The International Council on Education for Teaching 58th World Assembly

The University of Ontario Institute of Technology in Oshawa, Ontario, Canada hosted the World Assembly June 16 – 19, 2014 with the theme *Moving Forward in Curriculum, Pedagogy and Leadership.*

ICET 2014 focussed on systematic approaches to improving excellence in all aspects of teacher education and development. As a unique research conference, different communities come together: researchers, policy makers, and practitioners. While there is the opportunity for proposals to be refereed, and for people to write research papers, teacher education and school leadership-related policy and practice initiatives are also welcomed and encouraged.

The invited papers and presentations included the five strands listed below:

Pedagogy and Practice (e.g., curriculum, assessment and evaluation, best practices, teaching and learning strategies, numeracy and literacy, supporting teachers and students)
Inclusion and Justice (e.g., mental health issues, special education, aboriginal education, social justice, peace education)
Online and Distance Education (e.g., e-learning, m-learning, online learning, online mentoring, tools, multi-literacies, open educational resources)
Politics and Policy (e.g., governance of education, school leadership, impact of policy, school improvement, education issues)
Education for Sustainable Development (e.g. participatory teaching and learning, issues in sustainable development, environmental issues)

Proposal could be refereed or non-refereed. Refereed proposals may include individual and / or multiple authored papers and symposia. Accepted refereed papers will be included in conference proceedings. Non-refereed proposals may consist of a paper, roundtable session, or workshop/interactive symposium. Paper sessions and multiple-paper symposia are intended to report summaries of ongoing or final research results, to provide a brief analysis of issues of policy and practice, or to report teacher education initiatives. Roundtable sessions are intended for small group-focused discussions of research in progress, practitioner experiences, school improvement initiatives and issues in teacher education, professional development and leadership. Workshops/interactive symposia are intended to be interactive sessions where researchers, practitioners or policymakers present a theme without writing a paper. The intention is to maximize dialogue.

Refereed papers were to include as many of the following as applicable: objectives or purposes of the research; perspective(s) or theoretical framework; methods, techniques or modes of inquiry; data sources or evidence; results and/or conclusions/points of view; educational importance of this study and connection to the themes of the assembly.
The Conference Proceedings follow.

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