

Research and Network Activities in Teacher Education in 2025-2026

During 2025, the Thematic Network for Teacher Education for Social Justice and Diversity has undertaken funded research, hosted monthly online research seminars with our sister UNESCO UNITWIN network of the same name, hosted academic writing retreats and has edited a special issue of Education in the North Journal. In 2026, we anticipate two edited book publications. We will continue our work on the UARctic Danish funded Rural Education in the North research project as we hold the second of our project meetings including educational practitioners from each of the participating national contexts prior to the UARctic Congress on the Faroe Islands. We begin to prepare for our biennial UARctic Norwegian funded Arctic Conference on Educational Research.



A key objective of the Network is to enhance the role of communities including educational practitioners and young people within our research activity. This will continue to demonstrate our commitment to ensuring that research foci are cooperatively identified by the communities we serve but has the additional advantage that community involvement ensure they are implemented effectively and in a timely fashion.

Projects, Publications and Seminar Series

- UARctic Danish Ministry of Higher Education funded project '*Rural Education in the North*' (REN)
- Education in the North Journal Special Issue: '*Arctic Futures – Innovations in Education for Social Justice and Sustainability*' published Following Inaugural Arctic Education Conference.
- Canadian New Frontiers in Research Fund project '*Resilient Experiences and Agency of Youth and Children During the Pandemic: Re-visioning Education through Storytelling*' (REAP)
- Canadian Global Arctic Leadership-Indigenous and Northern Collaborative Fund project: '*Transformative Voices of the North: New Narratives of Hope and Resilience*'
- UARctic Norwegian funded project: '*Arctic Conference on Education Research*' (ACER)
- Monthly Online Seminar Series (shared with UNESCO UNITWIN Network on Teacher Education for Social Justice and Diversity.



Shared Learning, Empowerment, and Impact in Remote and Rural Educational Contexts - both local and national impact as a result of the activities

- Teachers reported students participating in the REAP project to evidence increased confidence and engagement in their studies following their involvement in the project.
- Educational practitioners who have taken part in TN projects such as REAP and REN report deeper understanding of their role within communities and increased agency within their professional activities.
- Communities taking part in TN activities such as the TVN and REAP projects report increased awareness of their resilience as Northern communities to respond to local and global crises leading to a feeling of empowerment to deal with future crises.
- Partnership with partners in the Global South report increased awareness of shared understanding of the affordances and challenges of being labelled remote and rural within national education systems.

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