



**APATE**

# NEWSLETTER

International Teacher Education Updates, Research & Events

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## IN THIS ISSUE (APRIL, 2026)

- **Featured Articles**
- **Call for Submissions**
- **Upcoming Events**



## EDITOR'S NOTE

The Secretariat of APATE is pleased to present the April 2026 issue of the APATE Newsletter. This issue marks a significant milestone as APATE joins the World Education Research Association, strengthening its engagement in international scholarly collaboration.

This issue highlights context-responsive perspectives in teacher education across the Asia-Pacific region. "Transformative Social and Emotional Learning: Implications for Rural Teacher Education" examines equity-oriented approaches in rural Taiwan, while "Teacher Education in Indonesia: System, Characteristics, and Contemporary Challenges" provides a systemic overview of teacher education reform in Indonesia. Together, these contributions reflect ongoing efforts to address diversity and transformation in the field.

The APATE Annual International Conference will be held on 22–23 October 2026 at National Taiwan Normal University. As part of our engagement within WERA, members are also encouraged to participate in the TERA–WERA International Conference (17–18 October 2026, National Sun Yat-sen University). A call for submissions is now open.

*APATE Secretariat*

## Featured Articles

# Transformative Social and Emotional Learning: Implications for Rural Teacher Education

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## • Introduction

Transformative Social and Emotional Learning (T-SEL) represents a critical evolution of the Collaborative for Academic and Social Emotional Learning (CASEL) framework. While traditional SEL focuses on students' adaptation to existing social structures, T-SEL emphasizes social justice, equity, and education as forces for social change (Jagers et al., 2019). In rural contexts, where students are often framed through a "deficit" lens, T-SEL offers a paradigm shift by treating local culture as an asset and fostering collective well-being.



Tzu Chi University, National Dong Hwa University, National Chi Nan University, and National Taiwan Normal University jointly hosted the 2025 Rural Education Forum. (The author is third from the right).

## • Critical Awareness and Cultural Humility

The implementation of T-SEL in rural education begins with a shift in teacher ideology. Many educators from urban, middle-class backgrounds may inadvertently impose mainstream values as universal standards.

## • Critical Self-Awareness

Teachers must examine their social position and privilege to avoid pathologizing student trauma as individual dysfunction. Instead, T-SEL encourages connecting these experiences to structural pressures.

## • Critical Social Awareness and Cultural Humility

Critical social awareness involves analyzing how institutional norms—such as inequitable resource distribution—affect marginalized groups (Rivas-Drake et al., 2021). Complementing this is cultural humility, where teachers eschew the role of "expert" to become lifelong learners who honor local knowledge (Hook et al., 2025; Tervalon & Murray-Garcia, 1998). This power-sharing enhances students' belonging and agency.

## • The Science of Emotional Granularity and Resilience

Beyond macro-structures, T-SEL addresses micro-psychological mechanisms. According to Barrett (2006), emotional granularity—the ability to precisely label emotions (e.g., "slighted" vs. "bad")—is vital for regulation.

In rural settings, high emotional granularity allows teachers to activate the prefrontal cortex, reducing amygdala overreaction and cortisol levels during ethical or professional stress. By developing these conceptual systems, teachers can protect their mental health and guide students in transforming complex emotions into constructive agency.



SEL Seed Teacher Workshop, co-organized by Tzu Chi University and the Hualien County Center for Curriculum and Instructional Development.

## • Collective Agency and Systemic Change

Rural education challenges are often too systemic for individual teachers to solve alone. Collective agency, rooted in collective self-efficacy, is the shared belief that a faculty can improve student outcomes (Benson et al., 2025).

Research indicates that collective efficacy has an effect size of 1.57, significantly higher than feedback (0.72) or classroom management (0.52) (Donohoo et al., 2018). Teacher education must therefore prioritize collaborative networks to help educators resist de-professionalization and drive regional revitalization.

## • Integrated Practice: Place-Based Education (PBE)

T-SEL practice is most effective when integrated with Place-Based Education (PBE), which utilizes the local community as a primary learning environment (Yemini et al., 2025). This integration transforms learning into a democratic, interdisciplinary process that addresses real-world challenges, such as food security or land use (Kizys et al., 2025). This approach empowers rural students to see themselves as capable agents of change rather than a "forgotten" population.

## • Institutional Implementation: The Eastern Taiwan Case

At the author's institution in Eastern Taiwan, T-SEL is operationalized through several initiatives:

1. **Research Centers:** Establishment of the Center for Social-Emotional Teaching and Development and the Brain, Compassion, and Altruism Research Center.
2. **Community Building:** Formation of teacher learning communities and workshops for SEL seed teachers in collaboration with local authorities.
3. **Curriculum Design:** Thematic, integrated pre-service courses that combine T-SEL with PBE to enhance the collective agency of future rural educators.

## • Conclusion

For rural teachers, sustainability is achieved through personal transformation. By fostering critical awareness, emotional granularity, and collective agency, educators can safeguard their well-being while bravely pursuing educational justice for their students.

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## Featured Articles

# Teacher Education in Indonesia: System, Characteristics, and Contemporary Challenges

Rudi Susilana

Indonesia is an archipelagic nation characterized by an extensive geographical area, rich cultural diversity, and uneven educational needs across regions. Within this context, teacher education plays a highly strategic role, as teacher quality directly influences the quality of learning in schools. In recent years, the Indonesian government has continued to strengthen the teacher education system through a more structured professional pathway, particularly through the Pendidikan Profesi Guru (PPG, Teacher Professional Education) program, which has become the principal mechanism for preparing and reinforcing teacher professionalism.



Orientation Session for Prospective Teacher Students of the Teacher Professional Education (PPG) Program, Phase 1 of 2026, in Physical Education, Sports, and Health

Source : <https://fpok.upi.edu/sosialisasi-mahasiswa-ppg-calon-guru-tahap-1-tahun-2026-bidang-studi-pjok-upi/>

In general, Indonesia's teacher education system is organized through academic education at the bachelor's or applied bachelor's level, followed by professional education. The PPG for pre-service teachers is intended for graduates of undergraduate or applied undergraduate programs, whether from education or non-education backgrounds, who seek to obtain a teaching certificate. The program spans two semesters and includes coursework, teaching practicum, leadership projects, and mentoring. In addition, for teachers who are already actively teaching but have not yet obtained professional certification, the government provides an in-service PPG pathway, delivered through designated teacher education institutions (Lembaga Pendidikan Tenaga Kependidikan or LPTKs) and supported by digital systems such as SIMPKB and Ruang GTK. This structure indicates that teacher education in Indonesia is not confined to the pre-service stage, but also extends to the continuous professional strengthening of teachers already serving in schools.

One of the defining features of teacher education in Indonesia is its effort to integrate professional standards, character formation, and national priorities. A professional teacher is understood not merely as an educator who masters basic competencies, but also as an individual who serves as a role model, remains learner-centered, embodies the values of Pancasila, and continues to grow as a lifelong learner. Another prominent characteristic is the strong emphasis on practice. Field experience is positioned as a core component of teacher preparation, so that professional education is not limited to conceptual mastery, but also emphasizes the capacity to respond to the realities of authentic classroom practice. At the same time, the implementation of PPG involves a network of LPTKs across different regions, which gives Indonesia's teacher education system a shared national direction while allowing it to be enacted through diverse institutions in accordance with local contexts.



Recognition for Outstanding Participants of the Teacher Professional Education (PPG) Program by the Ministry of Education, Culture, Research, and Technology on the Occasion of National Teachers' Day  
Source : <https://berita.upi.edu/irman-artobatama-s-pd-gr-raih-5-terbaik-apresiasi-ppg-se-indonesia-kemdikbudristek-dalam-bidang-publikasi-ilmah-terharu-wakili-sambutan-wisuda-ppg-upi-2023/>

Nevertheless, the system continues to face substantial challenges. Disparities in access across regions, the curriculum's relevance to technological developments and labor market demands, and the uneven distribution of educational infrastructure remain major concerns. In the context of teacher education, these challenges indicate that reform cannot stop at certification or the expansion of program participation. More importantly, teacher education must ensure the development of educators who are professional, adaptive, prepared to navigate digital transformation, and responsive to Indonesia's social diversity. Accordingly, the future direction of teacher education reform in Indonesia should focus on strengthening substantive professional capacity, so that teachers do not merely fulfill administrative requirements, but are genuinely equipped to perform their strategic role in shaping the future of national education.

# 2026 APATE Annual Conference

*Teaching, Trust, and Transformation: Reaffirming the Social Value of Teachers in the Asia-Pacific*

October 22–23, 2026

National Taiwan Normal University, Taipei, Taiwan

## CALL FOR PAPERS



- **Scholarly Individual Paper Presentation**

Present your research in a scholarly session



- **Young Scholar Session (Graduate Student Forum)**

A platform for emerging researchers



- **Poster Presentation**

Interactive presentation  
Share ideas visually

**Submission  
Deadline  
June 30**

Acceptance  
Notification  
August 15

**Final Registration  
Deadline  
October 5**



[View Full Submission Guidelines](#)

*Join us in Taipei to reshape the future of education by exploring the vital synergy between teaching, trust, and social transformation.*

### Upcoming Events

## TERA Conference 2026 & WERA Focal Meeting

We are honored to promote the TERA 2026 & WERA Focal Meeting. This prestigious gathering invites scholars worldwide to exchange insights through papers, posters, and symposia in the vibrant city of Kaohsiung.

- Date: October 15–18, 2026
- Venue: National Sun Yat-sen University, Kaohsiung, Taiwan
- Focus: A premier platform for global educational dialogue and cross-border research collaboration.

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