



A Message from the Editorial Team

Welcome to the Fall 2022 edition of Queen's Faculty of Education newsletter! In this issue, we feature the work of three recent graduates: Susan Overvelde (former RiaN Officer!) shares about rhythmic movement in early childhood education, Roshaniben comments on rigorous instruction, and Jenny Ge explores how teachers' assessment identity can grow throughout a B.Ed. program. We hope you enjoy learning about their research!

Sincerely, Paisley Worthington, Roxolana Marmash, Uvini Colonne Appuhamilage and Ikeoluwapo Baruwa

Do Rhythmic Movements Affect Self-Regulation Skills?



Susan Overvelde
OCT, M. Ed.

Why is this important?

Self-regulation is essential for success at school. Fortunately, early interventions that improve self-regulation may have lasting impacts on children's educational trajectories.

What did this research uncover?

We are all born with primitive reflexes which become integrated as infants move in repetitive, rhythmic movements as they learn to sit and crawl. My research determined that children who have not integrated their primitive reflexes also struggle to self-regulate. Fortunately, the data also suggested that practicing rhythmic movements in kindergarten enables the children integrate their reflexes, thereby improving self-regulation abilities.

Why does this matter?

These rhythmic movements are easy to implement in a kindergarten class. As teachers are already mandated to do 20 minutes of DPA (Daily Physical Activity), why not make these movements meaningful and potentially improve self-regulation skills.

The Effects of School Leadership and Collaborative Teachers on Rigorous Instruction



Roshaniben B Patel
M.Ed., M.Phil., M.A., B.Ed., B.A.

Why is this important?

Effective school leadership could boost student and teacher performance. Rigorous involves a multi-thinking approach with explicit and comprehensive education.

What did this research uncover?

A statistical methodology was applied to a secondary data set of the 2019 City of New York School Survey. According to the research, effective school leadership did not correspond with a rigorous education. Strong family-community ties are indeed connected to trust.

Why does this matter?

This research offers an opportunity to develop revised lessons with thorough instructions to guarantee that all students have access and are engaged cognitively. Conversely, teachers participate in group inquiry that advances objectives and builds teacher ability. The school organizes social-emotional learning, attendance, and youth development for academic success in a safe and inclusive environment.

How can teacher assessment identity be cultivated throughout a teacher education program?



Jenny Ge
Ph.D. Candidate

Why is this important?

A key challenge to preparing assessment literate teachers is the fact that teachers' assessment beliefs and practices are strongly influenced by personal and social factors. There is a need for both research and teacher education programs to go beyond developing teachers' assessment literacy and toward also cultivating teachers' assessment identity.

What did this research uncover?

Following seven student teachers on their journey through a teacher education program, my longitudinal study examined the ways in which student teachers developed their assessment identities. I learned how students negotiated tensions encountered in their assessment learning and practice through interviews with photo elicitation exercises, focus groups, and digital scrapbooks.

Why does this matter?

My findings hold implications for how teacher education programs can better support teachers in practicing contemporary assessment to support student learning.