotions; self-efficacy; early career teachers

Biography:

Dr Yan Bi is an associate professor at the School of Economics and Management of Tiangong University, a "Double First-Class" university in China. She received her PhD degree in Management from Beijing Normal University. Yan has a one year visiting scholar experience at the Centre for Educational Leadership and Management at University of Nottingham. She is a journal reviewer of *Teaching and Teacher Education*, *Children and Youth Services Review*, and *International Journal of leadership and Educational Management*. She is mainly engaged in the research of educational organization and human resource management, educational policy and teacher professional development.



Paper 13:

Title: Sustainable Development of Students and Teachers: Medium of Instruction Policy Implementation in Hong Kong schools

Authors: Miss Guo Zhang, Dr Philip Chan and Dr. Gary Bonar, Faculty of Education, Monash University

Abstracts: Sustainable development of students and teachers has been a major concern in the community. Thus, it is important to consider not just the perspectives of teachers and students but also those of school administrators and parents. This study proposes to investigate the perceptions and experiences of various stakeholders regarding the present Medium of Instruction policy in Hong Kong junior secondary schools, utilising network governance as a lens to investigate the policy implementation processes. Network governance focuses on the collaboration and interaction of numerous stakeholders who forge a network. In addition, it is proposed to recruit three secondary schools as cases, and in each school, all the important stakeholders, including school leaders, teachers, students, and parents, would be interviewed in order to determine how the policy was implemented. The study aims to initiate a dialogue about and guide future research on investigating educational policy implementation and fulfilling sustainable development goals.

Keywords: sustainable development, network governance, school education, medium of instruction policy, policy implementation

Biography:

Guo Zhang is a PhD candidate at Monash University. She has solid teaching experience at tertiary and secondary school levels in Hong Kong. Currently, she researches policy and reform processes, particularly on language-in-education and the change therein.



Dr Philip Wing Keung Chan is a Senior Lecturer, Faculty of Education, Monash University. He is an UNESCO Chief Specialist on ICT in Education for Rural Transformation. His research interests include on globalisation, education policy, governance and Asia as method in education studies.



Dr Gary Bonar is a lecturer in the Faculty of Education at Monash University. Gary's research focuses on Asia-related teaching in Australian schools and English-language-related learning in the Asia region.



Paper 14:

Title: Teacher's self-evaluation in Mongolia: Competency disparity between pre-service education and in-service standards

Authors: Soyol-Erdene Sanjaa, Bolormaa Batsuuri, Shinebayar Janchiv, Mongolian National University of Education

Dr Philip Chan, School of Education, Culture and Society, Monash University

Dr Xiaojing Yan, Capital University of Business and Economics

Abstract: This study aims to determine if pre-service teacher education in Mongolia equips in-service teachers with the essential knowledge and skills to meet the demands of their careers. A questionnaire was created to investigate this competency gap. In Mongolia, 376 samples were given a questionnaire with 56 items organised into six categories. A total of 350 valid samples with a return rate of 93.1% were returned and analysed. This study found that risk management and proactive thinking skills are the most significant factors in competency disparity. The results of this study can be used to improve the training of future teachers, thus boosting their performance.

Keywords: Pre-service teacher; in-service teacher; teacher education; competency disparity

Biography:

Soyol-Erdene Sanjaa is a lecturer at the English and German Languages Department, Mongolian National University of Education in Ulaanbaatar Mongolia. I am a graduate of Monash University, Melbourne, Australia majored in Master in TESOL and did minor research under the topic "Investigating students' perceptions towards the use of self-assessment to promote learners' metacognitive skills".



Shinebayar Janchiv is a graduate of Mongolian National University of Education majored in Physics and Information Technology in 2010. He teaches the Electricity and Magnetism, the Computer modelling, C and C++ Programming Language at the Department of Physics. He has been working as a Head of Curriculum Office, School of Educational Studies at the Mongolian National University of Education since August 2022.



Paper 15:

Title: Teacher competency disparity between the periods of pre-service and in-service: The Chinese example

Authors: Dr Philip Chan, Dr Xuhong Wang, School of Education, Culture and Society, Monash University

Dr Xiaojing Yan, Capital University of Business and Economics

Professor Cai Yonghong, College of Education Administration, Beijing Normal University

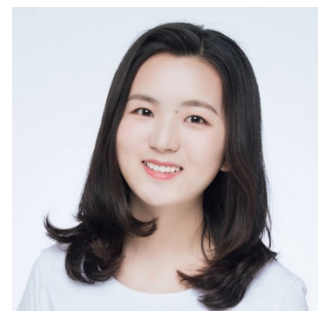
Miss Soyol-Erdene Sanjaa, Mr Shinebayar Janchiv, Mongolian National University of Education

Abstract: The critical role school teachers play in student learning is not debatable. However, it has a gap between the "Ivory Tower" and the "Lectern", which is a metaphor for the divide between knowledge and practice in teachers during their pre-service teacher and in-service periods. This article examines the self-evaluation of teachers in China, comparing their teaching competency before and after graduating with teacher education. By drawing an online survey with 800 Chinese teachers, the paper reports there has a substantial difference in teaching competency after a certain amount of teaching experience in school. This study argues that Chinese teachers' competency growth and learning are in some ways influenced by policies and the Ministry of Education. The investigation into teacher competency based on standards for teachers also revealed various aspects of Chinese teacher competency.

Keywords: Pre-service teacher; in-service teacher; teacher education; competency disparity

Biography:

Dr Xiaojing Yan is a lecturer in the School of Urban Economics and Public Administration at Capital University of Economics and Business. Xiaojing was awarded Doctor of Philosophy at Monash University in March 2022. Xiaojing's research focuses on early career teacher competence, teacher standards and Chinese teacher education policies.



Paper 16:

Title: Teacher leadership for professional learning: A case study of a master teacher studio in Zhejiang Province China

Author: Dr Meng Zhang, Mona, Department of Education Policy and Leadership, The Education University of Hong Kong

Abstract: This presentation investigates how teacher leadership is enacted in an MTS to nurture teacher learning across schools. Teacher leadership is widely regarded as powerful means to improve teacher professional learning within and beyond schools. However, a few empirical studies have examined how teacher leaders promote teacher professional learning, especially in China. Based on a study conducted in Zhejiang province, an economically and educationally advanced region in China, the presentation explores the leadership practices of the MTS host that is a master teacher in promoting the MTS members' professional learning. The research findings indicate three major leadership strategies adopted by the host of MTS: acting as a conduit between local government and studio members, yanchuan shenjiao ('mentoring in words and demonstrating in deeds'), and providing studio members with intellectual, social, and emotional supports.

Keywords: teacher leadership, professional learning, leadership practice, and master teacher studio.

Biography:

Dr Meng Zhang, Mona, received her PhD from the Department of Education Policy and Leadership, the Education University of Hong Kong in 2022. Her research interests include teacher leadership, teacher professional learning, and basic education in China.

