Welcome reception

Time: 17:30 - 19:00
Date: 1st December 2019
Location: Amphitheatre

Registration open

Time: 8:00 - 9:00
Date: 2nd December 2019
Location: Registration Desk

Opening plenary, awards and keynote – Fazal Rizvi

Time: 9:00 - 10:30
Date: 2nd December 2019
Location: F509 Lecture Theatre

Welcome to Country

Opening Address

Awards - Honorary Life Member award, Ray Debus Award for Doctoral Research in Education

Keynote Presentation - Global Rise of Nationalist Populisms and their Contradictions: Challenges for Education

The past decade has witnessed a significant rise in nationalist populisms around the world, centered largely on the claims that globalization is an ideology that has undermined the sovereignty of nation-states and this is allegedly the major cause of wide-ranging social inequalities and a potential attack on the dominant national traditions. In this paper, I identify the various ways in which these sentiments are fundamentally contradictory. And yet I argue that while there is little prospect of turning back from the facts of global interconnectivity, the nationalist reactions to these facts are also inevitable. In education, this contradictory space has given rise a range of perplexing challenges that are not only political but also pedagogic. Politically, these challenges relate to the need to forge ethical communities that can generate collective action in the face of growing levels of global interconnectivity, on the one hand, and the popular appeal of nationalism, on the other. Pedagogically, these challenges demand approaches that assist students to make a better sense of the contradictory world in which they now live and learn, and develop a practice of ethics that foregrounds difference, complexity, contingency and uncertainty.

Morning tea & first timers' networking

Time: 10:30 - 11:00
Date: 2nd December 2019
Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: F509 Lecture Theatre

450
Negotiating dialogic pedagogy in higher education: Cogenerating socially just practices in a teacher education course

Deborah Heck[1], Linda-Dianne Willis[2], Helen Grimmett[3]

[1]University of the Sunshine Coast, Sippy Downs, Australia. [2]University of Queensland, Brisbane, Australia. [3]Monash University, Melbourne, Australia

335
The manifestation of metacognitive thinking in university teachers' perceptions of their professional development

Tuike Iiskala[1], Henna Virtanen[1], Mari Murtonen[2]

[1]University of Turku, Turku, Finland. [2]University of Tampere, Tampere, Finland

222
Challenging the 'what works' agenda in education: calling out the 'Mad Hatter'

Jacek Brant

UCL Institute of Education, London, United Kingdom

Social Justice

Social Justice
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E052

1070
Against the Tide: Indigenous Knowledge and Education for Re-humanization

Arturo Rodriguez[1], Kevin Magill[2]

[1]Boise State Univeristy, Boise, USA. [2]Baylor, Waco, USA

107
Un-educating the Colonial to Settler Colonial Mind-Body Discourse: an analysis of the institutional dismembership of First Nation Australians and a proposition for human rights and citizenship in the nation-state

Mary Frances O'Dowd

CQU, Rockhampton, Australia

818
Academic Achievement of Australian Defence Force Children Following a Posting: An Education Support Model

Ros Baumann

University of Southern Queensland, Toowoomba, Australia

Language and Literacy

479
Writing conversations: students' metalinguistic talk about decision-making in writing.

Debra Myhill

University of Exeter, EXETER, United Kingdom

925
Improving classroom writing by enhancing reflexive decisions and practice

Mary Ryan[1], Georgina Barton[2], Lisa Kervin[3], Debra Myhill[4], Maryam Khosronejad[1]

[1]Macquarie University, Sydney, Australia. [2]University of Southern Queensland, Brisbane, Australia. [3]University of Wollongong, Wollongong, Australia. [4]University of Exeter, Exeter, United Kingdom

---

235
Priorities and challenges for teaching literature in secondary subject English

Larissa McLean Davies[1], Lucy Buzacott[1], Brenton Doecke[2], Philip Mead[3], Wayne Sawyer[4], Lyn Yates[1]

[1]The University of Melbourne, Melbourne, Australia. [2]Deakin University, Melbourne, Australia. [3]University of Western Australia, Perth, Australia. [4]Western Sydney University, Sydney, Australia

---

Professional and Higher Education

507
Higher Education – a force for social good?

Catherine Manathunga

University of Sunshine Coast, Maroochydore, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N519 Lecture Theatre

228
Dismantling 'public' schooling: a comparative analysis of privatised school systems in Alberta and North England and implications for Australia

Anna Hogan[1], Greg Thompson[2], Rebecca Johnson[1]

[1]The University of Queensland, Brisbane, Australia. [2]Queensland University of Technolgy, Brisbane, Australia

257
Commercialisation of School Administration in New Zealand: Understanding the Usefulness of School Management Information Systems

Jackie Cowan[1], Anna Hogan[2], Eimear Enright[2]

[1]University of Canterbury, Christchurch, New Zealand. [2]University of Queensland, Brisbane, Australia

577
Cleaning public education: privatising school maintenance work and the division of school labour

Jessica Gerrard, Rosie Barron

University of Melbourne, Melbourne , Australia

Inclusive Education

854

Supporting Numeracy Development: A Young Adult with Down Syndrome.

Lorraine Gaunt, Jana Visnovska, Karen Moni

University of Queensland, Brisbane, Australia

69

Documenting, assessing, and teaching digital literacy for students with disability, via an evidence basis of subject matter expertise, teacher knowledge, scholarly discourse, and student ability

Emily White

University of Melbourne, Melbourne, Australia

Health and Physical Education

554

The physical education curriculum management for confronting the "divers gap" among students: Issues finding from the comparison of survey results before curriculum reform

NORIKO NAKASHIMA

NAKAMURA GAKUEN UNIVERSITY, FUKUOKA, Japan

114
The enactment of new curriculum supported by a mobile app: Students' and teachers' perspectives
Deborah Tannehill, Antonio Calderon

University of Limerick, Limerick, Ireland

Educational Leadership

Educational Leadership
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: K360

1095
The Neil Cranston Lecture in Educational Leadership
Neil Cranston[1], Scott Eacott[2]

[1]University of Tasmania, Hobart, Australia. [2]University of New South Wales, Melbourne, Australia

---

Sociology of Education

Sociology of Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: K424

---

9 -
Tensions and Tightropes: Relational Learning in Schools Serving Working-Class Communities

124 -
Relational Learning and Emotional Capital: The Role of Teacher-Student Relationships in How First-in-Family Males Become University Bound

Garth Stahl

University of South Australia, Adelaide, Australia

126 -
"They're not here to *just* teach you": practice architectures and student connectedness

Lisa Smith

University of South Australia, Mawson Lakes, Australia

127 -
"I just want to be recognised for the amount of work I did put into it, but I still wasn't good enough": Making sense of the subjective self through relationships with teachers

Sarah McDonald

University of South Australia, Adelaide, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: K505

544
Artistic Identities: narratives, education, creation and appropriation of arts practices

Gloria Zapata Restrepo[1], Kathryn Coleman[2]

[1]Juan N. Corpas University Foundation, Bogota, Colombia. [2]Melbourne Graduate School of Education, University of Melbourne , Melbourne , Australia

---

137
Empowering female Indigenous students: Promoting engagement at school through the arts

Julia Morris

Edith Cowan University, Perth, Australia

610

Community, urban futures and faith belonging in children's art

Anna Hickey-Moody

RMIT University, Melbourne, Australia

Technology and Learning

Technology and Learning
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E151

16

YouTube in the classroom: How teachers use instructional videos in mainstream classrooms

Matthew Fyfield

Monash University, Clayton, Australia

89

How video filming in teaching better helps us understand knowledge flows in today's globalised classrooms.

chunyan zhang

RMIT, Melbourne, Australia

138
High school students´ group argumentation in virtual science lessons

Marko Telenius, Eija Yli-Panula, Veli-Matti Vesterinen, Marja Vauras

University of Turku, Turku, Finland

Motivation and Learning

Motivation and Learning
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E153

735
Extending openness to scholarship and research in education

Jason Lodge[1], Sakinah Alhadad[2], Rachel Searston[3]

[1]The University of Queensland, St Lucia, Australia. [2]Griffith University, Brisbane, Australia. [3]University of Adelaide, Adelaide, Australia

---

Schools and Education Systems

Schools and Education Systems
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E257

487
Entry Points: Networks for Teacher and School Use of Research

Elizabeth Farley-Ripple

University of Delaware, Newark, USA

488
Education Data Systems: A Systematic Look at Practices Related to Researcher Access in the U.S.

Elizabeth Farley-Ripple[1], Jesse Sheeks[1], Amanda Jennings[2], Andrew Millin[1]

[1]University of Delaware, Newark, USA. [2]University of Michigan, Ann Arbor, USA

623
Understanding School Improvement in Queensland: Preliminary Findings

Suzanne Carrington[1], Kate Williams[1], Nerida Spina[2], Rebecca Spooner-Lane[1], Megan Kimber[1], Anetta Kowalkiewcz[3]

[1]Queensland University of Technology, Brisbane, Australia. [2]Queensland University of Technology, Brisbane, Austria. [3]School Improvement Unit,Department of Education, Queensland, Brisbane, Australia

Early Childhood

Early Childhood
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E258

668
Quality Indicators/Standards for Early Childhood Care and Education: A Review Study

Abatihun Sewagegn[1,2], Boitumelo Diale[1]

[1]University of Johannesburg , Johannesburg, South Africa. [2]Debre Markos University, Debre Markos, Ethiopia

561
An Intersectional Approach to Men's Career Trajectories in Early Childhood Education and Care (ECEC): Comparisons of Australia, China, and Norway

Yuwei Xu[1], Victoria Sullivan[2], Birgitte Ljunggren[3], Kari Emilsen[3], Karen Thorpe[2]

[1]University College London (UCL), London, United Kingdom. [2]University of Queensland, Brisbane, Australia. [3]Queen Maud University College, Trondheim, Norway

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: E259

264

Supporting teachers with Professional Learning for the Aboriginal and Torres Strait Islander cross-curriculum priority: A case study of two schools

John Guenther[1], Mark Yettica-Paulson[2], Sam Osborne[3], Robyn Ober[1], Majon Williamson-Kefu[1]

[1]Batchelor Institute of Indigenous Tertiary Edcuation, Darwin, Australia. [2]Australians Together, Adelaide, Australia. [3]University of South Australia, Adelaide, Australia

186

10 Years of My School. Are we any the wiser? Implications for remote First Nations education

John Guenther

Batchelor Institute of Indigenous Tertiary Education, Darwin, Australia

1096

Teaching Māori histories: The New Zealand *Tomorrow's Schools* reforms (1984-89) and the New Zealand history (curriculum) wars (1877-2019).

Richard Manning

University of Canterbury, Christchurch, New Zealand

Assessment and Measurement

796

Transitioning to university: VET-entry students' accounts of assessment challenges and supports

Lois Harris[1], Joanne Dargusch[2], Robert Vanderburg[3], Susan Richardson[2]

[1]CQUniversity, Rockhampton, Australia. [2]CQUniversity, Noosa, Australia. [3]CQUniversity, Bundaberg, Australia

644

Beyond Assessment Adjustments: An Exploration of the Justice Experiences of Students with Disabilities in Classroom Contexts

Maryam Razmjoee[1], Amirhossein Rasooli[2], Majid Omidi[3]

[1]Australian Catholic University, Brisbane , Australia. [2]Queen's University , Kingston , Canada. [3]Payame Noor University , Chabahar , Iran, Islamic Republic of

669

Authentic Assessment as a Tool to Enhance Students Learning in a Higher Education Institution in Ethiopia: Implications for Students' Competency

Abatihun Sewagegn[1,2], Boitumelo Daile[1]

[1]University of Johannesburg, Johannesburg, South Africa. [2]Debre Markos University, Debre Markos, Ethiopia

Science, Technology, Engineering and Mathematics

113
A problem to explore or worked example to study – what should go first for efficient learning?

Slava Kalyuga

University of New South Wales, Sydney, Australia

139
Representational versus performative competence at a STEM problem solving task: Problematising the mind-hands dichotomy

Michael Tan[1], Anna Chew[2], Shen Yong Ho[2], Teck Seng Koh[2]

[1]National Institute of Education, Singapore, Singapore. [2]Nanyang Technological University, Singapore, Singapore

490
The Generative Design and Delivery of a Representation-focused Approach in a Digital Learning Environment

Connie Cirkony[1], Russell Tytler[2], Peter Hubber[2]

[1]Monash University, Melbourne, Australia. [2]Deakin University, Melbourne, Australia

Environmental and Sustainability Education

105 -
Theory Knots in the Anthropocene

1049 -
Staying with the traces

Amy Cutter-Mackenzie-Knowles[1], Shae Brown[2], Maia Osborn[1], Simone Blom[2], Thilinika Wijesinghe[1], Adi Brown[1]

[1]Southern Cross University, Gold Coast, Australia. [2]Southern Cross University, Lismore, Australia

1051 -
Shimmering with Deborah Bird Rose

Karen Malone[1], Marianne Logan[2], Julie Regalado[3], Bronwen Wade-Leeuwen[4], Lisa Siegel[2]

[1]Swinburne University of Technology , Hawthorn, Australia. [2]Southern Cross University , Lismore, Australia. [3]Western Sydney University , Penrith, Australia. [4]Macquarie University , Ryde, Australia

1047 -
water/watery/watering: Concepts for theorising in Environmental Education

Alexandra Lasczik

Southern Cross University, Gold Coast, Australia

1046 -
Theory Knots in the Anthropocene (Symposium addition Paper 4)

Helen Widdop Quinton

Victoria University , Melbourne , Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B202a Flat Classroom

163

Education as a mechanism for breaking the barriers of women social and political empowerment in the Sultanate of Oman

Amal Al-kiyumi[1], Nesren Salaheddin[1,2]

[1]Sultan Qaboos University, Muscat, Oman. [2]Ain-Shams University, Cairo, Egypt

---

816

The Mum/Dad Binary: Producing the nuclear family as 'normal' and 'natural' in schools

Michelle Jeffries

Queensland University of Technology (QUT), Brisbane, Australia

---

Poststructural Theory

Poststructural Theory
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B202b Flat Classroom

349

Exploring the poetics and the ethics of new materialist inquiry: Professor Bronwyn Davies

Lucinda McKnight[1], Melissa Wolfe[2]

[1]Deakin University, Melbourne, Australia. [2]Monash University, Melbourne, Australia

---

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B222 Flat Classroom

773

Transcription: A Taken-for-Granted Tool for Practitioner Action Researchers Seeking to Change Classroom Talk and Interaction

Christina Davidson, Christine Edwards-Groves

Charles Sturt University, Wagga Wagga, Australia

531

Narrative inquiry: Bringing the historical into contemporary experience for renewed insights into the education encounter

Michael Victory

Victoria University, Melbourne, Australia. Teacher Learning Network, Melbourne, Australia

---

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B2225 Flat Classroom

122

Ethics or Morals: Challenging foundational university ethics process to combat harmful practices in cross-cultural research projects.

Sara Weuffen

Federation University Australia, Ballarat, Australia

1099 Re-thinking the role of community in research: Community-led research is more than participatory research.

Lynette Riley, Amy Davidson

University of Sydney, Sydney, Australia

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B236 Collab Learning Space

217
A narrative approach exploring social justice in education

Steven Stolz

The University of Adelaide, Adelaide, Australia

64
Schools as an agent of social change

Robert Stevens

Marrickville, Sydney, Australia

415
Are flexible learning environments educative?

Leon Benade

Auckland University of Technology, Auckland, New Zealand

Rural Education

Rural Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B301 Flat Classroom

280
Using rural frameworks and research to develop understandings of educational justice and equity across socio-spatial settings

Dennis Beach, <u>Elisabet Öhrn</u>

University of Gothenburg, Gothenburg, Sweden

1020
A model of influence: Four key, interacting, influences on rural Queensland students' decisions about higher education and digital media

<u>Krystle Turner</u>

Queensland University of Technology, Brisbane, Australia

History and Education

History and Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B302 Collab Learning Space

104 - Jean Blackburn: Education, Feminism and Social Justice

991 -
Jean Blackburn, a twentieth century feminist: A journey from youth and public service employment in the 1930s and 1940s through to suburban housewifery, the Schools Commission and beyond

Craig Campbell, <u>Debra Hayes</u>

University of Sydney, Sydney, Australia

992 -
Jean Blackburn: A social democratic vision for education

<u>Debra Hayes</u>, Craig Campbell

University of Sydney, Sydney, Australia

-

Sociocultural Activity Theory

Sociocultural Activity Theory
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B304 Collab Learning Space

683
Teachers as collaborative change agents in redesigning schools: An activity-theoretical formative intervention study

Katsuhiro Yamazumi

Kansai University, Suita, Japan

897
Teacher professional development as venue for UFC between cultural-historical and activity theories

John Cripps Clark[1], Hobbs Linda[2], Peta White[1]

[1]Deakin University, Melbourne, Australia. [2]Deakin University, Geelong, Australia

---

681
Teachers' English Language Competency from the Perspective of University Leaders, EFL Lecturers and EFL Pre-service Teachers- a case study of Vietnam Teacher Education Programs in the context of globalization

Thuy-Tien Nguyen

Deakin University, Melbourne, Australia

Middle Years of Schooling

Middle Years of Schooling
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B428a Flat Classroom

76

The social accomplishment of transition: Investigating classroom talk practices as students move from primary to secondary school

Stephanie Garoni

Charles Sturt University, Albury, Australia

203

"I'm not a snitch": Teenage girls, friendship and online safety

Roberta Thompson

Griffith University, Gold Coast, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: B428b Flat Classroom

39 -

We are all minor: Refusing symbolic and exceptional violence in socially and cognitively just education.

331 -

Race critical knowledge production amidst post-racial times: Tensions inside the neoliberal university

Stephen Kelly[1], Samantha Schulz[2], Nadeem Memon[3], Dylan Chown[3]

[1]University of Adelaide, Adelaide, Australia. [2]Flinders University, Adelaide, Australia. [3]UniSA, Adelaide, Australia

409 -
Centring Learner Lifeworlds to Foster Deeper Inter-religious Understanding: A Case Study of Australian Muslim Learners

Nadeem Memon, Dylan Chown

Centre for Islamic Thought and Education, University of South Australia, Adelaide, Australia

329 -
Pedagogies for troubling English with an Indigenous canon

Stephen Kelly

University of Adelaide, Adelaide, Australia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N407 Flat Classroom

75
Learning to teach for equity in initial teacher education: Connecting to students as learners and to their lives and experiences

Fiona Ell[1], Marilyn Cochran-Smith[2], Lexie Grudnoff[1], Mavis Haigh[1], Mary Hill[1], Larry Ludlow[2]

[1]University of Auckland, Auckland, New Zealand. [2]Boston College, Boston, USA

429
Symbolic and material policy in Australian Early Childhood Teacher Education

Sue Grieshaber[1], Jillian Fox[2]

[1]La Trobe University, Ascot, Australia. [2]Australian Catholic University, Brisbane, Australia

563

Teacher inquiry for social equity: the nuances and considerations

Woei Ling Ong

National Institute of Education, Nanyang Technological University, Singapore, Singapore

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N408 Flat Classroom

361

The Mentoring Profile Grid: Two Dimensions and Four Realities

Anthony Clarke

University of British Columbia, Vancouver, Canada

1064

RETHINKING A TURNAROUND STRATEGYIN IN GATEWAY FIELDS

Walter LUMADI

University of South Africa, Pretoria, South Africa. N/A, N/A, South Africa

Social Justice

Social Justice
Time: 11:00 - 12:30
Date: 2nd December 2019

69 - The Multi-cities Ethnographies Project: connecting, affecting and transitioning lives Part A - Educational justice in pedagogical rights and practices

647 -
'Disadvantaged' students as ethnographers: connecting life-worlds to health and physical education

Alison Wrench, Robynne Garrett

University of South Australia, Adelaide, Australia

750 -
Engaging young people as linguistic ethnographers in super-diverse classrooms.

Alison Wrench[1], Jacqueline D'warte[2], Beryl Exley[3], Katina Zammit[2]

[1]University of South Australia, Adeliade, Australia. [2]Western Sydney University, Milperra, Australia. [3]Giffith University, Brisbane, Australia

629 -
Schooling in Contexts Marked by Disadvantage and the Inner Workings of Children's Pedagogic Rights

Beryl Exley

Griffith University , Brisbane, Australia

768 -
Student engagement, pedagogy and classroom discourse

Katina Zammit

Western Sydney University, Sydney, Australia

Social Justice

Social Justice
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N415 Flat Classroom

602

Seeking social justice through civics and citizenship education: what are the curriculum challenges?

Hugh Atherton

Queensland University of Technology , Brisbane, Australia

483

Art and politics in socially just curricula

Dino Murtic

University of South Australia, Adelaide, Australia

67

Education for a Socially Just World: Re-thinking Social Science Curriculum in Fiji for Inclusion, Social Justice and Equity

Fereal Ibrahim

Fiji National University, Labasa Town, Fiji

Professional and Higher Education

Professional and Higher Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N417 Flat Classroom

986

Using Peer Support to Strengthen the VET to HE Transition: An Exploratory Approach at a Dual Sector University

Kimberly Reyes

RMIT University, Melbourne, Australia

336
The recruitment of VET teachers and the failure of policy in England's Further Education sector

Kevin Orr[1], Pam Hanley[2]

[1]University of Huddersfield, Huddersfield, United Kingdom. [2]University of York, York, United Kingdom

149
What makes graduates employable? Perspectives of New Zealand Employers

Behnam Soltani

Otago Polytechnic, Auckland, New Zealand

Language and Literacy

Language and Literacy
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N418 Flat Classroom

524
Vietnamese teacher mediated agency and identity commitment in curricular reform

Do Quynh Tram Phan

University of New South Wales, Sydney, Australia. University of Foreign Languages, Hue University, Hue, Vietnam

656
World Englishes in the pedagogical domain: Investigating the perspectives of teachers of English

M. Obaidul Hamid, Ngoc Hoang, Trang Nguyen

The University of Queensland, Brisbane, Australia

Inclusive Education

Inclusive Education
Time: 11:00 - 12:30
Date: 2nd December 2019
Location: N419 Flat Classroom

782
Teachers' work with data walls and implications for students with disability funding

Jeanine Gallagher, Nerida Spina, Jill Willis

Queensland University of Technology, Brisbane, Australia

540
An exploration of the Special Educational Needs Coordinator's teacher identity in the New Zealand context

Hui Lin

The University of Auckland, Auckland, New Zealand

478
Professional collaboration and student insights: Are these the not-so-secret ingredients for inclusive pedagogical approaches?

Haley Tancredi

Queensland University of Technology, Kelvin Grove, Australia

Health and Physical Education

1019

HPE Intra-acts in a socially just world: intersectionality and people with (inter)sexed bodies encountering health, movement and education

Agli Zavros-Orr[1], lisahunter .[2], Annette Brömdal[3], Kristine Hand[4], Peter Low[5], Bonnie Hart[6]

[1]Intersex Human Rights Australia (IHRA)/Intersex Peer Support Australia(IPSA), Melbourne, Australia. [2]Monash University, Melbourne, Australia. [3]University ofSouthern QLD, Toowoomba, Australia. [4]True Relationships & Reproductive Health, Brisbane, Australia. [5]IHRA, Melbourne, Australia. [6]IPSA, Melbourne, Australia

---

Aboriginal and Torres Strait Islander Research

762

Non-Indigenous preservice teacher engagement with an Aboriginal and Torres Strait Islander school community: where 'open minds' and 'ignorance's' meet?

Peta Salter[1], Max Lenoy[2]

[1]James Cook University, Townsville, Australia. [2]Catholic Education Office, Townsville, Australia

---

432

A critical perspective: does place 'count' in education policy aspiring to success for Aboriginal and Torres Strait Islander students?

Peta Salter

James Cook University, Townsville, Australia

Lunch

Time: 12:30 - 14:00
Date: 2nd December 2019
Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: F509 Lecture Theatre

---

48 - *Teachers using spaces well. What is the research showing?*

593 -
Building collaborative research partnerships to support knowledge translation and impact

Joann Cattlin, Wesley Imms

University of Melbourne, Melbourne, Australia

736 -
The missing link; understanding and measuring teacher spatial competency in diverse learning environments

Victoria Leighton

University of Melbourne, Melbourne, Australia

911 -
Building unique knowledge through large international industry-focused research: An overview of the Innovative Learning Environments and Teacher Change (ILETC) project.

Wesley Imms

University of Melbourne, Melbourne, Australia

1009 -

Curated Learning: Understanding how museum educators maximise learning environments for students' deep learning

Ethel Villafranca

The University of Melbourne, Melbourne, Australia

406 -
Teacher Transition Pathway: Building teachers' spatial competency and learning in the 21st century

Marian Mahat, Wesley Imms

The university of melbourne, Melbourne, Australia

Early Childhood

Early Childhood
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E052

---

73 -
Stress and relaxation in early childhood education and care

716 -
Stress and relaxation in early childhood education and care: Experiences of relaxation - The voices of young children in early childhood education and care

Emma Cooke, Karen Thorpe, Andrew Clarke, Sandy Houen, Candice Oakes, Sally Staton

The University of Queensland, Brisbane, Australia

714 -
Stress and relaxation in early childhood education and care: Experiences of relaxation - The voices of early childhood education and care educators

Sandy Houen, Emma Cooke, Elain Kraemer, Candice Oakes, Karen Thorpe, Sally Staton

University of Queensland, Brisbane, Australia

731 -
Stress and Relaxation in Early Childhood Education and Care: Low pay, low status and high demand: Australia's ECEC workforce under stress.

Karen Thorpe[1], Elena Jansen[2], Paula McDonald[3], Victoria Sullivan[1]

[1]University of Queensland, Brisbane, Australia. [2]Alpen-Adria University, Klagenfurt, Austria. [3]Queensland University of Technology, Brisbane, Australia

Language and Literacy

Language and Literacy
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N515 Lecture Theatre

51 - Social inequalities and school language provision

434 -
Dividing practices: social class and the professional identities of secondary school language teachers' identities

Stephen Black[1], Jan Wright Wright[2]

[1]University of Technology, Sydney, Sydney, Australia. [2]University of Wollongong, Wollongong, Australia

535 -
Chinese as a community language in Australia: cultural capital and power

Linda Tsung

University of Sydney, Sydney, Australia

440 -
Social Inequality and languages in secondary schools

Ken Cruickshank

University of Sydney, Sydney, Australia

439 -
Chinese as a community language in Australia: cultural capital and power

Linda Tsung

Sydney University , Sydney, Australia

Professional and Higher Education

856
Reworking university curriculum to engage social urgencies, emergencies and emergences: Reflecting with de Sousa Santos

Marie Brennan, Lew Zipin

University of South Australia, Adelaide, Australia

888
Adding 'values' to transition pedagogy: embedding institutional commitments to Aboriginal and Torres Strait Islander perspectives, diverse communities and environmental sustainability in a compulsory first-year transition course at a regional university

Noni Keys, Mary-Rose Adkins

University of the Sunshine Coast, Maroochydore, Australia

850
Intercultural pedagogies in a graduate leadership program: The 'fit' between theory and practice

Barbara Harold[1], Lauren Stephenson[2]

[1]Zayed University, Dubai, UAE. [2]University of Notre Dame, Sydney, Australia

---

146
Achieving values-led higher education for a socially just world

Alison Owens, Duncan Nulty

Australian Catholic University, Sydney, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N519 Lecture Theatre

---

8 -
Global policy mobilities in federations: Assemblages, topologies and scale-craft

118 -
The contested role of the Australian federal government in national schooling reform: Boundary imagining, crossing and blurring

Glenn Savage[1], Elisa Di Gregorio[2], Bob Lingard[3]

[1]University of Western Australia, Perth, Australia. [2]The University of Melbourne, Melbourne, Australia. [3]Australian Catholic University and University of Queensland, Brisbane, Australia

128 -
Contextualizing the datafication of schooling – a comparative discussion of Germany and Russia

Sigrid Hartong[1], Nelli Piattoeva[2]

[1]Helmut-Schmidt-University, Hamburg, Germany. [2]Tampere University, Tampere, Finland

119 -
Standards without standardisation? Assembling standards-based reforms in Australian and US schooling

Steven Lewis[1], Glenn Savage[2], Jessica Holloway[1]

[1]Deakin University, Melbourne, Australia. [2]The University of Western Australia, Perth, Australia

131 -
Multiple federalisms: Comparing federal educational systems in Latin America

Jason Beech[1,2], Axel Rivas[1]

[1]Universidad de San Andres, Buenos Aires, Argentina. [2]CONICET, Buenos Aires, Argentina

Inclusive Education

1011

Differentiation and Universal Design for Learning: Engaging and Supporting All Students in the Classroom

Kate de Bruin

Monash University, Clayton, Australia

913

Student Perceptions of Assessment Accommodations: An Analysis of Power

Juuso Nieminen

University of Helsinki, Helsinki, Finland

Health and Physical Education

98 -

Assessment in Irish primary and post-primary school physical education and implications for physical education teacher education

931 -

Assessment reform in Irish post-primary schools: requiring teachers to be responsible for assessment

Ann MacPhail

University of Limerick, Limerick, Ireland

933 -
The enactment of assessment for learning in the teaching of primary physical education in Ireland

Suzy Macken

Marino Institute of Education, Dublin, Ireland

934 -
Formalising classroom-based assessment in post-primary physical education in Ireland: A new concept for physical education teachers

Claire Walsh

University of Limerick, Limerick, Ireland

937 -
The development and enactment of high-stakes assessment in Ireland: Leaving Certificate Physical Education

Dylan Scanlon

University of Limerick, Limerick, Ireland

Educational Leadership

Educational Leadership
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: K360

---

79 -
School leader practitioner research: Collaboration between the research community and school leaders to solve complex problems

673 -
School leader practitioner research: Collaboration between the research community and school leaders to solve complex problems

David Turner

Queensland Association of State School Principals, Fortitude Valley, Australia

697 -
Leading with and Inquiry Stance
<u>Zoe Smith</u>

CQU, Brisbane, Australia

708 -
Collaborative Pathways to Success: Building Capability
<u>Claudine Moncur-White</u>

QASSP, Brisbane, Australia

760 -
Formative Teacher Evaluation: Classroom Profiling as a Collaborative Process for Professional Growth.
<u>Peter Keen</u>

QASSP, Fortitude Valley, Australia. Bribie Island State School, Bribie Island, Australia

809 -
Increasing Teacher Commitment to Continuous Improvement
<u>Kylie Todhunter</u>

QASSP, Fortitude Valley, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: K505

591
Understanding choreographic practice in an artful, digital Dance education.
<u>Peter Cook</u>

SOuthern Cross University, Gold Coast , Australia

205
Dramatic Interventions: A multi-site case study analysis of student outcomes in the School Drama program

John Nicholas Saunders

Sydney Theatre Company, Sydney, Australia. The University of Sydney, Sydney, Australia

Technology and Learning

Technology and Learning
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E151

162
Primary school students' perceptions of self-directed learning and collaborative learning with the use of ICT tools in their writing through the use of Social-Cognitive and Motivation and Learning approach

Doris Choy, Yin Ling Cheung

National Institute of Education, Nanyang Technological University, Singapore, Singapore

207
Assisting social equity in education for disadvantaged primary school students through technology.

Anthony Jones

University of Melbourne, Melbourne, Australia

134
Teaching and Learning with Cloud Platforms in the Primary School Classroom

Kristy Corser

Queensland University of Technology, Brisbane, Australia

57
Say goodbye to 'Teacher Influencers' and hello to 'Educational Data Advocates'

Janine Arantes, Rachel Buchanan

University of Newcastle, Newcastle, Australia

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E152

110 -
Gaze matters: Understanding the significance of gaze in the accomplishment of children's activities in everyday and educational settings

-

-

-

Motivation and Learning

Motivation and Learning
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E153

96 - Quantitative Methodologies in Education

893 -
Positive attitudes towards mathematics and science are mutually beneficial for student achievement: A latent class analysis of TIMSS 2015

Nathan Berger, Erin Mackenzie, Kathryn Holmes

Western Sydney University, Penrith, Australia

895 -
The use of item response models to estimate the growth trajectories of students' literacy, numeracy, and socio-emotional development from kindergarten to primary grade 2 in a Southeast Asian country

Jacqueline Cheng, Dan Cloney, Rachel Parker

Australian Council for Educational Research (ACER), Melbourne, Australia

898 -
Social climate and avoidance of help-seeking in secondary mathematics classes

Roy Smalley

Monash University, Melbourne, Australia

Schools and Education Systems

Schools and Education Systems
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E257

182
The Teachers As Researchers and Practitioners (TARP) professional learning course

Lorraine Beveridge[1], Robert Stevens[2]

[1]NSW Department of Education, Adamstown, Australia. [2]NSW Department of Education, Sydney, Australia

183
"Collaborative Professionalism": an interactive workshop based on the work of Hargreaves & O'Connor (2018)

Lorraine Beveridge[1], Robert Stevens[2]

[1]NSW DoE, Adamstown, Australia. [2]NSW DoE, Sydney, Australia

---

63
In defence of methodological pluralism in educational research

Robert Stevens

Marrickville, Sydney, Australia

Early Childhood

Early Childhood
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E258

220
Investigation and Suggestion on the Status Quo of the Professional Quality of Kindergarten Director in Rural China

Zhang Lixin, Yuan Yuan

Faculty of Education, Northeast Normal University in China, Changchun, China

---

244
"Thrown into the deep end with little mentoring": Filling the gap with pre-service early childhood teachers transitioning to leadership roles in early childhood education settings.

Angel Mok, Sue Elliott

University of New England, Armidale, Australia

130
Inequality and Australia's Early Childhood Education and Care Sector: A Policy Frame Analysis

Andrea Nolan, Tebeje Molla

Deakin University, Geelong, Australia

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: E259

52 -
The place of Critical Indigenous Theory in critiquing the construct of schooling and transforming the delivery of Indigenous education.

455 -
Title: Decolonising teacher education through Learning from Country

Katrina Thorpe[1], Cathie Burgess[2]

[1]UTS, Sydney, Australia. [2]University of Sydney, Sydney, Australia

456 -
Establishing a critically informed model for a culturally nourishing approach to schooling for Aboriginal and Torres Strait Islander students.

Kevin Lowe[1], Greg Vass[2]

[1]UNSW, Sydney, Australia. [2]Griffith University, Brisbane, Australia

457 -
Instruments of power and control in First Nations remote education

John Guenther[1], Sam Osborne[2]

[1]Batchelor College, Darwin, Australia. [2]University of South Australia, Adelaide, Australia

458 -
Developing a sustainable professional leadership model to embed a culturally nourishing response to Aboriginal education

Cathie Burgess[1], Kevin Lowe[2]

[1]Sydney University, Sydney, Australia. [2]UNSW, Sydney, Australia

265 -
Instruments of power and control in First Nations remote education

John Guenther[1], Sam Osborne[2]

[1]Batchelor Institute of Indigenous Tertiary Education, Darwin, Australia. [2]University of South Australia, Adelaide, Australia

---

Assessment and Measurement

Assessment and Measurement
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B409

---

107 - Questioning the Quant, in Educational Testing

1042 -
The "new" statistics: mixing Bayesian statistics in with Qualitative research method: demonstrated on an analysis of stereotyping in teacher decision-making

Samantha Low-Choy[1], Tasha Riley[2], Clair Alston-Knox[3]

[1]Office of the Vice-Chancellor, AEL, Griffith University, Mt Gravatt / Gold Coast, Australia. [2]Griffith Institute of Educational Research, Mt Gravatt, Australia. [3]PA Consulting Group, Melbourne, Australia

1043 -
What lies beneath "NAPLAN-o-datasaurus"? Reproducible statistics in Standardised Testing

Samantha Low Choy[1], Parlo Singh[2], Samantha Low-Choy[3]

[1]Griffith Institute of Educational Research, Redlands, Australia. [2]Griffith Institute of Educational Research, Mt Gravatt, Australia. [3]Office of the Vice-Chancellor, AEL, Griffith University, Mt Gravatt / Gold Coast, Australia

1044 -

NAPLAN ontologies and axiologies diffracted through the media

Judy Rose

Griffith Institute of Educational Research, Mt Gravatt, Australia

1045 -
Additional Discussants

Stephen Heimans[1], Parlo Singh[2]

[1]University of Sunshine Coast, Sippy Downs, Australia. [2]Griffith Institute of Educational Research, Mt Gravatt, Australia

---

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B201a Flat Classsroom

206
Assessing the affordances of videoconferencing as a medium for delivering Professional Learning for regional primary Science, Technology, Engineering and Mathematics (STEM) teachers.

Nadya Rizk[1], Subhashni Taylor[2], Neil Taylor[1], Penelope Serow[1]

[1]University of New England, Armidale, Australia. [2]James Cook University, Cairns, Australia

---

212
Measuring scientific reasoning with day-to-day scenarios

Yaela Naomi Golumbic[1], Yael Barel Ben-David[2], Keren Dalyot[2], Ayelet Baram-Tsabari[2]

[1]Australian National Centre for the Public Awareness of Science (CPAS), ANU, Canberra, Australia. [2]Faculty of Science and Technology Education, Technion- Israel Institute of Science and Technology., Haifa, Israel

---

25
Understanding the interplay between physics knowledge construction and the changing status of social bonds during science inquiry

Alberto Bellocchi

Queensland University of Technology, Brisbane, Australia

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B201b Flat Classroom

88 - Childhoodnature Collective– A Research Assemblage Adventure

775 -
Worlding of Childhoodnature Imaginaries: Bodies Sensing Ecologically

Karen Malone

Swinburne University of Technology , Hawthorn, Australia

954 -
Mapping Scientific Concepts through Nature Play in Early Childhood Education

Linda Knight[1], Lexi Lasczik[2], Amy Cutter-MacKenzie-Knowles[2], Karen Malone[3]

[1]RMIT University, Melbourne, Australia. [2]Southern Cross University, Gold Coast, Australia. [3]Swinburne University of Technology, Melbourne, Australia

1036 -
Childhoodnature Research Handbook and Companion – A Cartographic Opening of Research Potentialities

Amy Cutter-Mackenzie-Knowles[1], Karen Malone[2], Elisabeth Barratt Hacking[3]

[1]Southern Cross University, Gold Coast, Australia. [2]Swinburne University of Technology, Melbourne, Australia. [3]University of Bath, Bath, United Kingdom

Gender, Sexualities & Cultural Studies

611
Mothers against pornography: Christian activism, schooling and censorship

Jessica Gerrard[1], Helen Proctor[2]

[1]University of Melbourne, Melbourne, Australia. [2]University of Sydney, Sydney, Australia

---

614
Parental supports for and barriers to gender and sexuality diverse (GSD) inclusive education: Developing a multidimensional attitudinal scale

Jacqueline Ullman, Lucy Hobby, Tania Ferfolja

Western Sydney University, Sydney, Australia

620
Parents' experiences of navigating schooling with/for their trans/gender diverse child

Tania Ferfolja, Jacqueline Ullman

Western Sydney University, Sydney, Australia

571
MAKING shiFt HAPPEN: Privileging the voices of women in academia through creative and scholarly exchange

Ali Black, Rachael Dwyer

University of the Sunshine Coast, Sippy Downs, Australia

Poststructural Theory

Poststructural Theory
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B202b Flat Classroom

812

Performativity, Identity and ATAR: How are upper secondary students navigating the meritocratic identity market underpinning Australian public schooling?

Nina Rovis-Hermann

Murdoch University, Murdoch, WA, Australia

838

A figuration of school violence: Enacting affirmative schooling

Leanne Higham

The University of Melbourne, Melbourne, Australia

430

Learning the 'emotional rules' of teaching: Constructing the emotionally authentic professional self

Saul Karnovsky

Queensland University , Brisbane, Australia

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 14:00 - 16:00
Date: 2nd December 2019

12
A teacher-researcher examining pedagogy: the use of visual and digital methods in capturing pupils' perspectives

Reetta Niemi

University of Helsinki, Viikki Teacher Training School, Helsinki, Finland. University of Johannesburg, Johannesburg, South Africa

202
Design-based methods for qualitative research with teenage girls

Roberta Thompson

Griffith University, Gold Coast, Australia

61
Exploring the Impact of Role-Play on Students' Understanding of History:A Study in a Religious Education Classroom in Karachi

Shehzeen Alamir

Institute of Education, London (University of College London), London, United Kingdom

Global Contexts for Education
Global Contexts for Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B2225 Flat Classroom

661
Global Citizenship Education in the classroom. An exploratory study on teachers' views

Federica Caccioppola

ACU, Brisbane, Australia. LUMSA, Rome, Italy

1005
Developing intercultural capability in the context of social justice in teacher education in Australia and Finland: case studies

Maria Lobytsyna[1,2], Robyn Moloney[1,3]

[1]Macquarie University, Sydney, Australia. [2]Department of Education, Sydney, Australia. [3]University of Helsinki, Helsinki, Finland

414
Making meaning through the sociomaterial: One child's experience in a Middle Eastern early learning context

Lesley Friend

Australian Catholic University, Brisbane, Australia

829
Developing conceptions of teaching and learning: Investigating international student experiences within a pre-service program

Rhonda Di Biase, Elizabeth King, Jeana Kriewaldt, Mahtab Janfadi, Andrea Truckenbrodt

The University of Melbourne, Melbourne, Australia

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B236 Collab Learning Space

62 - Reasoning in Education: Bringing together four ways of thinking

538 -
Reasoning Children. A text analytical approach for detecting signs of emergent subject specific reasoning in early school writing

Oscar Björk

Department of Education, Uppsala University, Uppsala, Sweden

539 -
Representation and reasoning in social networks

Naomi Barnes

Queensland University of Technology, Kelvin Grove, Australia

547 -
Teacher Explanations in Science Education

David Geelan

Griffith University, Gold Coast, Australia

698 -
Reasoning in Education: Bringing together four ways of thinking

Charlotte Pezaro

The University of Queensland, Brisbane, Australia

Rural Education

Rural Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B301 Flat Classroom

601
Rural pathways advising and social justice: Challenges and influences on advisors

Melyssa Fuqua

Monash University, Melbourne, Australia

1018
Connecting to place: socially just futures for rural students in Victorian secondary schools.

Cheryl Glowrey

Federation University, Churchill, Australia

404
'Why would you go to uni?': Habitus, symbolic violence and the aspirations of rural school students

Leanne Fray, Jenny Gore, Sally Patfield, Jess Harris

University of Newcastle, Newcastle, Australia

History and Education

History and Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B302 Collab Learning Space

25 -
Temporality and place in educational research: Looking beyond local/global binaries

448 -
Colonial imaginaries in psychoeducation for migrants and refugees

Kristiina Brunila, Tuuli Kurki

University of Helsinki, Helsinki, Finland

233 -
An exalted past but what future? An elite school grapples with India's Right to Education Act, 2009

Diana Langmead

University of Melbourne, Melbourne, Australia

232 -
Place, memory and affect in an inner urban school

Julie McLeod, Kate O'Connor

University of Melbourne, Melbourne, Australia

1106 - The heterogenous timescapes of global mobilities

Joanne Higginson

Melbourne Graduate School of Education, Melbourne, Australia

Sociocultural Activity Theory

Sociocultural Activity Theory
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B304 Collab Learning Space

1089
Cultural Historical Activity Research for a Socially Just World

John Cripps Clark[1], Judith MacCallum[2], Brendan Jacobs[3], Peter Renshaw[4]

[1]Deakin University, Melbourne, Australia. [2]Murdoch University, Murdoch, Australia. [3]CQUniversity, Mackay, Australia. [4]Queensland University, St Lucia, Australia

---

Middle Years of Schooling

Middle Years of Schooling
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B428a Flat Classroom

185
Ghost Learners: using student voice to gain insider perspectives on passive disengagement

Karlie Ross

Queensland University of Technology, Brisbane, Australia

463
Middle Years Students' Engagement with Science in Australian Rural and Urban Communities

Garth Stahl[1], Laura Scholes[2], Sarah McDonald[1], Jo Lunn[3], Barbara Comber[1]

[1]University of South Australia, Adelaide, Australia. [2]Australian Catholic University, Brisbane, Australia. [3]Queensland University of Technology, Brisbane, Australia

---

Politics and Policy in Education

Politics and Policy in Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B428b Flat Classroom

80
John Rawls' Political Theory on Social Justice: An Implication for Democratic Societies

Samuel Ibitoye[1], Titus Utibe[2]

[1]National Open University of Nigeria, Lagos, Nigeria. [2]Usmanu Danfodiyo University, Sokoto, Nigeria

---

789
Peace Education and Global Cultures of Violence: A Research Agenda for Childhood Studies and Education involving Nationalism

Robert Imre

University of Tampere, Tampere, Finland. Tampere Peace Research Institute (TAPRI), Tampere, Finland

Teacher Education and Research Innovation

24 -
Social Justice and National Educational Reform in Wales - the contribution of teacher education.

251 -
Educational reform in Wales – the changing context for teacher education

Dylan Jones, Gareth Evans

UWTSD, Swansea, United Kingdom

226 -
The reform of initial teacher education in Wales and its implications for social justice

John Furlong

Oxford University, Oxford, United Kingdom

252 -
Enacting transformation of initial teacher education in partnership: negotiating the shifting sands of professional roles and responsibilities during a period of culture change.

Jane Waters[1], Jan Barnes[1], Kay Livingston[2], Sioned Hughes[1]

[1]University of Wales Trinity Saint David, Swansea, United Kingdom. [2]University of Glasgow, Glasgow, United Kingdom

308 -
Professional learning for social justice: policy intervention and professional autonomy

Ken Jones

Professional Development in Education, Swansea, United Kingdom

Teacher Education and Research Innovation

---

90 - Mobilising, Implementing and Embedding TPAs: Experiences in the Life Course of the AfGT

874 -
The Impact of a Teaching Performance Assessment (TPA) on the Professional Experience Continuum: Improving Engagement through course review

Lesley Harbon, Don Carter, John Buchanan, Joanne Yoo

University of Technology, Sydney, Australia

876 -
Voices from the coalface - Student perceptions of implementing a TPA

Vilma Galstaun, Wayne Cotton, Patrick Brownlee

The University of Sydney, Sydney, Australia

878 -
Managing forces to achieve fair judgements in the AfGT

Val Morey, Rebecca Walker, Chad Morrison

Curtin University, Perth, Australia

881 -
The impact of the AfGT on initial teacher educators' academic work practices

Kim Keamy, Mark Selkrig

University of Melbourne, Melbourne, Australia

Teacher Education and Research Innovation

99 - Who really wants to be a teacher? The role of selection procedure for a socially just world

940 -
Paper 1 Finland: Looking for potential: How does student selection predict student teachers' achievement?

Marko Lähteenmäki, Mirjamaija Mikkilä-Erdmann, Anu Warinowski

University of Turku, Turku, Finland

947 -
Paper 2 Australia: Pre-service teacher selection: A case study from Melbourne, Australia using the Teacher Capability Assessment Tool (TCAT)

Katina Tan, Kiong Au Lee

The University of Melbourne, Melbourne, Australia

950 -
Paper 3 USA: Using the Teacher Capability Assessment Tool (TCAT) to better understand applicants as they enter a U.S. university-based educator preparation program - A US/Utah perspective and Utah State University/Utah Valley University case studies

Parker Fawson[1], Slyvia Read[1], Vessela Ilieva[2]

[1]Utah State University, Logan, USA. [2]Utah Valley University, Orem, USA

951 -
Paper 4: A new socially just world of teacher education: the significance of teacher candidature selection

Janet Clinton

The University of Melbourne, Melbourne, Australia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N415 Flat Classroom

7 - Future-proofing the profession of teaching for a socially-just world

95 -
The changing nature of teachers' work and its impact on teacher preparation
Faye McCallum

University of Adelaide, Adelaide, Australia

96 -
Pre-service teachers' perception of wellbeing
Mathew White

The University of Adelaide, Adelaide, Australia

100 -
Personalised computing technologies that enhance quality teaching: A case study of the impact of introducing 1:1 iPads to Bachelor of Teaching undergraduate students.
Walter Barbieri

The University of Adelaide, Adelaide, Australia

181 -
Finding the instructional 'Sweet Spot'

Brendan Bentley

University of Adelaide, Adelaide, Australia

Professional and Higher Education

Professional and Higher Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N417 Flat Classroom

---

103 -
'A degree is a degree': Thinking with Bourdieu and Bernstein to understand vocational institution degrees in a high participation system

994 -
Theorising with Bourdieu and Bernstein to understand vocational institution degrees in a high participation system

Shaun Rawolle[1], Steven Hodge[2], Susan Webb[3], Elizabeth Knight[3]

[1]Deakin University, Geelong, Australia. [2]Griffith University, Brisbane, Australia. [3]Monash University, Melbourne , Australia

997 -
Assessment strategy underpinned by curriculum practice

Deb Kiegaldie[1], Susan Webb[2], Elizabeth Knight[2], Shaun Rawolle[3], Steven Hodge[4]

[1]Holmesglen Institute, Melbourne, Australia. [2]Monash University, Melbourne, Australia. [3]Deakin University, Melbourne, Australia. [4]Griffith University, Brisbane, Australia

1000 -
Constructing curriculum development as responding to industry needs in higher education in vocational institutions

Sandra Walls[1], Steven Hodge[2], Elizabeth Knight[3], Susan Webb[3], Shaun Rawolle[4]

[1]Box Hill Institute, Melbourne, Australia. [2]Griffith University, Melbourne, Australia. [3]Monash University, Melbourne, Australia. [4]Deakin University, Melbourne, Australia

1004 -
The mediating of messages about pedagogy of Bachelors degrees in public vocational institutions

Ili Pelletier[1], Elizabeth Knight[2], Shaun Rawolle[3], Susan Webb[2], Steven Hodge[4]

[1]TAFE NSW, Melbourne, Australia. [2]Monash University, Melbourne, Australia. [3]Deakin University, Geelong, Australia. [4]Griffith University, Brisbane, Australia

Language and Literacy

Language and Literacy
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N418 Flat Classroom

411
Geographies of learning to write: Mapping literacy learning through draw and talk

Annette Woods[1], Aspa Baroutsis[2]

[1]Queensland University of Technology, Brisbane, Australia. [2]Griffith University, Brisbane, Australia

---

551
'Click and save': preservice teachers' perceptions of online literacy skill building.

Debra Edwards

La Trobe University, Bendigo, Australia

836
English language education for human capital development and the question of social justice

Md Maksud Ali

The University of Queensland, Brisbane, Australia

245
The influence of meta-fictive devices in picturebooks on Year 3 students' critical literacy

Carmel Turner

Australian Catholic University, Brisbane, Australia. USQ, Springfield, Australia

---

Inclusive Education

Inclusive Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N419 Flat Classroom

742

"We can't be what we can't see"(Innes, 2018): A deconstructive analysis of how a child with a disability is included in a Playschool "through the windows" vignette.

Julie Carmel[1], Elizabeth Rouse[2]

[1]Murdoch University, Perth, Australia. [2]Deakin University, Burwood, Australia

1008

The case of a Primary 5/6 classroom community: Participation, inclusion, and diversity

Bonita Marie Cabiles

The University of Melbourne, Melbourne, Australia

778

Young mothers and the 'cloak of invisibility: Learning from the margins

Karen Felstead

Federation University Australia, Ballarat, Australia

23

"What I wish you knew". Promoting young voices offering advice for a more informed and respectful education for students with a vision impairment or blindness in mainstream schools.

Melissa Cain[1], Melissa Fanshawe[2]

[1]Australian Catholic University, Brisbane, Australia. [2]The University of Southern Queensland, Springfield, Australia

Health and Physical Education

Health and Physical Education
Time: 14:00 - 16:00
Date: 2nd December 2019

987
Community health in HPE: Are human beings the only ones that matter?

Nicole Taylor

Western Sydney University, Sydney, Australia

999
Right to be Active: Exploring care experienced young people's experiences of sport and physical activity

Rachel Sandford[1], Thomas Quarmby[2], Oliver Hooper[1], Rebecca Duncombe[1]

[1]Loughborough University, Loughborough, United Kingdom. [2]Leeds Beckett University, Leeds, United Kingdom

634
Theorising 'Creativity' in Health and Physical Education

Rosie Welch, Laura Alfrey

Monash University, Melbourne, Australia

4
Doing emotions in physical education: A symbolic interactionist approach to investigating emotions and movement learning

Dean Barker[1], Gunn Nyberg[2], Håkan Larsson[3]

[1]Örebro University, Örebro, Sweden. [2]Dalarna University, Falun, Sweden. [3]The Swedish School of Sport and Health Sciences, Stockholm, Sweden

Arts Education Practice Research

Arts Education Practice Research
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N517 Flat Classroom

1016
Breaking the silos: an assessment of arts-based interdisciplinary teacher collaboration in a Primary school

Katherine Halcrow

University of Sydney , Sydney , Australia

148
'As You Like it': Setting high expectations for Primary school students in performance literacy.'

Joanna Winchester

Australian Catholic University, Strathfield, Australia

Afternoon tea

Time: 16:00 - 16:30
Date: 2nd December 2019
Location: Exhibition

Book launch

Time: 16:00 - 16:30
Date: 2nd December 2019
Location: F509 Lecture Theatre

Literacies in Early Childhood: Foundations for Equity and Quality
Editors: Annette Woods & Beryl Exley
Oxford University Press

Children and Student Voice Across All Sectors SIG Meeting

Children and Student Voice Across All Sectors
Time: 16:00 - 16:30
Date: 2nd December 2019
Location: N515 Lecture Theatre

Culturally and Linguistically Diverse (CALD) Education SIG Meeting

Culturally and Linguistically Diverse (CALD) Education
Time: 16:00 - 16:30
Date: 2nd December 2019
Location: N518 Lecture Theatre

Teacher Education and Research Innovation SIG Meeting

Teacher Education and Research Innovation
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: F509 Lecture Theatre

Social Justice SIG Meeting

Social Justice
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E052

Language and Literacy SIG Meeting

Language and Literacy
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: N515 Lecture Theatre

1. *Introducing …* – meet and greet fellow SIG members

2. *Across the year, across the country* - Building research networks

3. Focus groups – ideas for AARE funded SIG events 2020

Followed by refreshments.

Professional and Higher Education SIG Meeting

Professional and Higher Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: N518 Lecture Theatre

Politics and Policy in Education SIG Meeting

Politics and Policy in Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: N519 Lecture Theatre

Inclusive Education SIG Meeting

Inclusive Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K109

Health and Physical Education SIG Meeting

Health and Physical Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K323

Educational Leadership SIG Meeting

Educational Leadership
Time: 16:30 - 17:30

Date: 2nd December 2019
Location: K360

Sociology of Education SIG Meeting

Sociology of Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K424

Arts Education Practice Research SIG Meeting

Arts Education Practice Research
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K505

Technology and Learning SIG Meeting

Technology and Learning
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E151

Teachers' Work and Lives SIG Meeting

Teachers' Work and Lives
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E152

Motivation and Learning SIG Meeting

Motivation and Learning
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E153

Schools and Education Systems SIG Meeting

Schools and Education Systems
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E257

Early Childhood SIG Meeting

Early Childhood
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E258

Aboriginal and Torres Strait Islander Research SIG Meeting

Aboriginal and Torres Strait Islander Research
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E259

Assessment and Measurement SIG Meeting

Assessment and Measurement
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B409

Science, Technology, Engineering and Mathematics SIG Meeting

Science, Technology, Engineering and Mathematics
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B201a Flat Classsroom

Environmental and Sustainability Education SIG Meeting

Environmental and Sustainability Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B201b Flat Classroom

Gender, Sexualities & Cultural Studies SIG Meeting

Gender, Sexualities & Cultural Studies
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B202a Flat Classroom

Poststructural Theory SIG Meeting & Networking Event

Poststructural Theory
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B202b Flat Classroom

351
Posts and Social Justice Transdisciplinary Networking Event feat. Bronwyn Davies

Lucinda McKnight[1], Melissa Wolfe[2]

[1]Deakin University, Melbourne, Australia. [2]Monash University, Melbourne, Australia

Qualitative Research Methodologies SIG Meeting

Qualitative Research Methodologies
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B222 Flat Classroom

Global Contexts for Education SIG Meeting

Global Contexts for Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B2225 Flat Classroom

Educational Theory and Philosophy SIG Meeting

Educational Theory and Philosophy
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B236 Collab Learning Space

Rural Education SIG Meeting

Rural Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B301 Flat Classroom

History and Education SIG Meeting

History and Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B302 Collab Learning Space

Sociocultural Activity Theory SIG Meeting

Sociocultural Activity Theory
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B304 Collab Learning Space

Middle Years of Schooling SIG Meeting

Middle Years of Schooling

Time: 16:30 - 17:30
Date: 2nd December 2019
Location: B428a Flat Classroom

Registration open

Time: 7:30 - 8:30
Date: 3rd December 2019
Location: Registration Desk

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: F509 Lecture Theatre

115
Educating preservice teachers to teach diverse learners: Exploring teacher educators' epistemic reflexivity when teaching to/about diversity.

Mary Ryan[1], Terri Bourke[2], Jo Lunn Brownlee[2], Leonie Rowan[3], Sue Walker[2], Eva Johansson[4], Lyra L'Estrange[2]

[1]Macquarie University, Sydney, Australia. [2]Queensland University of Technology , Brisbane, Australia. [3]Griffith University, Brisbane, Australia. [4]University of Stavanger, Stavanger, Norway

---

442
Exploring liminality, teacher identity and socially just but ready teachers

Karyn Smith

University of Sunshine Coast, Sunshine Coast, Australia

467

"I started letting the teachers in": What factors contribute to successful educational outcomes for disengaged and disenfranchised youth?

Robyn Brandenburg

Federation University Australia, Balalrat, Australia

Social Justice

81
Refugee-background students in rural schools: a review of the research.

Jennifer Brown, Anna Sullivan, Roger Slee, Melanie Baak

University of South Australia, Adelaide, Australia

597
Refugees in higher education: Exploring narratives of postgraduate refugee background students through capability approach

Muhammad Ali

University of Queensland , Brisbane , Australia

757
The Challenge of Monoculturalism – What books are educators sharing with children and what messages do they send?

Helen Adam, Caroline Barratt-Pugh

Edith Cowan University, Perth, Australia

Language and Literacy

502
Supporting students from ethnic minority and low socio-economic status backgrounds to construct knowledge through language and image in senior secondary biology short answer responses

Lisl Fenwick[1], Len Unsworth[2]

[1]University of South Australia, Adelaide, Australia. [2]Australian Catholic University, Sydney, Australia

269
'Beautiful Wastelands': English teachers' tales from bog standard public high schools

Kelly Cheung

Macquarie University, PARRAMATTA, Australia

3
Developing an interconnected multilingual intercultural framework for improved intercultural approaches in schools

Ruth Fielding

Monash University, Melbourne, Australia

Professional and Higher Education

665
The impact on social justice of the privatisation of higher education: a UK case study.

Rebecca Boden

Tampere University, Tampere, Finland

857
Postsecondary education planning for children in out-of-home care

Andrew Harvey[1], Naomi Tootell[1], Jacqueline Wilson[2], Philip Mendes[3]

[1]La Trobe University, Bundoora, Australia. [2]Federation University of Australia, Ballarat, Australia. [3]Monash University, Clayton, Australia

---

859
Maximising low socio-economic status students' uptake of university places following deferral

Wojtek Tomaszewski[1], Andrew Harvey[2], Matthias Kubler[1], Michael Luckman[2]

[1]University of Queensland, Brisbane, Australia. [2]La Trobe University, Bundoora, Australia

---

Politics and Policy in Education

Politics and Policy in Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N519 Lecture Theatre

383

Qualified quality? Relations between practice, evaluation and policy in the judgment of quality in teaching performances

Rah Kirsten

UNSW, Sydney, Australia

401
Hiring the 'quality' teacher: Analysing advertisements for teachers across sectors

Meghan Stacey

The University of New South Wales, Sydney, Australia

347
What medicine can teach educators about evidence-based practice… and why this is threatening!

Lucinda McKnight[1], Andy Mogan[2]

[1]Deakin University, Melbourne, Australia. [2]Monash University, Melbourne, Australia

---

Inclusive Education

Inclusive Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K109

808
Supporting children with developmental and health difficulties in school settings: Exploring the perspectives of education experts

William Garvey[1], Meredith O'Connor[2], Jon Quach[3], Sharon Goldfeld[2]

[1]Royal Children's Hospital, Parkville, Australia. [2]Murdoch Childrens Research Institute, Parkville, Australia. [3]Melbourne Graduate School of Education, Parkville, Australia

845
Development of a Rating Scale of Reasonable Adjustments for Inclusive Education

Teresa Iacono[1], Nerida Hyett[1], Jo Spong[1], Kerryn Bagley[1], Oriane Landry[1], Carol McKinstry[1], Ana Garcia-Melgar[1], Michael Arthur-Kelly[2]

[1]La Trobe University, Bendigo, Australia. [2]University of Newcastle, Newcastle, Australia

843
A Randomized Control Trial of Shifting Perceptions to Enhance Inclusive School Education of Student with Disability through Reasonable Adjustments

Teresa Iacono[1], Nerida Hyett[1], Jo Spong[1], Kerryn Bagley[1], Oriane Landry[1], Carol McKinstry[1], Ana Garcia-Melgar[1], Michael Arthur-Kelly[2]

[1]La Trobe University, Bendigo, Australia. [2]University of Newcastle, Newcastle, Australia

Health and Physical Education

Health and Physical Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K323

170
"If we were all like learning at the same time, we might have like the same experience": An investigation into the development of the physical self in early primary education.

Cameron Smee

Victoria University, Footscray, Australia

712

Primary School Physical Education: What Matters and to Whom?

Emily Scott

University of Otago, Dunedin, New Zealand

983
Exposing the 'messiness' of action research: 'Cycling' towards change with primary pre-service teachers enacting assessment for learning in physical education

Suzy Macken[1], Ann MacPhail[2], Antonio Calderon[2]

[1]Marino Institute of Education, Dublin, Ireland. [2]University of Limerick, Limerick, Ireland

---

Educational Leadership

Educational Leadership
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K360

73
Can a Unitary Theory Link Relational and Leader Centric Perspectives?

Fenwick English

Ball State University, Muncie, USA

842
'Evidence-based', 'what works' and 'best practice' are not free from theory: Why the field of educational leadership needs social, critical and political theory

Christina Gowlett[1], Richard Niesche[2]

[1]The University of Queensland, Brisbane, Australia. [2]The University of New South Wales, Sydney, Australia

46

Leading school improvement, innovation and professional learning through action research

Matthew Glen[1], Judith Kearney[2], Gina Blackberry[2]

[1]Central Qld University, Mackay, Australia. [2]Griffith University, Logan, Australia

Sociology of Education

Sociology of Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K424

638

Platform governance: ClassDojo, power and the production of data-driven realities of school discipline and student conduct

Jamie Manolev, Anna Sullivan, Roger Slee

University of South Australia, Adelaide, Australia

869

Equity issues in Australia and Aotearoa New Zealand schooling: Examining the Indigenous and non-Indigenous reading achievement gap

Jenny Dean

University of Canberra, Canberra, Australia

387

Stories of difference in Victorian secondary schooling: Negotiating diversity and developing intercultural understanding.

Tanya Davies

Monash University, Clayton, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K505

542

Mapping the landscape: A workshop interrogating how we build capacities and communities for individuals and groups affected by disruption through socially engaged practices.

Kathryn Coleman[1], Peter Cook[2], Gloria Zapata Restrepo [3], Mark Selkrig [1]

[1]Melbourne Graduate School of Education, University of Melbourne , Melbourne, Australia. [2]Southern Cross University, Gold Coast, Australia. [3]Fundación Universitaria Juan N. Corpas, Bogotá, Colombia

---

Teachers' Work and Lives

Teachers' Work and Lives
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: E152

795

The practice architectures of teacher trust and *trustworthiness* in assessment practices

Rafaan Daliri

University of Queensland, Brisbane, Australia

724

Speaking back to the standards: exploring the practice architectures of exemplary teaching practice.

Claire Golledge

University of Sydney, Sydney, Australia

926

Cultural memory and professional futures: Teacher professionalism beyond standards

Fleur Diamond, Scott Bulfin

Monash University, Melbourne, Australia

Motivation and Learning

Motivation and Learning
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: E153

282

Adult Learning Choices: From Concept to Evidence - An Informed Method and Useful Data Emerges Beyond Planning

Michael John Henderson

Monash University, Melbourne, Australia

936

Examining evidence for the validity of PISA 2015 collaborative problem solving measure using the Rasch model

Sofia Eleftheriadou, Maria Pampaka

The University of Manchester, Manchester, United Kingdom

Schools and Education Systems

Schools and Education Systems
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: E257

57 -
Quality teaching for social justice in Australian schools: Preliminary data from a large-scale empirical study

-

-

-

-

Early Childhood

Early Childhood
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: E258

45
Delivering socially-just early childhood education programs and practice through engaging with contemporary Aboriginal art.

Kathy Gelding

Western Sydney University, Newtown, Australia

The development of social capital through early childhood education services to achieve children's outcomes

Josephine Ng, Berenice Nyland

RMIT University, Bundoora, Australia

867
Children know they have rights . . . right?

Nicole Downes[1], Natalie Robertson[2]

[1]Deakin University, Melbourne , Australia. [2]Deakin University, Melbourne, Australia

---

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: E259

83
Can Sport and physical activity influence academic performance in Australian Indigenous children?

John Robert Evans

University of Technology Sydney, Sydney, Australia

288
Illuminating academic aspirations for, and student experiences of, transformative learning in tertiary Indigenous Studies

Susan Page

University of Technology Sydney, SYDNEY, Australia

870

The Seven Peace Keepers: Listening, Living, Fighting, and Healing through D'harawal Storytelling

Gawaian Bodkin-Andrews

Centre for the Advancement of Indigenous Knowledges, University of Technology Sydney , Broadway, Australia

Assessment and Measurement

Assessment and Measurement
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B409

417

The contribution of cultural tools to mediation of teachers' feedback practices within a school culture

Mary Finch

QUT, Brisbane, Australia

598

Exploring the effects of individualized feedback on raters' severity in second language writing assessment

Jing HUANG

The Education University of Hong Kong, Tai Po, Hong Kong

8

Responsive pedagogy and students' perceptions of teachers' feedback practice.

Kim-Daniel Vattøy[1], Kari Smith[2]

[1]Volda University College, Volda, Norway. [2]Norwegian University of Science and Technology, Trondheim, Norway

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B201a Flat Classsroom

1071
STEM SIG Early Career Researcher Mentoring Session

Ann Osman[1], Amanda Berry[2], Tamara Moore[3]

[1]Melbourne Graduate School Of Education, Melbourne, Australia. [2]Monash University, Clayton, Australia. [3]Purdue University, Western Lafeyette. Indianna, USA

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B201b Flat Classsroom

106 -
Touchstones for Deterritorialising Socioecological Learning: *The Anthropocene, Posthumanism and Commonworlds as Creative* Milieux

1056 -
Touchstones for Deterritorialising the Socioecological Learner

Amy Cutter-Mackenzie-Knowles, Lexi Lasczik, Wilks Judith, Logan Marianne, Turner Angela

Southern Cross University , Gold Coast, Australia

1050 -

Posthumanist Learning: Nature as Event

Tracy Young[1], Amy Cutter-Mackenzie-Knowles[2]

[1]Swinburne University of Technology, Melbourne, Australia. [2]Southern Cross University, Gold Coast, Australia

1048 -
site/sight/insight: Becoming a socioecological learner through collaborative artmaking practices

Alexandra Lasczik

Southern Cross Univertsity, Gold Coast, Australia

1055 -
Socioecological Learners as Agentic: A Posthumanist Perspective.

Logan M[1], Joshua Russell[2], Ferdousi Khatun[1]

[1]Southern Cross University, Bilinga, Australia. [2]Canisius College, Buffalo, USA

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B202a Flat Classroom

278
Hit and run: Heterosexuality, misogyny and teenage masculinity

Deevia Bhana

University of KwaZulu-Natal, Durban, South Africa

399
The agential ball-girl-body: Girls, beauty-body practices and the school ball (prom)

Toni Ingram

Auckland University of Technology, Auckland, New Zealand

1067

An analysis of freely available menstrual education in Australia

Bianca Blackmore[1], Claire Moran[2,1], Nina Hall[1], Britta Wigginton[1]

[1]The University of Queensland, Brisbane, Australia. [2]True Relationships and Reproductive Health , Brisbane, Australia

Poststructural Theory

Poststructural Theory
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B202b Flat Classroom

348

Tin shed science: Enacting curriculum inquiry through new materialism

Lucinda McKnight

Deakin University, Melbourne, Australia

573

Posthuman learners in posturban schooling: Education for a socially just world

Greg Vass

Griffith University , Gold Coast, Australia

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 8:30 - 10:00

78

Impacts of Interviews as Research Instrument of Data Collection in Social Sciences/Sociology of Education: An Empirical Experience in Fieldwork for Researchers.

Samuel Ibitoye[1], Utibe Titus[2]

[1]National Open University of Nigeria, Lagos, Nigeria. [2]Usmanu Danfodiyo University, Sokoto, Nigeria

505

Research interviews: (In)sufficient data, reflexivity and the (b)onus of interpretation

Chris Dolan

University of South Australia, Adelaide, Australia

Global Contexts for Education

Global Contexts for Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B2225 Flat Classroom

562

Through a student engagement lens: Intercultural capabilities in lived experience

Manaia Chou-Lee, Harsha Chandir, Trang Hoang

Deakin University, Melbourne, Australia

866

Exploring contexts that enhance the learning for all students: The effect of student wellbeing on achievement and confidence to learn in school

Alison Gilmore, Mustafa Asil

University of Otago, Dunedin, New Zealand

40
The Collaborative Curriculum Practice in Cross-cultural Professional learning community: A Narrative Inquiry Experience in the Context of a Canada-China Sister School Partnership

Xiaohong Li

Faculty of Education,Nanning Normal University, Nanning, China

---

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B236 Collab Learning Space

600
What will be left for us humans? A consideration of the implications of Artificial Intelligence for teaching and education

Christopher McCaw, Maurizio Toscano

Melbourne Graduate School of Education, Melbourne, Australia

905
Visual reasoning in education and film: The philosophy of 'seeing'

John Cripps Clark, Joe Ferguson

Deakin University, Melbourne, Australia

Rural Education

237
Accessing initial teacher education in regional Australia: Empowering communities while building the workforce

Angelina Ambrosetti[1], Bobby Harreveld[2], William Blayney[2], Gillian Busch[2]

[1]Central Queensland University, Noosaville, Australia. [2]Central Queensland University, Rockhampton, Australia

---

521
How Ugandan rural school authorities interpret and adapt government policy to recruit and retain teachers

Gilbert Arinaitwe, Sue Kilpatrick, John Williamson, Casey Mainsbridge

University of Tasmania, Launceston , Australia

266
The impact of rural teachers' job characteristics on their subsidies: An empirical study in an impoverished mountainous area of southwest China

Wanjuan ZHONG[1], Hongqi CHU[2,3]

[1]Faculty of Education, Southwest University, Chongqing, China. [2]Beijing Normal University, Beijing, China. [3]Beijing Open University, Beijing, China

---

History and Education

333
The (Trans)Forming of Curriculum Knowledge in China (1880-1920):From Traditional Academy to Modern Schools

Weili Zhao, Yundan Zheng

The Chinese University of Hong Kong, Hong Kong, China

381
Difficult histories: Teaching about the experiences of trauma in higher education

Neil Harrison[1], Jackie Burke[2], Ivan Clarke[1]

[1]Macquarie University, Sydney, Australia. [2]Western Sydney University, Sydney, Australia

---

493
Mapping the history of settler Australia: Critical toponymy, social education and digital cartographies of commemoration

Bryan Smith

James Cook University, Townsville, Australia

Sociocultural Activity Theory

Sociocultural Activity Theory
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B304 Collab Learning Space

360

Negotiating for shared objects of activity during Professional Learning Community meetings

Shien Chue[1], Chew-Lee Teo[2], Seng-Chee Tan[2]

[1]Centre for Research and Development in Learning, Nanyang Technological University, Singapore, Singapore. [2]National Institute of Education , Singapore, Singapore

---

445
Early career primary teachers' design of technology-integrated learning

Lauren Knussen

University of Technology Sydney, Sydney, Australia

449
Epistemic agency, a double-stimulation, and video-based learning: an intervention study in Languages teacher education

Hongzhi Yang

The University of Sydney, Sydney, Australia

Sociology of Education

Sociology of Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B428a Flat Classroom

191
Rethinking associations between students' socioeconomic backgrounds and their aspirations for higher education: the case of higher vocational education degrees

Stephen Parker[1], Elizabeth Knight[2], Trevor Gale[3], Susan Webb[2]

[1]University of Glasgow, Glasgow, United Kingdom. [2]Monash University, Melbourne, Australia. [3]University of Glasgow, Glasgow, Australia

583

Reapproaching Bourdieu's relational sociology through Social Network Analysis: Some methodological breakthroughs

Guanglun Michael Mu

Queensland University of Technology, Brisbane, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: B428b Flat Classroom

863

Mapping Australian Education Research: Preliminary findings from a national survey of researchers

Marie Brennan[1], Lew Zipin[1], Annette Woods[2], Amy McPherson[3], Sophie Rudolph[4], Rosie Barron[4], Bev Rogers[5]

[1]University of South Australia, Adelaide, Australia. [2]QUT, Brisbane, Australia. [3]ACU, Sydney, Australia. [4]University of Melbourne, Melbourne, Australia. [5]Flinders University, Adelaide, Australia

582

Resisting teaching at the expense of research: experiences of teaching academics

Bev Rogers, Katharine Swain

Flinders University, Adelaide, Australia

Teacher Education and Research Innovation

66
Designing for Online Networks of Teachers: What We Know and What We Need to Find Out

Dr Bernadette Mercieca[1], Dr Nick Kelly[2], Dr Paul Mercieca[3]

[1]ACU, Melbourne, Australia. [2]QUT, Brisbane, Australia. [3]RMIT, Melbourne, Australia

---

101
Professional learning while delivering pre-written MAPPEN curriculum: Personalised teacher reflections on inverting the upfront model

Valerie Margrain[1,2], Mark Ritterman[3], Danny Ritterman[3], Karen Green[3]

[1]Karlstad University, Karlstad, Sweden. [2]Victoria University, Melbourne, Australia. [3]Grossard Education Pty Ltd, Melbourne, Australia

---

160
FORMING A COMMUNITY OF PRACTICE: A CASE STUDY OF EARLY-STAGE SUCCESS FACTORS

Mark Chia

Republic Polytechnic, Singapore, Singapore

Teacher Education and Research Innovation

209
Agency development: Beginning Chinese international pre-service teachers' Professional Experience in Australian Early Childhood Education

Haoran Zheng

Monash University , Melbourne , Australia

472
Investigating an Australian international teaching practicum in China: Benefits, challenges and tensions

Aijing Jin[1], Graham Parr[2]

[1]Federation University Australia, Ballarat, Australia. [2]Monash University, Melbourne, Australia

200
Entrance requirements into Initial Teacher Education and future teacher diversity: Are policy shifts conceptually narrowing who can become a teacher?

Amanda Freeborn

The University of Sydney, Sydney, Australia

Social Justice

Social Justice
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N413 Flat Classroom

865

Teachers' knowledge, attitude and behaviour towards students with a parent in prison

Katrina Barker, Danielle Tracey

Western Sydney University , Sydney, Australia

627
What does a 'good' education look like for young people in prison? Teachers' dialogues on understanding, developing, and enacting socially just pedagogy with incarcerated young people.

Brigitte Rogan

Graduate School of Education -University of Melbourne, Melbourne , Australia

---

495
Engaging students in schools serving high poverty communities

Martin Mills[1], Glenda McGregor[2], Stewart Riddle[3], Angelique Howell[4]

[1]University College, London, United Kingdom. [2]Griffith University, Brisbane, Australia. [3]School of Education, University of Southern Queensland, Toowoomba, Australia. [4]University of Queensland, Brisbane, Australia

---

Social Justice

Social Justice
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N415 Flat Classroom

418
Pedagogic activity: Situating teachers' social justice dispositions in context

Carmen Mills[1], Russell Cross[2], Trevor Gale[3]

[1]The University of Queensland, St Lucia, Australia. [2]Melbourne Graduate School of Education, Melbourne, Australia. [3]The University of Glasgow, Glasgow, United Kingdom

136
Developing teachers' social, emotional and cultural competencies: building a capacity for social justice.

Alison Willis

University of the Sunshine Coast, Sippy Downs, Australia

14
Researching Student Voices about their Teachers' Expectations: Using Grounded Theory

Olivia Johnston

The University of Western Australia, Graduate School of Education, Perth, Australia

Professional and Higher Education

Professional and Higher Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N417 Flat Classroom

719
HOW DO THE JOINT-PROGRAMS IN VIETNAM PREPARE THE EMPLOYABILITY SKILLS FOR THEIR GRADUATES?

Duc Phung

The University of Tasmania, Launceston, Tasmaina, Australia

769
Rethinking graduate employability: The role forms of capital and agency in graduate migrants' career trajectories

Thanh Pham

Monash University , Melbourne , Australia

110
OvWhose interests are served by the outbound mobility programs?

Mila Arden

Victoria University, Melbourne, Australia

Language and Literacy

Language and Literacy
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N418 Flat Classroom

276
What does it mean to write a good or bad text and how can we tell the difference?

Oscar Björk

Department of Education, Uppsala University, Uppsala, Sweden

303
Investigating socio-cognitive and motivation-and-learning approach on students' writing quality

Yin Ling Cheung, Doris Choy

Nanyang Technological University, Singapore, Singapore

384

The Community for Learning Partnership Program: Building cultural and social capital through a school-family-community partnership

Katrina Tour, Melissa Barnes

Monash University, Clayton, Australia

Inclusive Education

Inclusive Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N419 Flat Classroom

729
Quality Education for All? The United Nations Sustainable Development Goals (SDGs) and the Priorities of Aga Khan Development Network in Post-Colonial Pakistan

Mir Shah

RMIT University, Melbourne , Australia

421
The complexity of moving towards inclusive education in Quebec: dance teachers' pedagogical adjustments.

Odier-Guedj Delphine[1], Duval Helene[2], Raymond Caroline[2]

[1]Monash University, Melbourne, Australia. [2]University of Quebec in Montreal, Montreal, Canada

---

102
The Distinction of Elementary Education For Migrant Children in Beijing: A Multiple-Case Study

Kun Yan[1], Lingli Wu[2], shuhang Liu[1], linfeng Jiang[1]

[1]Tsinghua University, Beijing, China. [2]Columbia university, New York, USA

Health and Physical Education

Health and Physical Education
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N516 Flat Classroom

740
Yarning about approaches to Indigenise curriculum and pedagogy in Health and Physical Education research and practice

Rosie Welch[1], Lee Sheppard[2], lisahunter .[1], Alison Wrench[3], Sue Whatman[4], Maree Dinan-Thompson[5]

[1]Monash University, Melbourne, Australia. [2]University of Queensland, Brisbane, Australia. [3]University of South Australia, Adelaide, Australia. [4]Griffith University, Gold Coast, Australia. [5]James Cook University, Townsville, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: N517 Flat Classroom

728
Show me, don't tell me: an interactive workshop on communicating research creatively. Communicating research creatively

Ethel Villafranca, Sarah Healy

University of Melbourne, Melbourne, Australia

Morning tea
Time: 10:00 - 10:30
Date: 3rd December 2019

Location: Exhibition

Poster Discussions

Time: 10:00 - 10:30
Date: 3rd December 2019
Location: Exhibition

10
The Role of International Development Organisations in Education Development in Nepal: A Case Study of Nepal and New Zealand

Eurica Thapa

University of Canterbury, Christchurch, Christchurch, New Zealand

---

26
Writing *as* a 21st century skill: A dialogic approach to literacy pedagogy

Yael Leibovitch

University of Queensland , Brisbane, Australia

51
Investigating teachers' assessment data collection practices in the classroom: Identifying antecedents and underlying processes to foster data use.

Cynthia Raffe, Dennis Alonzo, Tony Loughland

UNSW, Sydney, Australia

72
The relationship between Teachers' expectation on Pupils' self-concepts and academic performance in primary school in Sokoto Metropolis.

Samuel Ibitoye

Natiomal Open University of Nigeria, Sokoto, Nigeria

88
Overexcitabilities: deficit or pathway to higher development?

Jodi Lamanna, Catherine Wormald

University of Wollongong, Wollongong, Australia

93
Making art-making accessible: An A/r/tographic exploration of immersive arts making experiences with Primary teachers with a focus on creative self-beliefs and their impact on classroom practice

Katie Hotko

Southern Cross University, Gold Coast, Australia

322
Effect of School Internship on the Professional Development of Student Teachers

Kengo Kakazu[1], Jia Yi Chow[2,3]

[1]Okinawa University, Naha, Japan. [2]National Institute of Education, Singapore, Singapore. [3]Nanyang Technological University, Singapore, Singapore

---

373
Engagement for *all* learners? The influence of teachers' conceptualisations of student engagement on their teaching practices

Megan Pedler

Southern Cross University, Gold Coast, Australia

438
Crossing borders when doing Comparative Education

Roberto Schurch

The University of Queensland, Brisbane, Australia

557
The quality of academic staff and the role of a quality assurance mechanism: the Vietnamese case

Huong Pham

Ho Chi Minh City University of Education, Ho Chi Minh, Vietnam

559
Teachers' TPACK and technology integration in teaching and learning: A case study in the Maldives

Aminath Waseela, Dr. Vinesh Chandra, Dr. Shaun Nykvist

Queensland University of Technology, Kelvin Grove, Australia

590
Re-designing the classroom and the impact on classroom milieu

Kym Thomas

Univeristy of the Sunshine Coast, Sippy Downs, Australia

608
The role of theatre in research – An exploration of how theatre could serve as a medium of data collection in projects related to children and young people

Thilinika Wijesinghe

Southern Cross University, Gold Coast, Australia

617

Investigating self-regulated learning strategies of adult learners in the Australian VET online learning environment

Kalpana Narayanan, Dr Vinesh Chandra, Dr Christopher Blundell

Queensland University of Technology, Brisbane, Australia

618

Concordia: Gaming in a Global Context to Develop LOTE in the Classroom

Kim Balnaves

Murdoch University, Perth, Australia

654

Learning chess and the development of cognitive thinking skills among primary school students

Graeme Gardiner, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

686

Construction and Practice of "Educational Justice Logic" for Weak School Teachers

Ying Wang[1], Haitang Han[2]

[1] School of Education, Huazhong University of Science and Technology, Wuhan, China. [2] School of Education, Huazhong University of Science and Technology, Wuhan, China

771

The use of body modality and gestures in teaching digital technologies to young children

Pauline Neill

QUT, Brisbane, Australia

792

Supporting pre-school educators to respond to challenging behaviours in Early Childhood Education and Care (ECEC) - a systematic review.

Narayan Panthi

The University of Queensland , Brisbane, QLD, Australia

806

Analysing teacher outcomes of PD programs in STEM learning centres

Chloë Nelson, Victoria Millar, Jan van Driel

The University of Melbourne, Melbourne, Australia

832

Raising aspirations for higher education among students of remote schools through the delivery of targeted making career choices interventions

Tessa McCredie, Gail Ormsby, Karen Browning

University of Southern Queensland, Toowoomba, Australia

833

First year pre-service teachers' perceptions about Emotional Intelligence

Marcela Gallardo, Hazel Tan

Monash University, Melbourne, Australia

889
Understanding planetary ethics and agentic capacities for small and medium-sized enterprises (SMEs) decision-makers

Marie-Laurence Paquette

Southern Cross University, Lismore, Australia

902
The Successes and Challenges of Collaboration Between Faculty Academics and Academic Literacy Advisers when Embedding Academic Literacy Skills into Core Undergraduate Units.

Danielle Clarkson

Central Queensland University , Noosa, Australia

955
Contextual factors in the development of a school-based assessment of English in a former international standard school in Indonesia

Santi Farmasari

Queensland University of Technology, Brisbane, Australia

985
Women who aspired to STEM careers in high school: starting a family and pursuing a STEM career

Li Li Toh

University of Sydney, Sydney, Australia

1001

Understanding teachers' sense of self and agency in enacting EFL curriculum in Padang: a sociocultural perspective

Desmaizayatri Desmaizayatri

Monash University, Melbourne, Australia. Time Language Centre, Padang, Indonesia

1030

The Effect of Using Digital Learning Materials WithScientific Approach towards students' physics competencies in SMAN 2 Padang

Mugni Bustari

State University of Padang, City of Padang, Indonesia

Poster Discussions

Time: 10:00 - 10:30
Date: 3rd December 2019
Location: Exhibition

10

The Role of International Development Organisations in Education Development in Nepal: A Case Study of Nepal and New Zealand

Eurica Thapa

University of Canterbury, Christchurch, Christchurch, New Zealand

26

Writing *as* a 21st century skill: A dialogic approach to literacy pedagogy

Yael Leibovitch

University of Queensland , Brisbane, Australia

51

Investigating teachers' assessment data collection practices in the classroom: Identifying antecedents and underlying processes to foster data use.

Cynthia Raffe, Dennis Alonzo, Tony Loughland

UNSW, Sydney, Australia

72

The relationship between Teachers' expectation on Pupils' self-concepts and academic performance in primary school in Sokoto Metropolis.

Samuel Ibitoye

Natiomal Open University of Nigeria, Sokoto, Nigeria

88

Overexcitabilities: deficit or pathway to higher development?

Jodi Lamanna, Catherine Wormald

University of Wollongong, Wollongong, Australia

93

Making art-making accessible: An A/r/tographic exploration of immersive arts making experiences with Primary teachers with a focus on creative self-beliefs and their impact on classroom practice

Katie Hotko

Southern Cross University, Gold Coast, Australia

322

Effect of School Internship on the Professional Development of Student Teachers

Kengo Kakazu[1], Jia Yi Chow[2,3]

[1]Okinawa University, Naha, Japan. [2]National Institute of Education, Singapore, Singapore. [3]Nanyang Technological University, Singapore, Singapore

---

373

Engagement for *all* learners? The influence of teachers' conceptualisations of student engagement on their teaching practices

Megan Pedler

Southern Cross University, Gold Coast, Australia

438

Crossing borders when doing Comparative Education

Roberto Schurch

The University of Queensland, Brisbane, Australia

557

The quality of academic staff and the role of a quality assurance mechanism: the Vietnamese case

Huong Pham

Ho Chi Minh City University of Education, Ho Chi Minh, Vietnam

---

559

Teachers' TPACK and technology integration in teaching and learning: A case study in the Maldives

Aminath Waseela, Dr. Vinesh Chandra, Dr. Shaun Nykvist

Queensland University of Technology, Kelvin Grove, Australia

590
Re-designing the classroom and the impact on classroom milieu

Kym Thomas

Univeristy of the Sunshine Coast, Sippy Downs, Australia

608
The role of theatre in research – An exploration of how theatre could serve as a medium of data collection in projects related to children and young people

Thilinika Wijesinghe

Southern Cross University, Gold Coast, Australia

617
Investigating self-regulated learning strategies of adult learners in the Australian VET online learning environment

Kalpana Narayanan, Dr Vinesh Chandra, Dr Christopher Blundell

Queensland University of Technology, Brisbane, Australia

618
Concordia: Gaming in a Global Context to Develop LOTE in the Classroom

Kim Balnaves

Murdoch University, Perth, Australia

654

Learning chess and the development of cognitive thinking skills among primary school students

Graeme Gardiner, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

686

Construction and Practice of "Educational Justice Logic" for Weak School Teachers

Ying Wang[1], Haitang Han[2]

[1] School of Education, Huazhong University of Science and Technology, Wuhan, China. [2]School of Education, Huazhong University of Science and Technology, Wuhan, China

---

771
The use of body modality and gestures in teaching digital technologies to young children

Pauline Neill

QUT, Brisbane, Australia

792
Supporting pre-school educators to respond to challenging behaviours in Early Childhood Education and Care (ECEC) - a systematic review.

Narayan Panthi

The University of Queensland , Brisbane, QLD, Australia

806
Analysing teacher outcomes of PD programs in STEM learning centres

Chloë Nelson, Victoria Millar, Jan van Driel

The University of Melbourne, Melbourne, Australia

832

Raising aspirations for higher education among students of remote schools through the delivery of targeted making career choices interventions

Tessa McCredie, Gail Ormsby, Karen Browning

University of Southern Queensland, Toowoomba, Australia

833
First year pre-service teachers' perceptions about Emotional Intelligence

Marcela Gallardo, Hazel Tan

Monash University, Melbourne, Australia

889
Understanding planetary ethics and agentic capacities for small and medium-sized enterprises (SMEs) decision-makers
Marie-Laurence Paquette

Southern Cross University, Lismore, Australia

902
The Successes and Challenges of Collaboration Between Faculty Academics and Academic Literacy Advisers when Embedding Academic Literacy Skills into Core Undergraduate Units.
Danielle Clarkson

Central Queensland University , Noosa, Australia

955

Contextual factors in the development of a school-based assessment of English in a former international standard school in Indonesia

Santi Farmasari

Queensland University of Technology, Brisbane, Australia

985

Women who aspired to STEM careers in high school: starting a family and pursuing a STEM career

Li Li Toh

University of Sydney, Sydney, Australia

1001

Understanding teachers' sense of self and agency in enacting EFL curriculum in Padang: a sociocultural perspective

Desmaizayatri Desmaizayatri

Monash University, Melbourne, Australia. Time Language Centre, Padang, Indonesia

---

1030

The Effect of Using Digital Learning Materials WithScientific Approach towards students' physics competencies in SMAN 2 Padang

Mugni Bustari

State University of Padang, City of Padang, Indonesia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: F509 Lecture Theatre

55
Teacher educators' perspectives of and dispositions to critical pedagogy in a multi-ethnic developing nation

Addisu Bailie

Simon Fraser University, Burnaby, BC, Canada

995
The contextual factors that influence the conceptualisation and practices of critical thinking in an English teacher education in Indonesia

Siti Muniroh

Monash University, Melbourne, Australia

59
An Online Interregional Collaborative Inquiry of Indonesian 'Unity in Diversity' Principles

Christine Pheeney

Charles Darwin University, Darwin, Australia

Social Justice

Social Justice
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: W201 Lecture Theatre

100 -
'Ability' grouping in secondary schools: social justice perspectives from New Zealand and England

941 -
Competing conceptions of social justice in teachers' debates about 'ability' grouping in school mathematics

Glenda Anthony

Massey University, Palmerston North, New Zealand

943 -
The impact of 'ability' grouping on student self-confidence over time: demonstrating the accumulative impact of self-fulfilling prophecy

Becky Francis, Jeremy Hodgen, Becky Taylor, Antonina Tereshchenko

UCL Institute of Education, London, United Kingdom

945 -
'Ability' grouping in English secondary schools: a portrait of current practices and the possibility of change

Becky Taylor, Jeremy Hodgen, Antonina Tereshchenko, Gabriel Gutierrez Cofre

UCL Institute of Education, London, United Kingdom

Language and Literacy

Language and Literacy
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N515 Lecture Theatre

14 -
Inclusive Literacy Practices? Critical reconstruction of literacy as an arena of for diversity and social justice

151 -
Voicing, negotiating and reframing standardised teaching and learning for literacy: A comparative case-study of dialogues with early career teachers

Veronica Gardiner

Murdoch University, Perth, Australia

227 -
Viewing literacy teaching practices in Victoria: A critical lens on inclusion and best practice

Bec Marland

Victoria University, Melbourne, Australia

142 -
How it's right to write: Capital or lower case letters in Australasian and Swedish preschools

Valerie Margrain[1], Elisabeth Mellgren[2]

[1]Karlstad University, Karlstad, Sweden. [2]Gothenburg University, Gothenburg, Sweden

---

Professional and Higher Education

Professional and Higher Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N518 Lecture Theatre

400
Differentiating standardisation: The case for outreach as inclusive education

Samantha McMahon[1], Meghan Stacey[2], Sheelagh Daniels-Mayes[1], Valerie Harwood[1], Mary Teague[1], Katy Head[1], Kristy O'Neill[1]

[1]The University of Sydney, Sydney, Australia. [2]The University of New South Wales, Sydney, Australia

---

840
The growth of university subjects within secondary schools: implications for student equity

Andrew Harvey[1], Jason Taylor[2], Michael Luckman[1]

[1]La Trobe University, Bundoora, Australia. [2]University of Utah, Salt Lake City, USA

314
Socialisation into Graduate Education: A Pathway to Lifelong Learning and Development?

Maliheh Rezaei

Monash University, Melbourne, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N519 Lecture Theatre

54 -
Neither equitable nor excellent: Examining policy for socially just education in Australia

464 -
"Hey Policy Makers! Leave Jeanette alone!"

Steven Newman[1], Rachel Buchanan[2]

[1]Catholic Schools Office Newcastle-Maitland Diocese, Newcastle, Australia. [2]University of Newcastle, Newcastle, Australia

468 -
Politics, the press and the public: Using social media to impact policy.

David Roy

University of Newcastle, Newcastle, Australia

693 -
A failure to deliver: A poststructural analysis of education policy in Indigenous education.

Kevin Lowe

UNSW, Sydney, Australia

Inclusive Education

435
Influences on the school exclusion decisions of Queensland secondary principals

Natalie Swayn

Queensland Department of Education, Brisbane, Australia

581
Challenging perspectives of care and student engagement for more(-than) inclusive education: Insights from a study with a 'special assistance school' for marginalized boys

Maria Ejlertsen

The University of Queensland, Brisban, Australia

671
"I personally don't have the time to have the provisions for her". How teachers' exclusionary practices in the classroom manifest in disabled children's digital technology uses

Sue Cranmer

Lancaster University, Lancaster, United Kingdom

Health and Physical Education

---

70 - Small technology, big data and the business of young people's health: an international
investigation of the digitisation of school HPE

711 -
Staring down the barrel or looking out the window: digital technology and potential futures for HPE

José Tenorio[1], Michael Gard[1], Deana Leahy[2], Deborah Lupton[3], Carolyn Pluim[4]

[1]University of Queensland, Brisbane, Australia. [2]Monash University, Melbourne, Australia. [3]University of NSW, Sydney, Australia. [4]Northern Illinois University, DeKalb, USA

852 -
Hard to start but much harder to stop: digital technology and research in schools

Michael Gard[1], Deana Leahy[2], Deborah Lupton[3], Carolyn Pluim[4], José Tenorio[1]

[1]University of Queensland, Brisbane, Australia. [2]Monash University, Melbourne, Australia. [3]University of NSW, Sydney, Australia. [4]Northern Illinois University, DeKalb, USA

1002 -
"But what about the jobs?": some notes about findings and a few "surprisings"

Deana Leahy[1], Michael Gard[2], Carloyn Pluim[3], Deborah Lupton[4], José Tenorio[2]

[1]Monash University, Clayton, Australia. [2]Uiniversity of Queensland, Brisbane, Australia. [3]Northen Illinois University, DeKalb, USA. [4]University of NSW, Sydney, Australia

---

Educational Leadership
Educational Leadership
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: K360

402

Love, Care, and Solidarity: Understanding the Emotional Work of School Leaders in Australia and England.

Amanda Heffernan[1], Martin Mills[2]

[1]Monash University, Melbourne, Australia. [2]University College London Institute of Education, London, United Kingdom

---

422
Culturally responsive leadership: a case study of improving relations between Indigenous communities and schools

Richard Niesche, Katherine Thompson

The University of New South Wales, Sydney, Australia

144
The profiting from and exploitation of principals: The challenge of leading in disadvantaged public primary schools in Victoria, Australia

Katrina MacDonald

Deakin University, Melbourne, Australia. Monash University, Melbourne, Australia

---

Sociology of Education

Sociology of Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: K424

469
Inheriting or re-structuring habitus/capital? Chinese rural migrant children in the urban field of cultural reproduction

Hui Yu

South China Normal University, Guangzhou, China

52

China as Method: Giving space for different cultures to be seen, heard and discussed in a LOTE language classroom

Chunyan Zhang

RMIT, Melbourne, Australia

1033

The Effect of Early Childhood Health on Children's Cognitive Ability in Rural China: Evidence from 2010 China Family Panel Studies(CFPS)

XU SUN, PING DU, LEI ZHENG

Beijing Normal University, Beijing, China

Arts Education Practice Research

Arts Education Practice Research
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: K505

112 -
Working for Socially-Just and Kinder Worlds through Arts Education.

-

-

-

-

Teachers' Work and Lives

688

Assessment resistance and reformation: A tale of two Irish teacher unions and the implications for teacher's practice

Ann MacPhail[1], Amanda Mooney[2]

[1]University of Limerick, Limerick, Ireland. [2]Deakin University, Geelong, Australia

446

Early career casual teaching: An emotional rollercoaster

Helen Dempsey

Murdoch University, Murdoch, Australia

231

Job Stress and Work-Family Life: Experiences of Women Academics in Pakistan

Romana Imran

The University of Waikato, Hamilton, New Zealand

Motivation and Learning

452
AARE Graduate Student Event: Speed Mentoring

Emma Burns

University of New South Wales, Sydney, Australia

Schools and Education Systems

Schools and Education Systems
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: E257

815
Reimagining student participation in schools: a cohesive approach to school-wide wellbeing through developing adult-student partnerships

Jenna Gillett-Swan[1], Linda Graham[1], Mitchell Robertson[2]

[1]Queensland University of Technology, Kelvin Grove, Australia. [2]Marsden State High School, Department of Education (QLD), Marsden, Australia

996
About Student and Teacher Voice Initiatives: Incorporating Feedback Surveys to Improve Educators' Practices in Victorian Secondary Schools

Ilana Finefter-Rosenbluh[1], Melissa Barnes[2], Jane Wilkinson[2]

[1]Monash University, Frankston, Australia. [2]Monash University, Clayton, Australia

1034
Supporting collaboration within and across schools using student perception data

Bronwyn Hinz

University of Melbourne, Melbourne, Australia. Pivot Professional Learning, Melbourne, Australia

Early Childhood

Early Childhood
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: E258

779
What can children tell us about how things are organised in their kindergarten classrooms?: Thinking about children, materials, space and learning

Evangeline Manassakis

Queensland University of Technology, Brisbane, Australia

835
Enhancing the mosaic research approach: The importance of other voices

Marg Rogers

University of New England, Armidale, Australia

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: E259

364
A literature analysis on the role of Indigenous teachers: Indigenous teacher's voices on why they stay in the profession

Ren Perkins

University of Queensland, Brisbane, Australia

519
Enough's enough: What 'alternative' education options do Indigenous students have in Australia beyond mainstream schooling?

Michelle Bishop

Macquarie University, Macquarie Park, Australia

369
Knowledge Weaving in Murri Women's Groups

Lisa Oliver

University Of Technology, Sydney, Sydney, Australia

Assessment and Measurement
Assessment and Measurement
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B409

969
Psychological Safety: Shielding Student Voice in Student Self-Reflection

Stefanovych Roberts

NESA, Sydney, Australia. AMEB, Sydney, Australia. Macquarie University, Sydney, Australia

967

Questioning the Validity of Assessing Students' Self-Reflections: An Epistemological Conundrum?

Stefanovych Roberts

NESA, Sydney, Australia. AMEB, Sydney, Australia. Macquarie University, Sydney, Australia

---

15
Formative assessment practices in teacher education in Australia and Vietnam

Anh Duong

The University of Sydney, Camperdown, Australia

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B201a Flat Classsroom

24
How can science inquiry help to enhance social solidarity?

Alberto Bellocchi

Queensland University of Technology, Brisbane, Australia

326
Cognitive skills in Senior Science: A pilot study of curriculum alignment in Far North Queensland

Claudia Pudelko[1], Helen Boon[2], Maree Dinan-Thompson[1], Leanne Dalley[2]

[1]James Cook University, Cairns, Australia. [2]James Cook University, Townsville, Australia

---

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B201b Flat Classroom

772
Collaborative approaches to "real world" social and environmental justice problems in pre-service teaching practice.

Alison Lugg

RMIT, Melbourne, Australia

396
Subject student teachers' views on their competences in teaching and learning sustainable development at the end of their educational studies

Eija Yli-Panula[1], Eila Jeronen[2], Pekka Tolonen[1], Sofia Vesterkvist[1]

[1]University of Turku, Turku, Finland. [2]University of Oulu, Oulu, Finland

---

844
A comparative case study analysis of Education for Sustainable Development (ESD) policy enactment: Intersections of school leadership and material contexts

Kathleen Aikens

Monash University, Clayton, Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B202a Flat Classroom

578

Knowing differently means feeling differently: A review of the pedagogical possibilities of affect

Alice Elwell

Deakin University, Melbourne, Australia

820

Rebel Becomings: Queer(y)ing School Spaces with Young People

Leanne Coll, Debbie Ollis

Deakin University, Melbourne, Australia

626

Freedom from sex discrimination or religious freedom to discriminate? Conflicting rights in Australian and Canadian Catholic schools

Tonya Callaghan[1], Leanne Higham[2], Michelle Jeffries[3], Alix Esterhuizen[1]

[1]University of Calgary, Calgary, Canada. [2]The University of Melbourne, Melbourne, Australia. [3]Queensland University of Technology, Brisbane, Australia

Poststructural Theory

Poststructural Theory
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B202b Flat Classroom

475

A contemporary 'panoptic gaze': the auto-ethnographic (re)storying of a place-based cross cultural exchange program.

Terri Redpath

Australian National University, Canberra, Australia. Deakin University, Warrnambool , Australia

---

846
Story as assemblage: How it works, and what it offers to move forward

Xuan Pham

Monash University , Melbourne, Australia

58
Queer textualities and temporalities: speculating-with Alpha Centauri

Sarah E. Truman[1], David Ben Shannon[2]

[1]University of Melbourne, Melbourne , Australia. [2]Manchester Metropolitan University, Manchester, United Kingdom

---

Qualitative Research Methodologies
Qualitative Research Methodologies
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B222 Flat Classroom

307
Unpacking ethics-in-practice in fragile contexts: research in education with forced migrants

Sally Baker[1], Alison Fox[2], Koula Charitonos[2], Barbara Moser-Mercer[3], Victoria Jack[1]

[1]UNSW, Sydney, Australia. [2]The Open University, Milton Keynes, United Kingdom. [3]University of Geneva, Geneva, Switzerland

419
Race critical posthuman education research?

Greg Vass

Griffith University , Gold Coast, Australia

522
The affect of effect: shifting standardised data conversation-research relations

Catherine Thiele

USC, Sippy Downs, Australia

Global Contexts for Education

Global Contexts for Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B2225 Flat Classroom

---

67 - International experiences for University students: Let's talk

732 -
Exploring the learning experiences of Teacher Candidates through an international internship

Rhonda Di Biase

The University of Melbourne, Melbourne, Australia

862 -
"Now I know I am a teacher": International professional experience and reciprocity – act locally: think globally

John Cripps Clark[1], Peta White[2]

[1]Deakin University, Geelong, Australia. [2]Deakin University, Melbourne, Australia

944 -
Ensuring the future for glocal learning projects through strategic research

Reyna Zipf[1], Miriam Ham Ham[2], Susan Richardson[3], Angelina Ambrosetti[3], Gillian Busch[1], Michael danaher[1]

[1]Central Queensland University, Rockhampton, Australia. [2]Central Queensland University, Cairns, Australia. [3]Central Queensland University, Noosa, Australia

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B236 Collab Learning Space

50 -
Learning in the Margins

416 -
The liminal university: Competing paradigms and implications for educational research

Leon Benade

Auckland University of Technology, Auckland, New Zealand

420 -
Truth and Danger: teaching the theft of Aotearoa

Georgina Stewart

Auckland University of Technology, Auckland, New Zealand

433 -
Revelry in the Ruins

Nesta Devine

Auckland University of Technology, Auckland, New Zealand

Rural Education

Rural Education
Time: 10:30 - 12:00

Date: 3rd December 2019
Location: B301 Flat Classroom

---

66 - Rural-ing education research

History and Education

History and Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B302 Collab Learning Space

---

74 - Historical Thinking for history teachers: An Australian response

635 -
Asian perspectives to citizenship learning in the Australian history classroom
Yeow-Tong Chia[1], Kieren Beard[2]

[1]University of Sydney, Sydney, Australia. [2]Georges River College Oatley, Oatley, Australia

710 -
Using Websites to Develop Historical Thinking: An Australian Response
James Goulding

The University of Sydney, Sydney, Australia

721 -
Integrating filmic pedagogies into the teaching and learning cycle
Debra Donnelly

University of Newcastle, Callaghan, Australia

-

Motivation and Learning

Motivation and Learning

830
Engagement in and learning from video instruction: Moving on from heuristics and hype

Jason Lodge, Jonathan Brazil

The University of Queensland, St Lucia, Australia

685
Moving from both ends towards the middle: The fluctuation of strategy use by Hong Kong secondary students across three years

Yuyang Cai

Shanghai University of International Business and Economics, Shanghai, China

---

819
The Relationship between Secondary Student Learning Behaviours and Study Strategies

Terry Byers

The Anglican Church Grammar School, Brisbane, Australia. The University of Queensland, Brisbane, Australia

---

Sociology of Education

Sociology of Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B428a Flat Classroom

188

The United Nations Sustainable Development Goals (SDGs), Educational Curriculum and the Promise of a Pluralist Society in Postcolonial Pakistan

Sher Rahmat Khan

RMIT, Melbourne, Australia

178
The significance of individual-, family- and school level factors in the educational aspirations of Finnish lower secondary school students

Tero Järvinen, Jenni Tikkanen, Piia af Ursin

University of Turku, Turku, Finland

431

Changing universities, changing schools, changing students? Interrogating the failure of widening participation through a case study of a working-class school

Felicia Jaremus, Sally Patfield, Jenny Gore, Leanne Fray

The University of Newcastle, Newcastle, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: B428b Flat Classroom

117
Too many fingers in the same pie? Federal and state misalignments in Initial Teacher Education policy

Amanda Freeborn[1], Glenn Savage[2]

[1]The University of Sydney, Sydney, Australia. [2]The University of Western Australia, Perth, Australia

---

980
The practice of national education policy in the states and territories of Australia: A snapshot of a "policy cycle" heuristic analysis of the impact and influence of the "Gonski era" education policies.

Matthew Sinclair

RMIT University, ST HELENA, Australia

613
A critical policy study of the Australian federal government multicultural statement and its alignment and misalignment with education policies

Anna Sullivan, Bruce Johnson, Melanie Baak, Roger Slee, Jamie Manolev

University of South Australia, Adelaide, Australia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N407 Flat Classroom

316
The Relationship of Adaptive Teaching to Student Critical and Creative Thinking

Tony Loughland

UNSW, Sydney, Australia

907

Measuring adolescent creativity: predictive or problematic?

Tim Patston, Ethel Samalca, Prue Wales

Centre for Creative Education, Geelong Grammar School, Geelong, Australia

---

179

Teaching in the curriculum disciplines: Interdisciplinarity and the 'dual mandate' of creativity and constraint

Christine Edwards-Groves[1], Pauline Jones[2], Erika Matruglio[2], Helen Georgiou[2]

[1]Charles Sturt University, Wagga Wagga, Australia. [2]University of Wollongong, Wollongong, Australia

---

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N408 Flat Classroom

526

The Distance between "Ivory Tower" and "Lectern": Exploration of Core Competency for Early Career Teachers in Chinese Secondary Schools

Xiaojing Yan, Philip Wing Keung Chan, Hongzhi Zhang

Monash University, Melbourne, Australia

221

The Effect of Self Regulation to Fear of Missing Out (FoMO) Level and Internet Addiction Level on Pre Service Teacher Students

Taufik Muhtarom

National Dong Hwa University, Hualien County, Taiwan

Social Justice

Social Justice
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N413 Flat Classroom

389
A document analysis of social justice content in a primary teacher education course
Huong Hoang Le, Bea Staley

Charles Darwin University, Darwin, Australia

664
Assessment for Social Justice: realising the social justice potential of assessment
Jan McArthur

Lancaster University, Lancaster, United Kingdom

Social Justice

Social Justice
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N415 Flat Classroom

553
Social entrepreneurship and its place in education for a socially just world.

Debra Edwards, Mary Keefe

La Trobe University, Bendigo, Australia

580
Rethinking knowledge hierarchies in educational leadership

Bev Rogers

Flinders University, Adelaide, Australia

918
Working together for the benefit of Ngāti Waewae learners.

Teena Henderson, Richard Manning

University of Canterbury, Christchurch, New Zealand

Professional and Higher Education

Professional and Higher Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N417 Flat Classroom

592
Building academic staff's capacity for internationalisation in Vietnamese and Australian universities: A comparative case study

Diep Nguyen

Deakin University, Melbourne, Australia

651

How well are Chinese international students prepared academically by their home institutions: A study of 2+2 program students at an Australian university

Yingxian Wang, Li Bai

Queensland University of Technology, Brisbane, Australia

914

Practising digital technology policy in English language education in Vietnam: Two storylines of tension and equilibrium

Linh Thi Cam Nguyen

Monash University, Clayton, Australia. Vietnam National University, Ha Noi, Vietnam

---

Language and Literacy

Language and Literacy
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N418 Flat Classroom

109

Beliefs about bilingualism, family literacy practices and identity: Family language policies of Korean immigrant parents in Australia

Eun Park

UNSW, Sydney, Australia

514

Language policy in the family domain: Mother's home-language maintenance efforts versus children's resistance in a Vietnamese family in Melbourne

Thi Minh Thu Bui

Monash University, Victoria , Australia

523

Teacher strengths and needs for quality teaching in community languages schools

Jing Qi, Kerry Mullan, Guosheng Chen

RMIT University, Melbourne, Australia

Inclusive Education

Inclusive Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N419 Flat Classroom

39

Geographies of exclusion

Lucie Zundans-Fraser

Charles Sturt University, Bathurst, Australia

368

Alternative education policy in New Zealand: illegitimacy, tolerance and inclusion (?)

Adrian Schoone

AUT Auckland University of Technology, Auckland, New Zealand

961

Creating social hope is a way of being - but how does it happen?

Susan Carter, Lindy Abawi

University of Southern Queensland, Toowoomba, Australia

Health and Physical Education

Health and Physical Education
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: N516 Flat Classroom

323

'Understanding secondary HPE teachers' professional identity and self-efficacy to teach nutrition in schools in Australia'.

Jaclyn Munge

USC, Sunshine Coast, Australia

569

Charting the food literacy terrain

Kerry Renwick

University of British Columbia, Vancouver, Canada

930

The fragmentation of work environment training in Swedish vocational education and training

Erika Bjorklund

University of Gävle, Gävle, Sweden

Arts Education Practice Research

Arts Education Practice Research
Time: 10:30 - 12:00

Date: 3rd December 2019
Location: N517 Flat Classroom

655
STEAM using Arts-based inquiry research for socio-emotional learning in primary education

Bronwen Wade-Leeuwen[1,2], Carey Furze[3]

[1]Macquarie University, Sydney, Australia. [2]Maria Regina Catholic School, Sydney, Australia. [3]Bookform Publishing, Sydney, Australia

---

123
Creating a fair and fascinating world through Arts Immersion: improving engagement, cognition and equity in the primary school classroom using the Arts

Susan Chapman

QUT, Brisbane, Australia

Lunch
Time: 12:00 - 13:30
Date: 3rd December 2019
Location: Exhibition

Book launch
Time: 12:30 - 13:00
Date: 3rd December 2019
Location: F509 Lecture Theatre

Welcome to Country - Youth Edition
An Introduction to our First Peoples for Young Australians
Author: Professor Marcia Langton
Hardie Grant Publishing

Teacher Education and Research Innovation

---

97 - Understanding classroom readiness from a global perspective

901 -
Graduate teaching performance from a Global perspective: An example from Australia.

Janet Clinton[1], Wayne Cotton[2]

[1]The University of Melbourne, Melbourne, Australia. [2]The University of Sydney, Sydney, Australia

908 -
Understanding the quality of prospective teachers – the perspective from Finland

Mirjamaija Mikkilä-Erdmann, Tuike Iiskala, Anu Warinowski

University of Turku , Turku, Finland

912 -
Assessing readiness to teach: a New Zealand perspective

Fiona Ell

The University of Auckland, Auckland, New Zealand

917 -
Aligning teacher preparation and professional licensure to impact equitable learning proficiency for K-12 students. A US/Utah perspective and Utah State University/Utah Valley University/Utah State School Board case studies.

Parker Fawson[1], Vessela Ilieva[2], Jennifer Throndsen[3]

[1]Utah State University, Logan, USA. [2]Utah Valley University, Orem, USA. [3]Utah State Board of Education, Salt Lake City, USA

Social Justice

49 -
Understanding the Muslim Child

454 -
Exploring Islamic School Leadership: A comparative case study of two school principals and their vision of educating 'the Muslim child'

Melanie Brooks[1], Fida Sanjakdar[1], Miriam Ezzani[2]

[1]Monash University, Clayton, Australia. [2]Texas Christian University , Fort Worth, USA

1059 -
Contemporary readings of the Muslim Child: Implications for Educational Justice

Dylan Chown

University of South Australia, Adelaide, Australia

Language and Literacy

Language and Literacy
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N515 Lecture Theatre

77 - Researching teachers as writers and teachers of writing: considering identities, work and the craft of writing.

831 -
Makerspaces for Teacher Writers and Reclaiming Subject English Discipline Knowledge and Pedagogies.

Beryl Exley[1], Madonna Stinson[1], Lisbeth Kitson[1], Sorrel Penn-Edwards[1], Sherilyn Lennon[1], Megan Oats[2]

[1]Griffith University, Brisbane, Australia. [2]Education Queensland, Brisbane, Australia

834 -
Teachers' identities as writers: teacher, support staff and pupils' accounts of the role of emotion in the writing classroom.

Sally Baker[1], Teresa Cremin[2]

[1]University of New South Wales, Sydney, Australia. [2]Open University, London, United Kingdom

837 -
Teachers as literary writers in English: from formulas to freed expression.

Bree Kitt

Central Queensland University, Rockhampton, Australia

841 -
Creative writing in the classroom: The centrality of teachers in the research process.

Madonna Stinson[1], Lisbeth Kitson[1], Madonna Stinson[1], Beryl Exley[1], Megan Oats[2], Sherilyn Lennon[1]

[1]Griffith University, Brisbane, Australia. [2]Education Queensland, Brisbane, Australia

849 -
Teachers' identities as writers: teacher, support staff and pupils' accounts of the role of emotion in the writing classroom

Sally Baker[1], Teresa Cremin[2]

[1]UNSW, Sydney, Australia. [2]Open University, Milton Keynes, United Kingdom

---

Professional and Higher Education

Professional and Higher Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N518 Lecture Theatre

6
"I am not your house nigga": Indigenous academic women and institutional speech acts of inclusivity within higher education.

Amy Thunig

Macquarie University, North Ryde, Australia

338

Exploring academic agency and assessment literacy in the context of higher education

Deborah Heck, Peter Grainger

University of the Sunshine Coast, Sippy Downs, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N519 Lecture Theatre

537
Prepping for Datafication: Data, Metrics and Standards in Teacher Education

Jessica Holloway

Deakin University , Melbourne , Australia

879
Are there mode effects in NAPLAN 2018?

Greg Thompson[1], Leslie Rutkowski[2], David Rutkowski[2]

[1]Queensland University of Technology, Brisbane, Australia. [2]Indiana University, Bloomington, USA

246
Affective learning for effective learning? Data, numbers and teachers' learning

Ian Hardy

The University of Queensland, Brisbane, Australia

Inclusive Education

474
Beyond Salamanca: Addressing barriers to realise Inclusive Education as a Human Right under international law

Linda Graham[1], Marijne Medhurst[1], Haley Tancredi[1], Suzanne Carrington[1], Kate de Bruin[2], Kathy Cologon[3], Jenna Gillett-Swan[1], Catia Malaquias[4], Shiralee Poed[5], Ilektra Spandagou[6]

[1]Queensland University of Technology, Brisbane, Australia. [2]Monash University, Melbourne, Australia. [3]Macquarie University, Sydney, Australia. [4]Curtin University, Perth, Australia. [5]University of Melbourne, Melbourne, Australia. [6]University of Sydney, Sydney, Australia

692
Inclusive education teacher educators: Knowledge, identity and agency

Elizabeth Walton

University of Nottingham, Nottingham, United Kingdom. University of the Witwatersrand, Johannesburg, South Africa

1023
Media representations of special schools: A challenge for inclusive education

Ilektra Spandagou

The University of Sydney, Sydney, Australia

Health and Physical Education

799
Inclusive Practice: Understanding the sentiments, attitudes and concerns of pre-service Health and Physical Education students

Tahlia McCracken[1], Sian Chapman[2], Ben Piggott[2]

[1]The University of Notre Dame, MELVILLE, Australia. [2]The University of Notre Dame, Fremantle, Australia

858
#AD: The ethical and educative outsourcing of health and physical education teacher education

Leigh Sperka, Eimear Enright, Anna Hogan

The University of Queensland, Brisbane, Australia

1028
Public-corporate partnerships: Dangerous encounters. The case of *SUMA-Nutrir* in Veracruz, Mexico

José Tenorio, Michael Gard, Eimear Enright , Doune Macdonald

University of Queensland, Brisbane, Australia

Educational Leadership
Educational Leadership
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: K360

Shaping educational leadership: Innovation, subjectivity and the agenda of the state

720 -
Shaped by and shaping of the system: School leaders as embedded and embodied auctors
Scott Eacott

UNSW, Sydney, Australia

726 -
Public interest, education policy and the crisis of the ordinary
Tanya Fitzgerald

University of Western Australia, Perth, Australia

761 -
Paradoxes of policy: productive tensions in the policy work of principals
Chris Dolan

University of South Australia, Adelaide, Australia

813 -
Creating future-focused schools: Leading within and working around the system
Katy Theobald

Winston Churchill Memorial Trust, London, United Kingdom

Sociology of Education

Sociology of Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: K424

---

38 -
The Possibilities of Bernstein's Sociology: Distributive Injustices and Democratic Formations Across Education Systems. Part B

249 -
Reimagining Pedagogy and the Revolutionary Device: Experimenting with Bernstein and Guattari on the Water Revolution in Hong Kong
Henry Kwok

Griffith University, Brisbane, Australia

485 -
The Negotiation of English Teachers' Identities in terms of the Evolution of Pedagogic Code in Basic Education of China

Franklin(Zongqiang) Li

School of Education and Professional Studies, Griffith University, Brisbane, Australia. Fuyang Normal University, Fuyang, China

804 -
Radical Inclusion Research in/with Schools Serving High Poverty Communities

Parlo Singh[1], Gabrielle Ivinson[2]

[1]Griffith University, Brisbane, Australia. [2]Manchester Metropolitan University, Manchester, United Kingdom

754 -
Children's Rights in Global Citizenship Education

Nandini Dutta

Griffith University, Brisbane, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: K505

---

59 -
Doing what we do: How the Teacher As Practitioner (TAP) project is informing us about practice-led pedagogies

541 -
TAPping into practice

Kathryn Coleman

Melbourne Graduate School of Education, University of Melbourne , Melbourne, Australia

733 -

Practitioners as dataworkers

Ethel Villafranca, Sarah Healy

University of Melbourne , Melbourne, Australia

906 -
Measuring the teacher-practitioner and its effect on teacher quality and retention

Julia Morris

Edith Cowan University, Perth, Australia. University of Melbourne, Melbourne, Australia

---

Technology and Learning

Technology and Learning
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E151

932
Theorising from Scratch: Technology-based Interpreter Education in Vietnam

Linh Nguyen[1,2], Hoang Do[2]

[1]Monash University, Clayton, Australia. [2]Vietnam National University, Ha Noi, Vietnam

---

904
Joint attention in dyads: Multimodal method for capturing the nuances of productive interaction during online collaborative problem solving

Johanna Pöysä-Tarhonen[1], Päivi Häkkinen[1], Jarkko Hautala[2], Otto Loberg[2], Suzanne Otieno[2], Paavo H.T. Leppänen[2]

[1]Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. [2]University of Jyväskylä, Jyväskylä, Finland

---

922

Embracing the disruptive potential of Blockchain Technologies in education

Mark Rahimi

Deakin University, Melbourne, Australia

Teachers' Work and Lives

Teachers' Work and Lives
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E152

---

6 - Teachers' engagement with research

161 -
"I'm doing something that every teacher should be doing": Understanding Teachers' Orientations to Educational Research and Data

Nicole Mockler[1], Meghan Stacey[2]

[1]University of Sydney, Sydney, Australia. [2]University of New South Wales, Sydney, Australia

164 -
Research and teacher education in England: barriers to building capacity

Clare Brooks

UCL Institute of Education, London, United Kingdom

304 -
Paper 4: Teacher engaged research in a performative era: English case studies

Antonina Tereshchenko, Martin Mills

UCL, London, United Kingdom

306 -
Paper 1. Title: Research engagement as evidence of the self-improving system? A national survey of teachers' engagement with research activities in England

Becky Taylor[1], Lisa-Maria Muller[2], Mark Hardman[1]

[1]UCL, London, United Kingdom. [2]Chartered College of Teaching, London, United Kingdom

Motivation and Learning

44 -
Advances in Understanding Impacts on Students' and Teachers' Motivation.

379 -
Balancing explicit instruction and guided discovery learning: Exploring the role of Load Reduction Instruction and its association with student motivation, engagement, and achievement

Andrew Martin, Paul Evans

UNSW, Sydney, Australia

378 -
Testing the circumplex model: Examining outcomes and additive effects of needs support and teaching directiveness in science

Emma Burns, Andrew Martin , Rebecca Collie

University of New South Wales, Sydney, Australia

388 -
A Person-centered Examination of the Role of Demands and Resources in Teachers' Motivation and Well-being

Rebecca Collie[1], Lars-Erik Malmberg[2], Andrew Martin[1], Pamela Sammons[2]

[1]University of New South Wales, Sydney, Australia. [2]University of Oxford, Oxford, United Kingdom

376 -
Teacher Wellbeing: An Application of the Job Demands-Resources model to an Australian teaching population.

Helena Granziera, Rebecca Collie, Andrew Martin

University of New South Wales, Sydney, Australia

Schools and Education Systems

Schools and Education Systems
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E257

---

43 - *Gonski Institute for Education Research Initiatives: Equity and Equality in Australian Schools*

425 -
Fair Play for Engagement and Equity in Schools
Pasi Sahlberg

UNSW Sydney, Sydney, Australia

426 -
Growing Up Digital Australia
Pasi Sahlberg

UNSW Sydney, Sydney, Australia

437 -
Beliefs and Attitudes about Educational Equity in Australia
Jung-Sook Lee, Jihyun Lee

UNSW, Sydney, Australia

566 -
Equitable Access to High Quality Early Childhood Education
Jennifer Skattebol, Megan Blaxland, Elizabeth Adamson

University of NSW, Sydney, Australia

Early Childhood

Early Childhood
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E258

755
Intentional Teaching in Early Childhood Education: A Critical Literature Review

Susan Grieshaber[1], Susan Krieg[2], Jennifer Sumsion[3], Felicity McArdle[4], Paul Shield[4]

[1]La Trobe University, Melbourne, Australia. [2]Flinders University , Adelaide, Australia. [3]Charles Sturt University, Bathurst, Australia. [4]Queensland University of Technology , Brisbane, Australia

701
The paradox of children's play with technologies and educators' provision fo these devices

Jo Bird

University of New England, Armidale, Australia

1015
The potential of a partnership: supporting young children's literacy learning and early childhood teacher preparation through reading, story telling and play.

Karen Schneider, Kathy Swinkels

Federation University , Berwick , Australia

756
Shared Book Practice in Long Day – The importance of Quality and Engagement for All Children

Helen Adam, Caroline Barratt-Pugh

Edith Cowan University , Perth, Australia

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

13

Research on Indigenous experience: Listening with more than the ears

Richard Light[1], John R Evans[2]

[1]University of Canterbury, Christchurch, New Zealand. [2]University of Technology, Sydney, Australia

---

993

Education is everybody's business or is it? : An analysis of education academics attitudes and preconceptions about Indigenous content

Melitta Hogarth

University of Melbourne, Melbourne, Australia

1024

Doing things right way: dimensions of excellence in Indigenous education in Queensland secondary schools

Marnee Shay, Jodie Miller

University of Queensland, Brisbane, Australia

798

Developing culturally relevant resources to enhance preparation of remote and regional Aboriginal students for life beyond school

Marnee Shay[1], Rhonda Oliver[2], Helen McCarthy[2], Tatiana Bogachenko[2]

[1]The University of Queensland, Brisbane, Australia. [2]Curtin University, Perth, Australia

Technology and Learning

Technology and Learning
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B409

1053
Expanding your inference: transitioning from null hypothesis testing to statistical modelling

Samantha Low-Choy[1], Judy Rose[2], Daniela Vasco[3]

[1]Office of the Vice-Chancellor, Arts, Education & Law, Griffith University, Mt Gravatt / Gold Coast, Australia. [2]Griffith Institute of Educational Research, Mt Gravatt, Australia. [3]School of Educational & Professional Studies, Griffith University, Mt Gravatt, Australia

---

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B201a Flat Classsroom

959
The Models of Engaged Learning and Teaching (MELT) in STEM and Special Education

John Willison, Robert Button, Jonathan Daughtry, Anton Suh

University of Adelaide, Adelaide, Australia

892
How do primary schools cater for innovative futures in STEM?

Rosie Di Mattia

University of Technology , Sydney, Australia

193
It is a Tool, but not a 'Must': Early Childhood Preservice Teachers' Perceptions of ICT and its Affordances

chuanmei Dong[1], Pekka Mertala[2]

[1]Macquarie University, Sydne, Australia. [2]Faculty of Education, Oulu, Finland

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B201b Flat Classroom

80 -
Researching Education in Precarious Times: Grief and Hope for a Socially Just world

677 -
School strikes on Climate change: Posthuman education in the making

Karen Malone

Swinburne University of Technology, Hawthorn , Australia

695 -
Placement as creative entanglement: Capacity as a theoretical and diffractive concept in pre-service teachers' professional experience

Anat Wilson, Karen Malone

Swinburne University of Technology, Melbourne, Australia

717 -
The place we lived: Chinese childhoods as sites of change and uncertainty

Bin Wu

Swinburne University of Technology, Melbourne, Australia

765 -
The Ripple Effect of Teacher Wellbeing in Precarious Times

Kristina Turner

Swinburne University of Technology, Hawthorn, Australia

822 -
What kind of active and informed citizen are you?

Janine Forbes-Rolfe

Swinburne University of Technology, Hawthorn, Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B202a Flat Classroom

549
Uplifting Gender and Sexuality Education Research

Lisa van Leent[1], Leanne Coll[2], Tiffany Jones[3], Yvette Taylor[4]

[1]Queensland University of Technology, Brisbane, Australia. [2]Deakin University, Geelong, Australia. [3]Macquarie University, Sydney, Australia. [4]University of Strathclyde, Glasgow, United Kingdom

---

321
Uplifting gender and sexualities education research: memoirs and manifestos for early career academics

Leanne Coll[1], Lisa van Leent[2], Annette Bromdal[3]

[1]Deakin University, Melbourne, Australia. [2]Queensland University of Technology, Brisbane, Australia. [3]University of Southern Queensland, Toowoomba, Australia

---

Poststructural Theory

Poststructural Theory
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B202b Flat Classroom

350
Is new materialism incompatible with social justice? Panel Discussion with Professor Bronwyn Davies

Lucinda McKnight[1], Melissa Wolfe[2]

[1]Deakin University, Melbourne, Australia. [2]Monash University, Melbourne, Australia

---

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B222 Flat Classroom

---

63 - Walking Methodologies with Diverse Publics

625 -
Walking Together – Ten years of performance making and walking

Lenine Bourke

Queensland University of Technology, Brisbane, Australia

653 -
(in)Audible, (in)Audacious and (in)Affective: Neuroqueering the soundwalk

David Ben Shannon

Manchester Metropolitan University, Manchester, United Kingdom

676 -
Walking-with children on blasted landscapes

Karen Malone

Swinburne University of Technology , Hawthorn , Australia

-

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B236 Collab Learning Space

---

89 -
Understanding and researching dialogic emergence in education: The fluid space-time of dialogic relations

780 -
The fluid temporality of dialogic being and becoming in a higher education context

Eva Vass

Western Sydney University, Sydney, Australia

787 -
Dialogism, place-responsive pedagogies and more-than-human relationality.

Peter Renshaw

University of Queensland, Brisbane, Australia

588 -
"I don't fit in, I fit out": Enabling more-than inclusive spaces for student belonging and engagement with school through attention to more-than-human entanglements of spacetimematter

Maria Ejlertsen

The University of Queensland, Brisbane, Australia

839 -
Beyond Humanist Embodiment: 'Autism' as a dialogical encounter of spacetime

Kim Davies

Deakin University, Melbourne, Australia

Rural Education

Rural Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B301 Flat Classroom

---

36 -
Knowledge building in rural, regional and remote education: Cross-disciplinary perspectives on valuing rural voices

297 -
Developing a community engaged teacher education program for regional and rural Victorian schools: The new NEXUS Master of Teaching program

Jo Lampert

La Trobe University , Melbourne, Australia

334 -
Engaging rural knowledges in curriculum enactment: the case of STEM in rural schools

Philip Roberts

University of Canberra, Canberra, Australia

412 -
Challenging the Great Divide: Metrocentric Educational Policy and Practices.

Susan Ledger[1], Alfred Masinire[2], Miguel Angel Diaz Delgado[3]

[1]Murdoch University, Perth, Australia. [2]University of Witwatersrand, Johannesburg, South Africa. [3]Universidad Nacional Autonoma de Mexico, Mexico City, Mexico

296 -
Co-creating pedagogies for knowledge building in rural, regional and remote schools

Karl Maton[1], Sarah Howard[2]

[1]University of Sydney, Sydney, Australia. [2]University of Wollongong, Wollongong, Australia

---

Educational Leadership

Educational Leadership
Time: 13:30 - 15:30

385
School leaders as leaders of professional learning

Pauline Thompson

The University of Melbourne, Melbourne, Australia

150
Retired school leaders' reflections – Identity, influence and issues

Fiona Longmuir

Monash University, Clayton, Australia

168
Assessing principal task effectiveness and student achievement in secondary schools in the Maldives.

Waseema Fikuree, Frauke Mayer, Deidre Le Fevre, Mohammad Alansari

The University of Auckland, Auckland, New Zealand

979
Principal as a leader of learning: a case study in four secondary schools in Fiji

Mohini Devi

The University of Fiji, Suva, Fiji

Motivation and Learning

86 - Improving Regional Low SES Students' Learning and Wellbeing

738 -
Supporting student wellbeing in schools located in areas of social disadvantage

Cathleen Farrelly[1], Amanda Mooney[2], Karen Swabey[3], Sherridan Emery[3], Marie Edwards[3]

[1]La Trobe University, Bendigo, Australia. [2]Deakin University, Geelong, Australia. [3]University of Tasmania, Launceston, Australia

745 -
Improving Regional Low SES Students' Learning and Wellbeing

Vaughan Prain[1], Damian Blake[1], Graeme Byrne[2], Craig Deed[2], Marie Edwards[3], Sherridan Emery[3], Cathleen Farrelly[2], Doug Fingland[4], Joanne Henriksen[1], Valerie Lovejoy[2], Noel Meyers[2], Amanda Mooney[1], Tracey Muir[3], Karen Swabey[3], Damon Thomas[3], Russell Tytler[1], Emma Workman[1], Tina Zitzlaff[1]

[1]Deakin University, Geelong, Australia. [2]La Trobe University, Bendigo, Australia. [3]University of Tasmania, Hobart, Australia. [4]Anglicare, Hobart, Australia

743 -
Personalising mathematics and English learning in the middle years through co-teaching

Damon Thomas, Tracey Muir, Sherridan Emery

University of Tasmania, Launceston, Australia

903 -
A learning-community approach to using digital tools to enhance student learning

Damian Blake[1], Amanda Mooney[1], Emma Workman[1], Mel Dick[2]

[1]Deakin University, GEELONG, Australia. [2]Northern Bay College, GEELONG, Australia

Sociology of Education

Sociology of Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B428a Flat Classroom

219

The disparities between pre-service expectations and in-service perceptions: A sociological study of an alternative teacher preparation program of China

YUE YIN, Qiguang Yang

Jiangnan University, Wuxi, China

104

Exploring the Impact of the Australian Graduate Teaching Standards on Secondary Pre-service Teachers' self-efficacy in NSW.

Kay Carroll[1], Jose Hanham[1], Maree Skillen[1], Miriam Tanti[2], Sean Kearney[3], Wayne Cotton[4]

[1]Western Sydney University, Sydney, Australia. [2]Australian Catholic University, Sydney, Australia. [3]University of Notre Dame, Sydney, Australia. [4]University of Sydney, Sydney, Australia

---

785

The global circulation of literacy policy: phonics, inequality and neo-conservative political movements

Joel Windle[1], Simone Batista[2]

[1]Fluminense Federal University, Niterói, Australia. [2]Universidade Federal Rural do Rio de Janeiro, Rio de Janeiro, Brazil

---

Politics and Policy in Education

Politics and Policy in Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B428b Flat Classroom

60
Governing education in the European Union – lessons for Australia

Gosia Klatt, Elizabeth Hartnell-Young

Melbourne Graduate School of Education, the University of Melbourne, Melbourne, Australia

---

310
Are we at wits' end with the out-of-field teaching phenomenon? Micro-education policy frameworks as a possible solution

Anna Elizabeth Du Plessis

Griffith University, Brisbane, Australia

498
Designing and trialling program evaluation processes, protocols and tools: Reframing 'evidence of impact' for democratic accountability

Jenni Carter[1], Fiona Callaghan[2], Barbara Comber[1], Lyn Kerkham[1]

[1]University of South Australia, Adelaide, Australia. [2]Catholic Education South Australia, Adelaide, Australia

---

Health and Physical Education

Health and Physical Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N413 Flat Classroom

764
Colonial past intra-acting with fields of Education, Health and movement, and desiring co-existence in the future: HPE vision, engagement, response-abilities and becoming

. lisahunter

Monash University, Frankston, Australia

825

Troubling the emotional terrain of transformative pedagogies in Health and Physical Education Teacher Education (HPETE): a collective biography of fear, frustration and love

Leanne Coll[1], Carla Luguetti[2]

[1]Deakin University, Melbourne, Australia. [2]Victoria University, Melbourne, Australia

Social Justice

Social Justice
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N415 Flat Classroom

46 -

Culturally responsive pedagogy across the curriculum

390 -

Culturally responsive pedagogies in health and physical education teacher education: a case study

Alison Wrench

University of South Australia, Adelaide, Australia

391 -

Making connections through the home languages of EALD students

Anne Morrison [1], Jane Armitage [2]

[1]University of South Australia, Adelaide, Australia. [2]Department for Education , Adelaide, Australia

392 -

Pedagogy of discussion: Responding culturally to space and place in the geography classroom

Abigail Diplock

University of South Australia, Adelaide, Australia

496 -

The Rabbits: Culturally Responsive Pedagogies through Children's Literature in Teacher Education

Jenni Carter

University of South Australia, Adelaide, Australia

Professional and Higher Education

Professional and Higher Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N417 Flat Classroom

187
Surviving the performance management of academic work: Evidence from young Chinese academics

Ya-Ting Huang

Zhejiang University, Hangzhou, China

1037
Unraveling the meanings of 'impact': Perspectives from academic profession and good practices of knowledge exchange

Hei-hang Hayes Tang

The Education University of Hong Kong, Hong Kong, Hong Kong

564
Resilience in higher education: the case of accounting students in Brazil

Samuel Durso[1], Luis Afonso[1], Susan Beltman[2]

[1]University of São Paulo, São Paulo, Brazil. [2]Curtin University, Perth, Australia

413 Hard Transition of Decision-making Models in HEIs of China: The Lack of Data Culture

Junchao Zhang, Mengqi Lu

Huazhong University of Science and Technology, Wuhan, China

Language and Literacy

Language and Literacy
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N418 Flat Classroom

1039
Narrative writing in primary years: community, collaboration and creativity

Bree Kitt

Central Queensland University , Townsville, Australia

763
Understanding how reading for enjoyment can support students' personal growth and social responsiveness

Mel Green

University of Queensland, Brisbane, Australia

394
Texts, meaning making and emerging disciplinary literacies in primary schools in Sweden.

Oscar Björk[1], Radha Iyer[2]

[1]Department of Education, Uppsala University, Uppsala, Sweden. [2]Faculty of Education, Queensland University of Technology, Brisbane, Australia

Inclusive Education

529
Listening to the voice of children - From methodologies to actions

Delphine Odier-Guedj[1], Beth Saggers[2]

[1]Monash University, Melbourne, Australia. [2]Queensland University of Technololgy, Brisbane, Australia

572
Children's moral judgements about social inclusion and exclusion in play in one diverse school location

Laura Scholes[1], Elizabeth Wallace[2], Veronica Lawson[3], Jo Lunn[2], Sue Walker[2]

[1]Institute for Learning Sciences and Teacher Education, ACU, Brisbane, Australia. [2]School of Early Childhood and Inclusive Education, QUT , Brisbane, Australia. [3]Brisbane Catholic Education, Brisbane, Australia

883
Different sides of the same coin? Cyberbullying and the positive uses of social networking: examining perspectives form culturally diverse youth

Sarah Hayton

Charles Sturt University, Wagga Wagga, Australia

Health and Physical Education

660

Character strengths among academically successful and elite sports secondary school students. An exploratory phenomenological 'insider' work-based learning study

Anthony Hillier, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

1003
Telling tales and painting pictures: Using creative and innovative methods in research with care experienced young people

Thomas Quarmby[1], Oliver Hooper[2], Rachel Sandford[2], Rebecca Duncombe[2]

[1]Leeds Beckett University, Leeds, United Kingdom. [2]Loughborough University, Loughborough, United Kingdom

42
Relationships among Teaching Multiple School Subject Role Conflict, Resilience, and Personal Accomplishment: Structural Equation Modelling

Cassandra Iannucci[1], K. Andrew R. Richards[2], Ann MacPhail[3]

[1]Deakin University, Waurn Ponds, Australia. [2]The University of Illinois at Urbana-Champaign, Urbana, USA. [3]University of Limerick, Limerick, Ireland

362
Fault lines: Cracking the school-home divide in health education

Lisette Burrows[1], Jan Wright[2]

[1]University of Waikato, Hamilton, New Zealand. [2]University of Wollongong, Wollongong, Australia

---

Arts Education Practice Research

Arts Education Practice Research
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N517 Flat Classroom

---

113 -
The Australian Curriculum: The Arts - Contributing to a socially-just world

-

-

-

-

Afternoon tea

Time: 15:30 - 16:00
Date: 3rd December 2019
Location: Exhibition

Book launch

Time: 15:30 - 16:00
Date: 3rd December 2019
Location: F509 Lecture Theatre

Uplifting Gender and Sexuality Education Research
Editors: Tiffany Jones, Leanne Coll, Lisa van Leent, Yvette Taylor
Palgrave Macmillan

Keynote presentation - Tracey Bunda and Awards

Time: 16:00 - 17:30
Date: 3rd December 2019
Location: F509 Lecture Theatre

Awards - Betty Watts Indigenous Researcher Award, Aboriginal and Torres Strait Islander Postgraduate Researcher Award

Keynote Presentation - On Reflection. … and Two Questions Will Remain

In providing the keynote address Tracey takes the opportunity to reflect on an extensive career within the university to discuss some of the key trends and developments within Aboriginal and Torres Strait Islander higher education and Aboriginal and Torres Strait Islander studies that have come to shape and are shaping these fields. The address is mindful too of matters outside the academy that have influence in our lives as Aboriginal and Torres Strait Islander peoples. A dialogue perhaps more than an address, one which lays bare troublings and challenges and successes. A dialogue that may come to inform policy and governance positions that the AARE considers in the development of its own business with First Nations peoples. A dialogue that speaks directly to Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander HDR students, academics, managers and administrators. A dialogue that is critically theoretically grounded for speaking in, and for our truths as Aboriginal and Torres Strait Islander peoples, as educators and as researchers. Truths that are inextricably tied to two questions - the responses to which deepens all our reflections and our agencies for transformation and justice in the complex space of First Nations education and research.

Professor Bunda will be wearing her *I SEE DEADLY People* T-Shirt (https://www.darkanddisturbing.com.au/shop/i-see-deadly-people/) at the keynote address. Please join with her in wearing an Aboriginal/Torres Strait Islander/First Nations T-Shirt.

Registration open

Time: 8:00 - 9:00
Date: 4th December 2019
Location: Registration Desk

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 9:00 - 10:30
Date: 4th December 2019
Location: F509 Lecture Theatre

236
The impact of TEMAG: Research to move beyond compliance to professional agency in teacher education

Lenore Adie[1], Claire Wyatt-Smith[1], Bill Blayney[2], Deanne Fishburn[3], Tony Cook[4], Bob Lingard[5], Mark Grant[6], Alison Lugg[7], Taylah Rose[8]

[1]Australian Catholic University, Brisbane, Australia. [2]Central Queensland University, Rockhampton, Australia. [3]Queensland College of Teachers, Brisbane, Australia. [4]QLD Department of Education, Brisbane, Australia. [5]ILSTE, Brisbane, Australia. [6]AITSL, Melbourne, Australia. [7]RMIT, Melbourne, Australia. [8]ACU, Brisbane, Australia

---

Social Justice

Social Justice
Time: 9:00 - 10:30
Date: 4th December 2019
Location: W201 Lecture Theatre

788
School-family relationships in diverse Australia: Exploring the connections between a school and Afghan refugee parents

Jen Azordegan

Queensland University of Technology, Brisbane, Australia

527
Special Religious Education: A justified option for Muslim youth facing unjustified pressures

Leila Khaled

Charles Sturt University: Centre for Islamic Studies and Civilisation, Sydney, Australia

---

909
The Educational Experiences and Aspirations of Ngāti Waewae   Whakarongo mai! Making ourselves heard.

Teena Henderson

University of Canterbury, Christchurch, New Zealand

Language and Literacy

Language and Literacy
Time: 9:00 - 10:30
Date: 4th December 2019
Location: N515 Lecture Theatre

27
Whose voices count? Unsettling literary study in secondary English

Larissa McLean Davies, Sarah E. Truman, Lucy Buzacott

University of Melbourne , Melbourne , Australia

678
 'Without my language, I'm a broken tree': Nurturing 'thirdpace' translanguaging pedagogy in low SES, culturally diverse classrooms

Janet Dutton[1], Kathy Rushton[2]

[1]Macquarie University, North Ryde, Australia. [2]University of Sydneyy, Camperdown, Australia

Professional and Higher Education

---

16 - Reimagining socially just doctoral education for transcultural and First Nations peoples

172 -
Using Chinese, Middle Eastern and First Nations Australian philosophies about time and history to generate socially just doctoral education in contemporary times

Catherine Manathunga[1], Michael Singh[2], Jing Qi[3], Tracey Bunda[4]

[1]University of Sunshine Coast, Maroochydore, Australia. [2]Western Sydney University , Sydney, Australia. [3]RMIT, Melbourne, Australia. [4]University of Queensland, Brisbane , Australia

503 -
Transcultural knowledge co-construction for social justice

Jing Qi[1], Catherine Manathunga[2], Tracey Bunda[3], Michael Singh[4]

[1]RMIT, Melbourne, Australia. [2]University of the Sunshine Coast, Sunshine Coast, Australia. [3]University of Queensland, Brisbane, Australia. [4]Western Sydney University, Sydney, Australia

915 -
The lack of Chinese influence in Australian educational research:Decolonizing doctoral education through postmonolingual research methods

Michael Singh

Western Sydney University, Sydney, Australia

-

-

Politics and Policy in Education

65 -
Living knowledge, horizons of freedom and dissensus

594 -
Putting the steam back into critique? Critical–dissensual collaboration in education policy research

Stephen Heimans[1], Parlo Singh[2]

[1]University of the Sunshine Coast , Sippy Downs, Australia. [2]Griffith University , Brisbane, Australia

646 -
Informality as Pedagogy/Informality as Method: Curiosity and the practical enactments of an alternative learning program

Andrew Hickey

School of Humanities and Communication, University of Southern Queensland, Toowoomba, Australia

684 -
The power of living knowledge: Re-imagining Bernstein's horizontal knowledge

Gabrielle Ivinson

Manchester Metropolitan University, Manchester, United Kingdom

Inclusive Education

Inclusive Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K109

213
Proposal for a systemic model to reduce and eliminate restrictive practices in schools.

Sharon Paley , Natalie Swayn

Department of Education Queensland, Brisbane , Australia

Health and Physical Education

Health and Physical Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K323

101 -
The pedagogical possibilities of achieving social justice, inclusion and equity in HPE discourse with pre-service teachers

974 -
The health education lucky dip

Susan Wilson-Gahan

University of Southern Queensland, Springfield, Australia

972 -
Inclusion Style – E from the Spectrum of Teaching Styles- A style before it's time - A style for now

Brendan SueSee

University of Southern Queensland, Springfield, Australia

976 -
The Body Pedagogical Possibilities of Examining Intersex issues with Pre-Service HPE Teachers

Annette Bromdal

University of Southern Queensland, Toowoomba, Australia

Educational Leadership

Educational Leadership
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K360

48

Leadership for Teacher Quality: Touchpoints and the Spaces In-between

Lawrence Drysdale, David Gurr, <u>Helen Goode</u>

The University of Melbourne, Carlton, Australia

275

Amplifying innovation: Changing pedagogical practice for student engagement

<u>Lennie Barblett</u>, Gillian Kirk

Edith Cowan University, Perth, Australia

Sociology of Education

Sociology of Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K424

447

Academic achievement, socio-economic background and post-school destinations of Australian students

<u>Wojtek Tomaszewski</u>[1,2], Matthias Kubler[1], Cain Polidano[3,4], Chris Ryan[3,4], Buly Cardak[5]

[1]The University of Queensland, Brisbane, Australia. [2]ARC Centre of Excellence for Children and Families over the Life Course, Brisbane, Australia. [3]The University of Melbourne, Melbourne, Australia. [4]ARC Centre of Excellence for Children and Families over the Life Course, Melbourne, Australia. [5]La Trobe University, Melbourne, Australia

---

587

Sociologising resilience through recourse to Bourdieu

Guanglun Michael Mu, Congcong Xing

Queensland University of Technology, Brisbane, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K505

589
Advocating for males in Dance: De-stigmatising through Dance education.

Peter Cook

Southern Cross University, Gold Coast, Australia

290
Investigating 'the other' through embodied pedagogies: the role of the teacher in leading a collaborative, embodied and aesthetic teaching practice to build understandings about our relationships with and treatment of the 'the other'.

Jane Bird, Christine Sinclair

The University of Melbourne, Melbourne, Australia

111
Engaging with 'near and far' change: promoting activist music education professionalism

Margaret Barrett[1], Heidi Westerlund[2]

[1]The University of Queensland, Brisbane, Australia. [2]University of the Arts Helsinki, Helsinki, Finland

Technology and Learning

746
Digital learner identities: Exploring equity issues arising from 'who' students see themselves being and becoming as technology-using learners.

Katherine McLay

The University of Queensland, St Lucia, Australia

968
Gently scripted, technology-enhanced collocated collaborative problem solving in small groups: How diverse task designs are actualized in student interactions?

Johanna Pöysä-Tarhonen[1], Päivi Häkkinen[1], Piia Näykki[2], Sanna Järvelä[2], Pasi Tarhonen[3]

[1]Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. [2]University of Oulu, Oulu, Finland. [3]Honeywell Inc, Kuopio, Finland

---

511
Closing the distance for students using digital platforms to engage in learning: Emulating the face to face delivery mode

Miriam Ham[1], Susan Richardson[2], Craig Richardson[2]

[1]CQUniversity, Cairns, Australia. [2]CQUniversity, Noosa, Australia

---

Teachers' Work and Lives

143
Hyper-accountability, super-performativity and the emotions of teaching.

Jane Perryman

UCL Institute of Education, London, United Kingdom

345
The Making and Governing of Hong Kong Teachers Since 1980s: A Foucauldian Perspective

Min Lin , Weili Zhao

The Chinese University of Hong Kong , Hong Kong , Hong Kong

604
Imagining teaching beyond the 'learnified' market model—Visual metaphors of teachers' work as inflected by contemplative practice

Christopher McCaw

Melbourne Graduate School of Education, Melbourne, Australia

Motivation and Learning

Motivation and Learning
Time: 9:00 - 10:30
Date: 4th December 2019
Location: E153

18
Reversing and Preventing Underachievement in Gifted Students: Viewed Through the Lens of Lived Experience.

Jodi Lamanna, Catherine Wormald, Wilma Vialle

University of Wollongong, Wollongong, Australia

855
Coping with Academic Stress: The Relationship Between Online Support Seeking, Isolation and Adolescent Girls' Mental Health

Erin Mackenzie[1], Anne McMaugh[2], Penny Van Bergen[2]

[1]Western Sydney University, Kingswood, Australia. [2]Macquarie University, Ryde, Australia

---

451
The moderating effects of anxiety on self-efficacy in science: A multi-level analysis of the impact on secondary school science achievement

Emma Burns [1], Andrew Martin [1], Roger Kennett[1], Joel Pearson[1], Vera Munro-Smith[2]

[1]University of New South Wales , Sydney , Australia. [2]The Future Project, Sydney, Australia

---

Schools and Education Systems

Schools and Education Systems
Time: 9:00 - 10:30
Date: 4th December 2019
Location: E257

886
A quantitative analysis of the progress of migrant and refugee background young people in their first year of Australian schooling.

Sue Creagh

University of Queensland, Brisbane, Australia

847
Children learning together: Being a member of a culturally and linguistically diverse classroom

Maryanne Theobald[1], Susan Danby[1], Gillian Busch[2], Ilana Mushin[3], Lyndal O'Gorman [1]

[1]QUT, Brisbane, Australia. [2]Central Queensland University, Rockhampton, Australia. [3]University of Queensland, Brisbane, Australia

513
Learning English in rural secondary schools: EAL students, teachers, parents and pedagogy

Margaret Kettle, Annette Woods, Susan Danby

Queensland University of Technology, Kelvin Grove, Australia

Early Childhood

Early Childhood
Time: 9:00 - 10:30
Date: 4th December 2019
Location: E258

85

An evaluation of the RLPP circle time games intervention to improve behavioural self-regulation: A cluster randomised controlled trial in New Zealand early-childhood education centres.

Louise Keown, Nike Franke

The University of Auckland, Auckland, New Zealand

851
Think Equal in Early Childhood: An Australian Randomised Control Trial to Assess the Impact of a Targeted Personal, Social and Emotional Program

Sue Emmett[1], Lynne Reeder[2], Karen Schneider[2]

[1]Federation University , Berwick , Australia. [2]Federation University , Berwick, Australia

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 9:00 - 10:30
Date: 4th December 2019
Location: E259

133
The Dave Larsen American Indian Immersion Experience: Creating Transformative Educational Experiences for Indigenous High School, College & University Students

Ana Munro

St Cloud State University, St Cloud , USA. North Hennepin Community College, Brooklyn Park, USA

1012
To what extent have we moved beyond the 'soft bigotry' of low expectations?

Harvey Stern

School of Earth Sciences, University of Melbourne, Melbourne, Australia

Assessment and Measurement

Assessment and Measurement
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B409

327
Feedback in doctoral supervision: a qualitative synthesis of the literature

Joanna Tai[1], Margaret Bearman[1], Rachelle Esterhazy[2], Michael Henderson[3], Elizabeth Molloy[4]

[1]Deakin University, Geelong, Australia. [2]University of Oslo, Oslo, Norway. [3]Monash University, Clayton, Australia. [4]University of Melbourne, Parkville, Australia

---

480
Learning about the development of feedback literacy of international students

Karen Olave-Encina

The University of Queensland, Brisbane, Australia. Universidad de las Américas, Viña del Mar, Chile

---

973
Using Rasch analysis to investigate item functioning in a national mathematics assessment in South Africa

Sarah Bansilal

University of KwaZulu-Natal, Durban, South Africa

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B201a Flat Classsroom

982
STEM Online Peer Mentoring: Development and Effectiveness of Mentoring Relationships between University and Regional Secondary School Students

Ana Garcia-Melgar

La Trobe University, Bendigo, Australia. University of Melbourne, Melbourne, Australia

1065
Investigating the relationship between teacher conceptual understandings and pedagogical knowledge in the integration of STEM education in Victorian primary schools

Lucas Johnson

Monash University, Clayton, Australia

871
What is STEM, and what is it for me? The role of career advice in girls' decisions to opt in or out of STEM.

Jan Van Driel[1], Victoria Millar[1], Linda Hobbs[2], Russell Tytler[3], Sue Crebbin[1], Christopher Speldewinde[2]

[1]University of Melbourne, Melbourne, Australia. [2]Deakin University, Waurn Ponds, Australia. [3]Deakin University, Burwood, Australia

---

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B202a Flat Classroom

882
Gender equity perspectives in Swedish universities' programme evaluations: Strengthening gender justice or just another brick in the wall of neoliberal higher education?

Susanne Kreitz-Sandberg

Stockholm University, Stockholm, Sweden

971
Invisible students: Experiences and barriers of female international doctoral students who are mothers with dependent children in New Zealand

Zeyun Valerie Zhang

University of Auckland, Auckland, New Zealand

Poststructural Theory

Poststructural Theory
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B202b Flat Classroom

975
Flight From Flight: Composing a pedagogy of affect

John Roder, Sean Sturm

University of Auckland, Auckland, New Zealand

215
Professional learning on the slopes of Vesuvius: a case study of action research

Yiannis Fragos

University of South Australia, Adelaide, Australia

424
Qualitative inquiry and Deleuze and Guattari's minor literature: In which I consider verisimilitude as a criterion for judging the quality of qualitative writing with reference made to Kurt Vonnegut's novel *Slaughterhouse 5* albeit not really in the telegraphic schizophrenic manner of tales of the planet Tralfamadore

David Bright

Monash University, Melbourne, Australia

Qualitative Research Methodologies

Qualitative Research Methodologies
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B222 Flat Classroom

1054
Mixing-in quantitative and qualitative research methods

Samantha Low Choy[1], Samantha Low-Choy[2]

[1]Research Education & Development team, Office of Research, Griffith University, Redlands, Australia.
[2]Office of the Vice-Chancellor, Arts, Education & Law, Griffith University, Mt Gravatt / Gold Coast, Australia

---

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B236 Collab Learning Space

283
Responsive attunement: Tuning in to what matters in educational settings

Gloria Dall'Alba

The University of Queensland, Brisbane, Australia

248
Calibrating Study and Learning as Hermeneutic Principles: Greco-Christian Representation, Rabbinic Interpretation, and Chinese Yijing Exegesis

Weili Zhao

The Chinese University of Hong Kong, Hong Kong, China

666

The learning experience and navigation of successful Chinese College English students in China and Australia--developing a conceptual framework of ideals of democracy and social justice for global high education: Dewey and Confucius

CHUCHU LONG

Deakin University, Melbourne, Australia

Rural Education

Rural Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B301 Flat Classroom

1066

Improving access to high quality professional learning

Lauren Elston

Australian Institute for Teaching and SChool Leadership, Melbourne, Australia

Educational Leadership

Educational Leadership
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B302 Collab Learning Space

337

Perceptions of Student Leadership – in a socially just world, examining both sides of the story.

Dearne Rashleigh

University of the Sunshine Coast, Sunshine Coast, Australia

744
Saili i tautai se agava'a - A true leader masters the art of navigation: The impact of effective leadership in raising the engagement and achievement of Pacific learners in schools.

Tufulasifa'atafatafa Taleni

University of Canterbury, Christchurch, New Zealand

534
Two worlds, one site: Leading practices and transitions to school

Tess Boyle[1], Jane Wilkinson[2]

[1]Southern Cross University, Gold Coast, Australia. [2]Monash University, Melbourne, Australia

Motivation and Learning

Motivation and Learning
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B304 Collab Learning Space

864
Nationality and gender differences in the measurement of generic problem-solving competence underlying three domain-specific problem-solving competencies

Khoa Lan Anh Nguyen[1], Cuc Nguyen[1], Raymond Adams[2], Matthew Courtney[1]

[1]The University of Melbourne, Melbourne, Australia. [2]Australian Council for Educational Research, Melbourne, Australia

560

Significance of metacognitive regulation in collaborative science learning across contexts: Comparison of low- and high-outcome groups

Tuike Iiskala[1], Simone Volet[2], Cheryl Jones[2], Milo Koretsky[3], Marja Vauras[1]

[1]University of Turku, Turku, Finland. [2]Murdoch University, Murdoch, Australia. [3]Oregon State University, Corvallis, USA

Sociology of Education

Sociology of Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B428a Flat Classroom

715
Resourcing family education strategies: parents' use of private literacy tutoring

Karen Dooley, Elizabeth Briant

QUT, Brisbane, Australia

793
Embracing precarity in the shift from work to civil society: Parents', students' and private tutors' imagined work futures.

Elizabeth Briant

Queensland University of Technology, Kelvin Grove, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B428b Flat Classroom

184
A profession within a profession: A case study of educative mentoring in New Zealand primary schools.

Glenn Fyall, Jackie Cowan, Grant Buchanan

University of Canterbury, Christchurch, New Zealand

311
Beginning teacher retention: A hard row to hoe?Strategic stabilisation of the beginning teacher workforce

Anna Elizabeth Du Plessis

Griffith University, Brisbane, Australia

621
Investigating teacher support for curriculum implementation in Vanuatu: A phenomenological study

Elvie Tamata

Vanuatu Institute of Teacher Education , Port Vila, Vanuatu

Social Justice

Social Justice
Time: 9:00 - 10:30
Date: 4th December 2019
Location: N407 Flat Classroom

78 -
The Multi-cities Ethnographies Project: connecting, affecting and transitioning lives. Part B: Methodologies for socially just research

786 -
Trans-forming places, trans-itioning lives: Rethinking methodological approaches to studying trans-itions in a deindustrializing city

Eve Mayes[1], Julianne Moss[2], Merinda Kelly[1], Shaun Rawolle[1], Louise Paatsch[1], Yasmin Mobayed[1]

[1]Deakin University, Geelong, Australia. [2]Deakin University, Burwood, Australia

643 -
The Poverty & Learning in Urban Schools (PLUS) project in Bangor, Wales: a case of human rights

Lori Beckett, Graham French, Caryl Lewis, Carl Hughes

Bangor University, Bangor, United Kingdom

810 -
Investigating early literacy pedagogies in an Aboriginal playgroup that are culturally and linguistically responsive through participant ethnography.

Criss Jones Díaz[1], Liam Morgan[2]

[1]Western Sydney University, Sydney, Australia. [2]University of Technology Sydney, Sydney, Australia

797 -
Transitional approaches in achieving distributive multi-disciplinary leadership[s] to support resilience and wellbeing in complex urban schools

Sue Whatman[1], Victor Hart[2], Parlo Singh[3], Katherine Main[4]

[1]Griffith University, Gold Coast, Australia. [2]Brisbane Murri Schools, Brisbane, Australia. [3]Griffith University, Brisbane, Australia. [4]Griffith University, Logan, Australia

---

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 9:00 - 10:30
Date: 4th December 2019
Location: N408 Flat Classroom

---

56 -
From silver bullet to whistling in the wind?
TEMAG and the trajectory of integrated partnerships between schools and universities.

518 -

15 Principals with Changing Needs: The Evolution of a Multi-School Partnership

Troy Heffernan

La Trobe University, Melbourne, Australia

570 -
A literacy education partnership: Exploring relational experiences of teacher educators

Alex Kostogriz[1], Glenn Auld[2]

[1]Monash University, Clayton, Australia. [2]Deakin University, Burwood, Australia

946 -
"A human interaction and a shared experience": The benefits of 'informal' connections for school-university partnerships.

Claire Manton, Michelle Ludecke

Monash University, Melbourne, Australia

Social Justice

Social Justice
Time: 9:00 - 10:30
Date: 4th December 2019
Location: N413 Flat Classroom

405
The experiences and perspectives of Australian Sudanese and South Sudanese youths regarding the transition to adulthood

Luke Macaulay, Joanne Deppeler

Monash University, Melbourne, Australia

346
The impact of critical life events on HE students from equity groups

Suzanne Macqueen

University of Newcastle, Newcastle, Australia

827
Improving employment and education outcomes for Somali Australians

Giovanna Szalkowicz, Andrew Harvey

La Trobe University , Melbourne , Australia

Roundtable Session A

Time: 9:00 - 10:30
Date: 4th December 2019
Location: N415 Flat Classroom

84
Illuminating the curriculum and complexity of integrated STEM teacher education in Australian universities

Emma Stevenson

The University of Melbourne, Melbourne, Australia

135
Integrating Scholarship on Assessment in Work Integrated Learning

Lisa Milne

Deakin University , Melbourne, Australia

240
The potential for refined capability models of practice that enhance participation in a socially just world

James Harrison

Otago Polytechnic, Auckland, New Zealand

247
Disembodied arts learning, or enriched opportunities? Exploring the experiences of arts educators in Higher Education who facilitate arts learning online

Katie Burke

University of Southern Queensland, Toowoomba, Australia

790
Transmission or constructivism, Does it matter? - A practice-based study of Chinese students learning at an Australian university.

Jinqi Xu

The University of Sydney, Sydney , Australia

Roundtable Session B
Time: 9:00 - 10:30
Date: 4th December 2019
Location: N417 Flat Classroom

393
Forces and tensions between prevailing political discourses and teachers' agency, advocacy and pedagogy: A heteroglossic examination within Australia and New Zealand's early childhood sector

Fiona Westbrook

RMIT University, Melbourne, Australia

408

Year Nine Teacher's Day Off: and Other Misnomers about 'The Lost Year'

Josh Ambrosy

Deakin University, Waurn Ponds , Australia

372

Falling through the cracks: providing a more equitable education system for young people during the senior secondary years

Nina Van Dyke[1], Jen Jackson[2]

[1]Mitchell Institute (Education), Victoria University, Melbourne, Australia. [2]Michell Institute (Education), Victoria University, Melbourne, Australia

---

195

Transforming values – Understanding how teachers' values change through inquiry practice

Majon Williamson-Kefu[1], Alinta Brown[2], Katie Makar[1], Jill Fielding-Wells[2]

[1]The University of Queensland, Brisbane, Australia. [2]Australian Catholic University, Brisbane, Australia

---

Roundtable Session C

Time: 9:00 - 10:30
Date: 4th December 2019
Location: N418 Flat Classroom

9

Perceived feedback practice in teaching English as a foreign language.

Kim-Daniel Vattøy

Volda University College, Volda, Norway

19

Defining success: competing visions of effectiveness for instructional videos

Matthew Fyfield

Monash University, Clayton, Australia

145

Intentionally teaching or planning for play: Examining early childhood educators' perception of early science pedagogy

Suzanne Infantino

Deakin University, Geelong, Australia

555

Academically resilient children of a highland Lisu community of Thailand

YASUKO ONO

Educational Research Foundation, Tokyo, Japan

Roundtable Session D

Time: 9:00 - 10:30
Date: 4th December 2019
Location: N419 Flat Classroom

270

The Invisibles: Girls on the Autism Spectrum in the Early Years Classroom

Jillian Stansfield

Edith Cowan University, Perth, Australia

386

He Vaka Moana

Dr 'Ema Wolfgramm-Foliaki

The University of Auckland, Auckland, New Zealand

375

Igniting the vā: An Oceanic methodology in a Māori and Pasifika research fellowship

Hinekura Smith

University of Auckland (Te Rarawa, Nga Puhi iwi), Auckland, New Zealand

---

382

Lalanga ha kaha'u monu'ia – Supporting science educators to embed indigenous knowledge, values, and culture in their courses for Māori and Pasifika science student success

Sonia Fonua

University of Auckland, Auckland, New Zealand

471

Contestable landscapes: *Our* meeting place for the delivery of Indigenous content in culturally distinct creative and performing arts settings.

Tia Reihana

The University of Auckland, Auckland, New Zealand

Roundtable Session E

Time: 9:00 - 10:30

154
Revealing Student's Capabilities Through Culturally Responsive Remote School Leadership

Stephen Corrie

University of South Australia, Magill, Australia

295
Collective teacher efficacy in low socioeconomic status Australian schools: A sequential exploratory new scale development

Anna Borneman, Rebecca Spooner-Lane, Kerryann Walsh

Queensland University of Technology, Brisbane, Australia

395
From boys to men: Investigating the role of formalised rites of passage programs for adolescent males in Australian secondary schools

Johanna Kingsman

QUT, Brisbane, Australia

238
Creating constructive mentoring spaces for marginalised regional youth. A conceptual model and study from south-west Queensland

Carol Schultz, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

Roundtable Session F

1063
Making visible the lived experiences of mothers of children with Autism Spectrum Disorder (ASD)

Kirsten Baird-Bate

QUT, Brisbane, Australia

90
Moving Towards the Gynocene: a collective exploration of the intersection of feminism, environmentalism, and education

Lisa Siegel

Southern Cross University, Coffs Harbour, Australia

230
Consciousness in education: Quantum mechanics and education paradigms.

Kristina Turner[1], Anat Wilson[1], Shaimaa Atwa[2]

[1]Swinburne University of Technology, Hawthorn, Australia. [2]Western Sydney University, Sydney, Australia

---

444
Using a mosaic approach to explore caregivers' perspectives of play and playgroup.

Melanie Thomas

Australian Catholic University, Melbourne, Australia

Morning tea

Time: 10:30 - 11:00
Date: 4th December 2019
Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:00
Date: 4th December 2019
Location: F509 Lecture Theatre

884
Elevating teacher spatial competency (TSC) as a professional teaching practice that impacts classroom communities

Vicky Leighton

University of Melbourne, Melbourne, Australia

318
Reconceptualising the roles of researchers and teachers to enhance primary pre-service teachers' knowledge for teaching mathematics

Sharyn Livy[1], Tracey Muir[2], Ann Downton[1]

[1]Monash University, Melbourne, Australia. [2]University of Tasmania, Launceston, Australia

Social Justice

Social Justice
Time: 11:00 - 12:00
Date: 4th December 2019
Location: W201 Lecture Theatre

811
Towards 'socially just' pedagogy for internships in the social justice sector

Elisabeth Valiente-Riedl

The University of Sydney, Sydney, Australia

1029
DIY Activism and Critical Public Pedagogy

Gregory Martin

University of Technology Sydney, Sydney, Australia

Language and Literacy

Language and Literacy
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N515 Lecture Theatre

33 - Intersecting literacy with movement, media and design.

273 -
Using theories of embodiment in secondary English pre-service teacher education.

Sarah Forrest

University of South Australia, Adelaide, Australia

284 -
Design thinking and interdisciplinary collaboration as innovation in literacy teacher education

Jill Colton

University of South Australia, Adelaide, Australia

497 -

Connecting and Relating:Making Stories with Film

Jenni Carter

University of South Australia, Adelaide, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N519 Lecture Theatre

173
Providing a platform for 'what works': Reconstituting teacher professional learning and expertise through Apple Teacher and PISA4U

Steven Lewis[1], Elisa Di Gregorio[2]

[1]Deakin University, Melbourne, Australia. [2]The University of Melbourne, Melbourne, Australia

567
Stewarding policy for the use of robots in education with an ethic of care

Catherine Smith

University of Melbourne, Carlton, Australia

Sociocultural Activity Theory

Sociocultural Activity Theory
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K109

56
A cultural-historical approach to theorising motivational development
Judith MacCallum

Murdoch University, Murdoch, Australia

648
Vygotsky, defectology and visual light sensitivity in the digital classroom.
Janene Sproul

Murdoch University, Perth, Australia

Health and Physical Education

Health and Physical Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K323

302
Food for thought: Exhibitions as critical sites for intervention in schooling food.
Deana Leahy[1], Iris Duhn[1], JaneMaree Maher[1], Jan Wright[2], Sian Supski[1]

[1]Monash University, CLAYTON, Australia. [2]University of Wollongong, Wollongong, Australia

---

Educational Leadership

Educational Leadership
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K360

504

The 'neoliberalisation' of the school principal - against bulldozer readings

Chris Dolan

University of South Australia, Adelaide, Australia

38

Faking the Data to Fame and Fortune: Caveat Emptor of Evidenced Based Research

Fenwick English

Ball State University, Muncie, Indiana, USA

Sociology of Education

Sociology of Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K424

500

Engaging with Data Sharing and Archiving in Studies of Childhood, Education and Youth

Julie McLeod, Kate O'Connor, Jo Higginson

University of Melbourne, Melbourne, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K505

512

Challenging notions of knowing: Embodied knowledge, alternative voices and rewriting in role

Claire Colema

University of Waikato, Hamilton, New Zealand

Technology and Learning

Technology and Learning
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E151

875

Technology use for mathematics teaching from early childhood to secondary school: drawing together the common threads for student engagement

Kathryn Holmes, Catherine Attard

Western Sydney University, Kingswood, Australia

54

A changing learning environment: The benefits of online learning for scientific inquiry

Md Abdullah Al Mamun[1], Gwen Lawrie[2], Tony Wright[2]

[1]Islamic University of Technology (IUT), Dhaka, Bangladesh. [2]The University of Queensland, Brisbane, Australia

---

Teachers' Work and Lives

Teachers' Work and Lives
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E152

814

When teachers reflect...how does learning happen?

Janette Allen, Mary Guebala

University of Melbourne, Melbourne, Australia

791

'In class, on the ground … contextual': Enhancing teacher agency through practitioner inquiry

Janet Dutton, Kim Wilson

Macquarie University, North Ryde, Australia

Motivation and Learning

Motivation and Learning
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E153

1068

Motivation and Learning SIG Scholarship Presentation Session

Emma Burns

University of New South Wales, Sydney, USA

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E257

657
Deconstructing the (im)possibilities of sexuality among Indian immigrants in New Zealand

Vibha Tirumalai

The University of Auckland, Auckland, New Zealand

805
Identity construction in Diaspora: A comparative case study of Indigenous Minority Chakma immigrant women from Bangladesh in Melbourne

Urmee Chakma

Monash University, Melbourne, Australia

Early Childhood

Early Childhood
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E258

171
Young children's freedom to enact agency for learning in early childhood settings in Aotearoa New Zealand.

Niroshami R. Rajapaksha

The University of Auckland, Auckland, New Zealand

342
Educator perceptions of early learning environments as places and spaces for privileging social justice in rural areas.

Vicki Christopher, Michelle Turner, Nicole Green

University of Southern Queensland, Toowoomba, Australia

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E259

423
Interschool Partnerships: A study into effective partnership practices between an interstate boarding school community and a very remote Aboriginal Community

Andrew Lloyd[1], John Guenther[2]

[1]Charles Darwin University, Alice Springs, Australia. [2]Batchelor Institute of Indigenous Tertiary Education, Darwin, Australia

---

20
Waking up to Memmi: A dwam of critical whiteness studies in school curriculum and pedagogy

Craig Wood

Griffith University, Brisbane, Australia

Assessment and Measurement

Assessment and Measurement
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B409

873

Assessment and Reporting Practices in Victorian Secondary Schools: Exploring field and habitus

Melissa Barnes[1], Ilana Finefter-Rosenbluh[1], Trent Brown[2]

[1]Monash University, Clayton, Australia. [2]ACHPER, Melbourn e, Australia

---

624
Using a computerised adaptive assessment tool for formative purposes: The determining factors

Oluwaseun Ijiwade, Chris Davison, Dennis Alonzo

The University of New South Wales, Sydney, Australia

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B201a Flat Classsroom

1069
Exploring agency on a continuum in order to inform how to support primary science teachers to exercise agency in teaching STEM

Reshma Musofer[1], Kim Nichols[1], Jill Arnell[2], Greg Downs[3]

[1]The University of Queensland, Brisbane, Australia. [2]Tara Shire State School, Tara, Australia. [3]North Rockhampton State High School, Rockhampton, Australia

---

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B201b Flat Classroom

609

An exploration of how Speculative Drama can be engaged to understand children and young people's future worldviews on Climate Change

Thilinika Wijesinghe

Southern Cross University, Gold Coast, Australia

1058

Opening spaces for experiential learning through a 'spirit of play'

Bronwen Wade-Leeuwen

Macquarie University, Sydney, Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B202a Flat Classroom

320

Genders and sexualities: the texts that coordinate the work of primary school teachers

Lisa van Leent

Queensland University of Technology, Brisbane, Australia

517

Improving the persistence of females in the science pipeline: A national study on the gendered experiences of Australian undergraduate science students

Camilla Fisher[1], Christopher Thompson[1], Rowan Brookes[2]

[1]Monash University, Melbourne, Australia. [2]The University of Melbourne, Melbourne, Australia

Poststructural Theory

470
Contesting chrono-ableism: Neuroqueer refrainic refusals in young children's musical compositions.

David Ben Shannon

Manchester Metropolitan University, Manchester, United Kingdom

256
The affective politics of 'school climate'

Eve Mayes[1], Melissa Wolfe[2], Leanne Higham[3]

[1]Deakin University, Geelong, Australia. [2]Monash University, Clayton, Australia. [3]University of Melbourne, Parkville, Australia

Global Contexts for Education

1094

Internationalization of Canadian Higher Education: Towards Global Mindedness Among Students of Study Abroad

Shibao Guo, Yan Guo

University of Calgary, Calgary, Canada

545
Shifting paradigms in pursuit of Sustainable Development Goal 4: comparing contexts, participants and sector integration in education and development policy discourses in Oceania.

Alexandra McCormick

University of Sydney, Sydney, Australia

Technology and Learning

Technology and Learning
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B2225 Flat Classroom

305
Impact of ICT Use in Teaching-Learning at the Technical Institutions of Bangladesh

Muhammad Rashedul Huq Shamim[1], Md Aktaruzzaman[2]

[1]Islamic University of Technology (IUT), Dhaka, Bangladesh. [2]Bangabandhu Digital University, Gazipur, Bangladesh

---

482
MANAGING EFL STUDENTS' ONLINE LEARNING IN VIETNAMESE BLENDED LEARNING ENVIRONMENTS

Thi Nguyet Le

Edith Cowan University, WA, Australia. University of People's Security, Ho Chi Minh City, Vietnam

Teachers' Work and Lives

Teachers' Work and Lives
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B236 Collab Learning Space

204
Teachers are tightrope walkers, they simultaneously balance academic agendas and student wellbeing

Alison Willis, Rachael Dwyer, Peter Grainger, Sue Simon, Catherine Thiele, Stephanie Menzies, Mervyn Hyde

University of the Sunshine Coast, Sippy Downs, Australia

473
Early career teacher experience in teaching students with diverse learning needs in general education classes: a constructivist grounded theory study

Tracey Chamlin

University of Southern Queensland, Springfield, Australia

Schools and Education Systems

Schools and Education Systems
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B301 Flat Classroom

552
HOW COULD AN EDUCATIONAL INTERVENTION INFLUENCE STUDENTS' CREATIVITY AND ADAPTABILITY SKILLS?

Ayomi Irugalbandara

Queensland University of Technology , Brisbane , Australia

586
Towards a Better Understanding of Quality of Evidence Use
Mark Rickinson, Connie Cirkony, Lucas Walsh

Monash University, Melbourne, Australia

Educational Leadership

Educational Leadership
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B302 Collab Learning Space

821
Lateral leadership: Networks and ecosystems in education – what do we know about their effectiveness and impact on equity objectives?
Elizabeth Hartnell-Young [1], Dahle Suggett[2], Nives Niballi[1]

[1]University of Melbourne , Melbourne , Australia. [2]University of Melbourne , Melbourne, Australia

---

Technology and Learning

Technology and Learning
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B304 Collab Learning Space

208

Cross-curriculum teaching and learning in primary education through the use of technology.

Anthony Jones

University of Melbourne, Melbourne, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B428b Flat Classroom

723
Strike from their hands a chance at the new: policy representation of young people in the NSW Curriculum Review 2019 and the Wyndham Report 1957

Penny Vlies

University of Sydney, Sydney, Australia

984
It's all just a little bit of history repeating: 40 years of political review and reform in teacher education

Colette Alexander[1], Terri Bourke[2]

[1]Australian Catholic University, Banyo, Australia. [2]Queensland University of Technology, Brisbane, Australia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N407 Flat Classroom

596

Out of Time: Breaking the temporal logic of (unjust) teacher education

Stephen Heimans, Deborah Heck, Shelley Davidow

University of the Sunshine Coast, Sippy Downs, Australia

91

High quality teacher education for social justice … at scale?

Clare Brooks

UCL Institute of Education, London, United Kingdom

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N408 Flat Classroom

370

Preparing pre-service teachers for Flexible Learning Programs: A pilot study

Jeffrey Thomas, Bianca Coleman, Ebba Herrlander Birgerson

University of Tasmania, Hobart, Australia

988

Facilitating flexible school-university partnerships in Teacher Education: Case studies from the Coaching Approach to Professional Experience model

Jennifer Clifton[1], Kathy Jordan[2]

[1]Griffith University, Brisbane, Australia. [2]RMIT University, Melbourne, Australia

Social Justice

923
Enabling Education for a socially just world.

Michelle Briede[1], Stuart Levy[2]

[1]Federation University Australia, Mt Helen , Australia. [2]Federation University Australia, Churchill, Australia

428
Beyond individual 'troubles': Recontextualising aspirations through heavy/light funds of knowledge

Sally Patfield, Jenny Gore, Leanne Fray

The University of Newcastle, Newcastle, Australia

Technology and Learning

Data-driven technologies for educating the whole student: Don't believe the hype (but we're not all doomed either)

Jason M. Lodge

Associate Professor of Educational Psychology

School of Education & Science of Learning Research Centre

The University of Queensland

Data is the new oil! Artificial intelligence will replace teachers! Education will be fundamentally 'disrupted' by the fourth industrial revolution! These, and many other hyperbolic claims, are being made about the evolution of technologies and their apparent impact on education, now and into the future. But what is really going on beneath the hype? Human learning has been a serious topic of investigation for centuries, in a rigorous scientific manner, for well over 100 years. Despite the longevity of this endeavour, there is still much that is not understood about how students learn. This uncertainty has been exacerbated by fundamental disagreement, stretching back to Dewey and Thorndike, about the appropriate lens through which to understand student learning in educational environments. In this context, claims about the possible impact of data, analytics, and technology on education are speculative, at best. In this session, I will provide an overview of the current research and application of data-driven technologies in education. Specifically, I will focus on the overlap between the learning sciences and learning analytics. While learning analytics is rapidly maturing as a field of research, it continues to be plagued by concerns about what is technically possible over what is ethical and what has real impact on student learning. This trend has had a lasting impact, with technical-focussed researchers and commentators embracing possibilities for data-driven technologies and those focussed on human and social factors cautioning against inherent dangers. Rather than assume a 'doomster' or 'booster' position, however, I will focus instead on areas of research where tangible impact is being demonstrated in a manner that is respectful of students as individuals. There is real progress being made in the effective use of technologies to provide targeted and personalised learning, particularly in helping students to change their conceptions and enhance their capacity for self-regulated learning. The session will conclude with a discussion about how to progress the research agenda on data-driven technologies in education for a socially just world. How can we, as researchers and teachers, ensure these technologies are deployed in ways that maximise the benefits for our students as individuals?

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N417 Flat Classroom

606
From backboards to blackboards - rebounding from the margins;A critical auto/ethnographic study of the struggle for culturally sensitive educational pathways for Aboriginal girls

Helen McCarthy

Curtin University, Perth, Australia

957
Irreconcilable differences: what can Poststructuralism offer First Nations and Indigenous people in the Academy?

Daniel McKinnon

University of Queensland, Brisbane, Australia

Language and Literacy

Language and Literacy
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N418 Flat Classroom

476
A longitudinal analysis of the alignment between children's early word-level reading trajectories, teachers' reported concerns and supports provided

Linda Graham[1], Sonia White[1], Haley Tancredi[1], Pamela Snow[2], Kathy Cologon[3]

[1]Queensland University of Technology (QUT), Brisbane, Australia. [2]La Trobe University, Bendigo, Australia. [3]Macquarie University, Sydney, Australia

---

696
English teaching in rural areas of China

Xiaoqian Di

Institute for Research and Development of Education, Faculty of Education, Charles University, Prague, Czech Republic

Language and Literacy

239

Dyslexia - a Hidden Issue with Mental Health

Jacqueline Caskey

Dyslexic.Qld.Com, Maroochydore, Australia

68

Seeking Knowledge that is Rich and Multifaceted: Analysing variations in adult-child shared reading practices when reading printed and electronic texts

Maria Nicholas

Deakin University, Geelong, Australia

Professional and Higher Education

30

Group work and group assessment tasks, retention, student engagement and student well-being - any connection?

Margaret Robertson, Ryan Naylor, Jade Sleeman

La Trobe University, Bundoora, Australia

82

Transforming group-work into collaborative team work in undergraduate course work: focus on knowledge or marks?

Margaret Robertson, Ryan Naylor, Jade Sleeman

La Trobe University, Bundoora, Australia

Media engagement in post-truth times: A panel discussion, and the MCERA Media Awards

Time: 11:00 - 12:00
Date: 4th December 2019
Location: N517 Flat Classroom

This panel discussion will include researchers and journalists discussing the importance of expert-informed comment in mainstream media, and exploring the question, *"What do researchers and journalists need to better understand about each other's worlds?"*

The panel will be convened by MCERA Chair, Associate Professor Anna Sullivan, who will also present the inaugural MCERA Media Awards.

Lunch

Time: 12:00 - 13:30
Date: 4th December 2019
Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 13:30 - 15:00
Date: 4th December 2019
Location: F509 Lecture Theatre

354
Care ethics, pedagogy and silenced topics: The case study of a successful school in gender education

Babak Dadvand, Helen Cahill

University of Melbourne, Melbourne, Australia

1041
"People still think it's wrong to be friends with people of the opposite gender": primary students' perspectives on building positive relationships across genders.

Keren Shlezinger, Helen Cahill

University of Melbourne, Melbourne, Australia

536
Cultivating Schoolwide Routines for Improved Learning Outcomes: Achievements and Challenges of using Pedagogical Model for Shifting Teacher and Learner Thinking

Carmel Patterson[1], Geoff O'Brien[2]

[1]University of Technology Sydney, Ultimo, Australia. [2]SCHMIC Consulting, Dubbo, Australia

---

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 13:30 - 15:00
Date: 4th December 2019
Location: W201 Lecture Theatre

271
Closing Our Gap: Stories of decolonising our teaching in schools and in teacher education

Shelley Davidow, Rachael Dwyer

University of the Sunshine Coast, Sippy Downs, Australia

Language and Literacy

201
Becoming a teacher of critical literacy: "You need to go on a big journey"

Susan Sandretto

University of Otago, Dunedin, New Zealand

224
Supporting our EAL/D students and teachers in schools

Lorraine Beveridge[1], Robyn Cox[2], Pauline Jones[3], Chuanmei Dong[4], Henry Fraser[5]

[1]NSW Department of Education, Adamstown, Australia. [2]Australian Catholic University, Sydney, Australia. [3]University of Wollongong, Wollongong, Australia. [4]University of New England, Armidale, Australia. [5]Department of Education, Brisbane, Australia

Professional and Higher Education

62
Crossing the 'bridges' and navigating the 'learning gaps': An exploration of international research students' intercultural learning and adjustment experiences in China

Kun Dai

Peking University, Beijing, China

1022
Dreams are made, disrupted, and... remade: Professional and personal trajectories of two working PhD students

Linh Nguyen[1,2], Lucas Santos[1]

[1]Monash University, Clayton, Australia. [2]Vietnam National University, Ha Noi, Vietnam

---

548
Matching student and supervisor expectations in Malaysian doctoral education

Irina Baydarova, Heidi Collins, Ismail Ait Saadi

Swinburne University of Technology, Sarawak, Kuching, Malaysia

---

Politics and Policy in Education
Politics and Policy in Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N519 Lecture Theatre

---

71 - School autonomy, social justice and public schooling

628 -
In the name of social justice

Amanda Keddie[1], Jill Blackmore[1], Jane Wilkinson[2], Richard Niesche[3], Scott Eacott[3], Brad Gobby[4], Katrina MacDonald[1], Caroline Mahoney[1]

[1]Deakin University, Burwood, Australia. [2]Monash University, Clayton, Australia. [3]University of NSW, Sydney, Australia. [4]Curtin University, Bentley, Australia

631 -
Towards a relational conceptualisation of school autonomy

Glenn Savage[1], Jessica Gerrard[2]

[1]University of Western Australia, Perth, Australia. [2]University of Melbourne, Melbourne, Australia

Inclusive Education

Inclusive Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: K109

81 - Enhancing Learning and Teaching: Students on the Autism Spectrum

700 -
When the Principles of Adult Learning are Insufficient: Co-designing a Response to Meet the Professional Learning Needs of Australian t Teachers.

Keely Harper-Hill[1,2], Jeremy Kerr[1,2], Michael Whelan[1,2]

[1]Queensland University of Technology, Brisbane, Australia. [2]Autism CRC, Brisbane, Australia

702 -
Autism CRC Early Years Behaviour Support: Supporting Professional Learning in Rural and Remote Regions through a Problem Solving and Consultative Approach

Beth Saggers

Queensland University of Technology, Brisbane, Australia. Autism CRC , Brisbane, Australia

704 -
The Early Years Model of Practice: Supporting Teachers of Young Students on the Autism Spectrum in Australian Primary Schools

Wendi Beamish[1,2], Annalise Taylor[1,2]

[1]Griffith University, Brisbane, Australia. [2]Autism CRC, Brisbane, Australia

705 -
Promoting School Connectedness and Wellbeing for Adolescents on the Autism Spectrum: A Multilevel Approach

Ian Shochet[1,2], Beth Saggers[1,2], Suzanne Carrington[1,2], Jayne Orr[1], Astrid Wurfl[1]

[1]Queensland University of Technology, Brisbane, Australia. [2]Autism CRC, Brisbane, Australia

---

Health and Physical Education

Health and Physical Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: K323

970
Social Justice Pedagogies in HPE –
Building Relationships, Teaching for Social Cohesion and Addressing Social Inequities

Göran Gerdin[1], Wayne Smith[2], Katarina Schenker[1], Rod Philpot[2], Lena Larsson[3], Susanne Linnér[1], Kjersti Mordal Moen[4], Knut Westlie[4]

[1]Linnaeus University, Växjö, Sweden. [2]University of Auckland, Auckland, New Zealand. [3]Linnaeus University, Kalmar, Sweden. [4]Inland Norway University of Applied Sciences, Elverum, Norway

---

43
"I always live in a *quebrada* [favela] and today I am here. So, you can be also here one day": exploring pre-service teachers' perceptions of care/love for youth from socially vulnerable backgrounds

Carla Luguetti, Brent McDonald

Victoria University, Melbourne, Australia

1027
A curriculum of manhood: Challenging 'toxic' masculinities in Health and Physical Education

Rachel O'Brien

The University of Sydney, Sydney, Australia

Educational Leadership

706
Concerns with Mental Health and Wellbeing in the Academy - Conversations with Senior University Leaders

Shelleyann Scott[1], Donald Scott[1], Abdoulaye Anne[2], Linda Dudar[3], Stacy Crosby[1], Elaine Fournier[4]

[1]University of Calgary, Calgary, Canada. [2]Université Laval, Quebec, Canada. [3]St. Mary's University, Calgary, Canada. [4]Western University, London, Canada

532
Leadership as narrative: Connecting narratives to find shared purpose

Michael Victory

Victoria University, Melbourne, Australia. Teacher Learning Network, Melbourne, Australia

575
The benefits and challenges of leadership coaching in disadvantaged schools

Esther Doecke, Graeme Newman, Stephen Lamb, Shuyan Huo

Victoria University, Melbourne, Australia

Sociology of Education

639
Alternative learning programs within mainstream schooling and the possibilities for radical socially just education

Andrew Hickey[1], Stewart Riddle[2]

[1]School of Humanities and Communication, University of Southern Queensland, Toowoomba, Australia.
[2]School of Education, University of Southern Queensland, Toowoomba, Australia

---

546
Whither Social Justice? How Teachers in Elite Private Schools Embrace Privilege.

George Variyan

Monash University, Clayton, Australia. Charles Sturt University, Wagga Wagga, Australia

---

Arts Education Practice Research

Arts Education Practice Research
Time: 13:30 - 15:00
Date: 4th December 2019
Location: K505

942
Creative Reuse: The Impact Artmaking has on Raising Environmental Consciousness.

Sue Girak[1,2], Geoffrey Lummis[2], Jackie Johnson[3]

[1]City Beach Primary School, Perth, Australia. [2]Edith Cowan University, Perth, Australia. [3]UWA (retired), Perth, Australia

520

The art of caring and connecting: Moving pre-service teachers toward ecological sustainability and social justice through arts-based reflection on childhoods, people and place

Ali Black

University of the Sunshine Coast, Sippy Downs, Australia

910

Particularities of Practices and Sites: How Animations in Teaching International Students (TIS) Projects become Public Pedagogy.

Kim Snepvangers, Arianne Rourke

UNSW Sydney, Paddington, Australia

Technology and Learning

Technology and Learning
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E151

380

Developing the Pedagogies of Virtual Reality in Higher Education

Rachel Buchanan, Debra Donnelly

University of Newcastle, Callaghan, Australia

616

The Use of Laptops and Tablets PCs in Secondary School Subjects

Terry Byers

The Anglican Church Grammar School, Brisbane, Australia. The University of Queensland, Brisbane, Australia

Teachers' Work and Lives

Teachers' Work and Lives
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E152

309
Early career teachers and the Discourses of quality: Reflexive agency in the pursuit of quality.

Peter Churchward

Queensland University of Technology, Brisbane, Australia

1017
Becoming an English teacher: The shaping of everyday professional experience in early career teaching

Ceridwen Owen

Monash University, Clayton, Australia

466
Exploring Teachers' Knowledge of Materials Use: A Case Study of Four Language Teachers in Higher Education in Mainland China

zhan li

Zhongnan University of Economics and Law, Wuhan, China

Motivation and Learning

Motivation and Learning
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E153

289
Connecting mathematics and science in junior secondary school through project-based learning: The student and teacher experience

Jake Little

The University of Sydney, Sydney, Australia

1040
Constructive alignment and student motivation: Differential effects on intrinsic motivation and cognitive demand

Christian Stamov Roßnagel[1], Noleine Fitzallen[2]

[1]Jacobs University Bremen, Bremen, Germany. [2]University of Tasmania, Hobart, Australia

---

1061
The influence of social class on students' academic beliefs and motivation

Jennifer Archer[1], Nathan Berger[2]

[1]University of Newcastle, Newcastle, Australia. [2]University of Western Sydney, Sydney, Australia

---

Schools and Education Systems

Schools and Education Systems
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E257

357

'What if compulsory schooling was a 21st century invention'? Developing a socially just world through a foresight approach

Jason McGrath, John Fischetti

University of Newcastle, Callaghan, Australia

1060

Reconciling education policies and the everyday practices in schools in relation to reconciliation in Australia

Talia Avrahamzon

Australian National University, Canberra, Australia

491

Examining predictors of school belonging using a systems and cross-country perspective.

Kelly-Ann Allen[1], Tracii Ryan[1,2], Gökmen Arslan[3], Christopher Slaten[4], Jonathon Ferguson [4], Bahadir Bozoglan[5], Dianne Vella-Brodrick[2]

[1]Monash University, Clayton, Australia. [2]Melbourne University, Melbourne, Australia. [3]Demirel University , Isparta, Turkey. [4]University of Missouri-Columbia, Missouri, USA. [5]Suleyman Demirel University, Isparta, Turkey

---

Early Childhood

Early Childhood
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E258

565

Gender-diverse practitioners in early years education and care (EYEC): a cross-cultural study of Scotland, Hong Kong, and Mainland China

Yuwei Xu

University College London (UCL), London, United Kingdom

132

Teaching Chinese to Ethnic Minority Students in Hong Kong Preschools:The Role of Multicultural Teaching Assistants

Catalina Sau Man Ng , Kevin Kien Hoa Chung , Tikky Sing Pui To-Chan

The Education University of Hong Kong, Hong Kong , Hong Kong

751

From alienation and dissolution to involvement and ownership through KindiLink – a jointly constructed supported play group for Indigenous families and their young children, held on school sites in Western Australia

Caroline Barratt-Pugh, Lennie Barblett, Marianne Knaus, Trudi Cooper, Susan Hill

Edith Cowan University, Perth, Australia

784

Community playgroups and social media as a contemporary context for caregiver learning about play

Karen McLean

Institute of Learning Sciences and Teacher Education, Australian Catholic University, Melbourne, Australia

---

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 13:30 - 15:00
Date: 4th December 2019
Location: E259

759
The death of the remote Aboriginal first language teacher: reviving remote teacher training pathways in the International Year of Indigenous Languages

Sam Osborne

University of South Australia, Adelaide, Australia

861
From 'shame job' to finding a 'voice' – exploring the benefits of embodied and creative learning for Indigenous students

Susan Davis[1], Yvette Walker[2]

[1]Central Queensland University, Noosa, Australia. [2]JUTE Theatre Company, Cairns, Australia

Assessment and Measurement

Assessment and Measurement
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B409

516
What is the utility of National Assessment Program Literacy and Numeracy (NAPLAN) for teachers and members of the school leadership team in informing teaching and improving learning?   An investigation into issues of impact, access and data use.

Christine Jackson

Australian Catholic University, Brisbane, Australia

53
NAPLAN, socially just? Children's drawn responses to NAPLAN testing

Lennie Barblett, Pauline Roberts

Edith Cowan University, Perth, Australia

165
A socially-just NAPLAN spin-off: Self-assessment to develop students' creativity and learning competence

Anna Fletcher

Federation University, Gippsland, Australia

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B201a Flat Classsroom

1084
The Place of Engineering in STEM Education

Tamara Moore

Purdue University, Lafayette, USA

Environmental and Sustainability Education

Environmental and Sustainability Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B201b Flat Classroom

1038
Bad girls: SEAE feminists

Marianne Logan[1], Amy Cutter-Mackenzie-Knowles[1], Lexi Lasczik[1], Lisa Siegel[2], Mahi Paquette[1], Sandra Wooltorton[3], Thilinika Wijesinghe[1], Katie Hotko[1], Helen Widdop Quinton[4]

[1]Southern Cross University, Bilinga, Australia. [2]Southern Cross University, Coffs Harbour, Australia. [3]The University of Notre Dame, Broome, Australia. [4]Victoria University, Melbourne, Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B202a Flat Classroom

29
A New World Blossoming: Punk Rock, Agential Realism, and the Pilipinx Diaspora

Noah Romero

University of Auckland, Auckland, New Zealand

21
Accessing the "accessible": Chinese students' cultural adaptation in Australia

Jinyang Zhan

UNSW, Sydney, Australia

Poststructural Theory

Poststructural Theory
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B202b Flat Classroom

860
Welcome to the Playtank! Re-_____ing research

Sarah Healy[1], Alli Edwards[2], Alicia Flynn[1]

[1]University of Melbourne, Melbourne, Australia. [2]Monash University, Melbourne, Australia

---

Sociology of Education

Sociology of Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B222 Flat Classroom

---

37 -
The Possibilities of Bernstein's Sociology: Distributive Injustices and Democratic Formations Across Education Systems. Part A

410 -
Power, Social Relation and Teacher-pupil Interaction: An Empirical Study at the Notion of Framing

Tien-Hui Chiang

Zhengzhou University, Zhengzhou, China

749 -
(Re)Shaping Chinese University Students' Subject Positions: The recontextualisation of knowledge discourses and disciplinary demeanours

Yijun Hu

Griffith University, Brsiabne, Australia

506 -
Enabling democratic rights of Indigenous and immigrant students in Chilean schools through initial teacher education and professional standards

Carla Tapia[1], Sue Whatman[2]

[1]Griffith University, Brisbane, Australia. [2]Griffith University, Gold Coast, Australia

453 -
Teachers' dilemmas and resolutions when recontextualising Indonesia's official policy to their contexts

Uswatun Qoyyimah[1], Beryl Exley[2]

[1]Universitas pesantren Tinggi Darul Ulum (Unipdu), Jombang, Indonesia. [2]Griffith University, Brisbane, Australia

Global Contexts for Education

Global Contexts for Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B2225 Flat Classroom

900
Supporting Australian schools to build international engagement: building capacity with, through and beyond a material resource.

Tanya Davies[1], Graham Parr[1], Dennis Murray[2], Stephen Connelly[3]

[1]Monash University, Clayton, Australia. [2]IDEON, Melbourne, Australia. [3]GlobalEd Services, Melbourne, Australia

223
The Comparison of Nationalism Value Between Indonesian And Malaysian Elementary School Textbook

Taufik Muhtarom

National Dong Hwa University, Hualien County, Taiwan

828
The Lexicon Project: Teachers talking about their classrooms

Carmel Mesiti, David Clarke, Jan van Driel

University of Melbourne, Melbourne, Australia

Educational Theory and Philosophy

Educational Theory and Philosophy
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B236 Collab Learning Space

730
Bourdieu and the transition to change in a field: The case of position-making in a changing field

Reshma Parveen

The University of Queensland , Brisbane, Australia

Schools and Education Systems

Schools and Education Systems
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B301 Flat Classroom

441
School climate, student engagement and achievement across school sectors in Australia
Yangtao Huang, Ning Xiang, Wojtek Tomaszewski

ARC Centre of Excellence for Children and Families over the Life Course, Institute for Social Science Research, The University of Queensland, Brisbane, Australia

Educational Leadership

Educational Leadership
Time: 13:30 - 15:00
Date: 4th December 2019

568
School leaders managing and sustaining change – perceptions of Queensland state school principals

Anetta Kowalkiewicz

School Improvement Unit, Department of Education, Queensland, Brisbane, Australia

47
Assessing Aspiring Principals Readiness for Principalship

Lawrence Drysdale, David Gurr

The University of Melbourne, Carlton, Australia

718
Ready to Lead: An exploration of principal preparation from a global to local context

Trevor Buchanan

Education Queensland, Townsville, Australia. CQU, Townsville, Australia

Technology and Learning
Technology and Learning
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B304 Collab Learning Space

481
A PEDAGOGICAL MODEL FOR INTEGRATING BLENDED LEARNING INTO EFL EDUCATION IN VIETNAMESE UNIVERSITIES

Thi Nguyet Le

Edith Cowan University, WA, Australia. University of People's Security, Ho Chi Minh City, Vietnam

358
An Investigation into the Utility and Affordances of Online Communities as Contexts for the Professional Learning of English Language Teaching Professionals

Alireza SharifJafari

Monash University, Melbourne, Australia

169
Rethinking possibilities for online numeracy professional learning for educators and families

Chris Walsh[1], Leicha Bragg[2], Tracy Muir[3]

[1]Victoria University , Melbourne, Australia. [2]Deakin University , Melbourne, Australia. [3]University of Tasmania, Launceston, Australia

Teachers' Work and Lives

Teachers' Work and Lives
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B428a Flat Classroom

199
Teachers' perspectives on Aboriginal and Torres Strait Islander Australia: Building a case for change and normalisation

Majon Williamson-Kefu

The University of Queensland, Brisbane, Australia. Batchelor Institute, Batchelor, Australia

105

Emotional caring, self-formation and the interrogation of identity in the journey of becoming a contemporary educator

Chunyan Zhang

RMIT, Melbourne, Australia

229

How teachers find meaning in their work and effects on their pedagogical practice.

Kristina Turner, Monica Thielking

Swinburne University of Technology, Hawthorn, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B428b Flat Classroom

79

The State and Political Theory: Some Perspectives for Reconstructing Nigerian State Variant.

Samuel Ibitoye[1], Utibe Titus[2]

[1]National Open University of Nigeria, Lagos, Nigeria. [2]Usmanu Danfodiyo University., Sokoto, Nigeria

---

965

Myth-making and national identity: The case of Laos

Daeul Jeong, Vicente Reyes

The University of Queensland, Brisbane, Australia

Teacher Education and Research Innovation

443
Exploring socially just pedagogy using LEGO® Serious Play® to develop dialogue and cogenerativity in teacher education

Helen Grimmett[1], Deborah Heck[2], Linda-Dianne Willis[3]

[1]Monash University, Frankston, Australia. [2]University of the Sunshine Coast, Maroochydore, Australia. [3]University of Queensland, Brisbane, Australia

Teacher Education and Research Innovation

241
Developing Agentic Teachers: Examining Pre-service EFL Teachers' Agency Development through Responsive Dialogic Interactions in a Paired-placement

Thi Kim Anh Dang[1], Russell Cross[2], Minh Hue Nguyen[1]

[1]Monash University, Melbourne, Australia. [2]The University of Melbourne, Melbourne, Australia

355
Implication of professional development for ESL teachers' career burn out

Rohan Abeywickrama

Deakin University , Melbourne , Australia

689

Engagement and involvement in teacher learning: the role of framing and the epistemic stance

Letchmi Ponnusamy

National Institute of Education, Nanyang Technological University, Singapore, Singapore

Social Justice

Social Justice
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N413 Flat Classroom

477

Working with two Aboriginal communities to explore alternate models of education for their youth: A story from Cape York

Amelia Britton

Central Queensland University, Brisbane, Australia

147
Ethical use of big data to support low socioeconomic students

Claire McLean[1], Alexander Loebbert[2], Kate LeLacheur[2], Lindy Smith[3]

[1]Central Queensland University, Brisbane, Australia. [2]Central Queensland University, Rockhampton, Australia. [3]Central Queensland University, Bundaberg, Australia

242

Contributing to Social Inclusion: Using Arts-led Methodologies for Exploring and Promoting Cohesive Learning Environments

Julie Peel[1], Margaret Sockhill[2], Donna Torr[2], Robert Schweitzer[3]

[1]Milpera State High School, St Lucia, Australia. [2]Milpera State High School, Chelmer, Australia. [3]Queensland University of Technology, Kelvin Grove, Australia

Early Childhood

Early Childhood
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N415 Flat Classroom

42 -
Thinking with pedagogies of possibility to contend with (im)possible future and (im)probable present childhoods

622 -
Education for uncertain childhood futures

Linda Knight

RMIT University, Melbourne, Australia

747 -
Educating in a time of (Im)possible and (im)probable policy futures

Elise Hunkin, Fiona Westbrook

RMIT University , Bundoora , Australia

885 -
'Imagining if': Possibilistic philosophy in contemplation of proto learners in ECE

E. Jayne White

RMIT, Melbourne, Australia

Professional and Higher Education

662

What is the 'feel for the game' – agency in curriculum development in higher education

Johanna Annala[1,2], Jyri Lindén[2], Marita Mäkinen[2]

[1]University of Melbourne, Melbourne, Australia. [2]Tampere University, Tampere, Finland

---

121

The silent but deadly academic third space: Illuminations of power/knowledge relationships about the 'difference' between university academic and professional portfolios

Sara Weuffen, Kim Pappaluca, Sara Warren

Federation University Australia, Ballarat, Australia

494

The rise of online learning and the changing role of the academic teacher

Kate O'Connor

University of Melbourne, Melbourne, Australia

Language and Literacy

116
In-Country Training as an Effective component of Intensive Language Courses

Yavar Dehghani, Emil Abdelmalak

Defence School of Languages, Melbourne, Australia

176
Working across visual and spoken data to understand children's experiences of reading

Sue Nichols

University of South Australia, Adelaide, Australia

158
Children's Transmediation across Modes using Virtual Reality Technology

Kathy Mills

Australian Catholic University, Institute for Learning Sciences and Teacher Education, Brisbane, Australia

Language and Literacy

Language and Literacy
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N419 Flat Classroom

374
Bernstein's Classification and framing: Towards students' affectivity in a Chinese as Foreign Language classroom

Wen Xu, Katina Zammit

Western Sydney University, Sydney, Australia

174
Vietnamese Teachers' Response to the CLT-oriented Curriculum: A Cultural Historical Activity Theory Perspective

Do Quynh Tram Phan

University of Foreign Languages, Hue, Vietnam. University of New South Wales, Sydney, Vietnam

272
Negotiating language and cultural identities in transnational education contexts: An analysis of international university students' narratives

Matthew Sung

City University of Hong Kong, Kowloon Tong, Hong Kong

Professional and Higher Education

Professional and Higher Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N516 Flat Classroom

585
Equity and challenges of workplace-based Australian teacher education: Changing pedagogical and curriculum spaces.

Julianne Moss, Bernadette Walker-Gibbs, Trevor McCandless

Deakin University, Melbourne, Australia

281
Who is the doctor: enhancing teacher professional identity and exploring ethical dilemmas in *Doctor Who*.

Ann Harris

University of Huddersfield, Huddersfield, United Kingdom. Journal of Vocational Education and Training, Abingdon, United Kingdom

---

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N517 Flat Classroom

528
Can it be done? A process evaluation of the acceptability, feasibility and affordability of a school-based resilience intervention for Aboriginal and Torres Strait Islander youth

Tessa Benveniste[1], Janya McCalman[1], Alexandra Van Beek[1], Erika Langham[1], Irina Kinchin[2], Roxanne Bainbridge[1]

[1]Central Queensland University, Cairns, Australia. [2]University of Technology Sydney, Sydney, Australia

---

1104 Indigenous Worldviews in Education. No longer an add on.
Kathryn Coff

La Trobe University, Nalderun Aboriginal Services, Australia

Afternoon tea

Time: 15:00 - 15:30
Date: 4th December 2019
Location: Exhibition

Radford Lecture - Peter Renshaw and Awards

Time: 15:30 - 17:15
Date: 4th December 2019

Location: F509 Lecture Theatre

Awards - Early Career Researcher Award, Postgraduate Student Researcher Award, Springer Poster Award, Springer Award Best Paper, Springer Award Best Reviewer, EduReseach Matters Award

Keynote Presentation - Feeling for the Anthropocene: Education Futures and the Places of Living Justice

Education is, and maybe always has been, an extended and unfolding conversation about futures. In my Radford lecture I explore some of the challenges of teaching and learning about ourselves and others - human and nonhuman others – in this moment of global precarity. Our conversations about shared futures are characterised more by impending loss and damage than by optimism and hope. Daily there are media reports of accelerating climate change, species loss, plastic pollution and the displacement of nations and communities alongside entrenched complacency and denial. In this traumatising space/time, I wonder where are our stories of joy and justice and hope? Where are the stories – the *in-place* and *place-related* stories - that provide us with energy and direction to imagine alternative futures in the Anthropocene, futures that are enabled by and accountable for social justice and solidarity with the more-than-human-world.

I begin by reporting collaborative research, conducted over the past decade with Ron Tooth and other environmental educators in Queensland, that reveal the unique pedagogical gifts of different places (Greenwood, 2014). I draw upon Tuan (1979), Massey (2005) and Somerville (2010) to theorise place as contested and unfinished stories. A key learning from our collaborative research is that stories anchored in place engage children emotionally and heighten their senses of caring for, being placed within, and being responsive to the more-than-human world. The accounts that arise from this research are compelling and uplifting, suggesting that children, indeed that we all, can learn to love, care about, and feel solidarity (Lynch, 2014) with others - human and more-than-human others, and that feeling our way to justice and cultivating our senses of shared futures through stories-in-place, maybe one good place to start.

---

15 minute interval
Time: 17:15 - 17:30
Date: 4th December 2019
Location: F509 Lecture Theatre

AGM
Time: 17:30 - 18:30
Date: 4th December 2019
Location: F509 Lecture Theatre

Registration open

Time: 8:00 - 8:30
Date: 5th December 2019
Location: Registration Desk

Featured Symposium A

Time: 8:30 - 10:00
Date: 5th December 2019
Location: F509 Lecture Theatre

3 -
Youth, Education and the Ethos of Vulnerability in Uncertain Times

41 -
Vulnerability Matters - the ethos of vulnerability, young people and neoliberal societies
Kristiina Brunila

University of Helsinki, Helsinki, Finland

106 -
Young people anticipating precarious futures: Working their funds of identity, emotion and aspiration into curriculum
Lew Zipin[1], Marie Brennan[1], Sam Sellar[2]

[1]University of South Australia, Adelaide, Australia. [2]Manchester Metropolitan University, Manchester, United Kingdom

339 -
Performative Care Ethics and the Emerging Geographies of Exclusion in Schools
Babak Dadvand

University of Melbourne, Melbourne, Australia

978 -
Affective histories of youth vulnerability
Julie McLeod

University of Melbourne, Victoria, Australia

Featured Symposium B

30 -
Ecological approaches to student voice: Challenges and possibilities in the USA, New Zealand and Australia

260 -
Children's conceptions and experiences of their informal learning: expanding the boundaries of learning

Roseanna Bourke[1], John O'Neill[1], Judith Loveridge[2]

[1]Massey University, Palmerston North, New Zealand. [2]Victoria University, Wellington , New Zealand

263 -
Experiences of education and learning of young people who have been in foster care: Defining success

Hannah Miller[1], Roseanna Bourke[2]

[1]Massey University, Auckland, New Zealand. [2]Massey University, Palmerston North, New Zealand

459 -
Growing student voice in U. S. policymaking processes

Dana Mitra

Penn State University, State College, USA

255 -

The challenges of student voice in primary schools: Students 'having a voice' and 'speaking for' others

Eve Mayes[1], Rachel Finneran[2], Rosalyn Black[2]

[1]Deakin University, Geelong, Australia. [2]Deakin University, Burwood, Australia

Featured Symposium C

Time: 8:30 - 10:00
Date: 5th December 2019
Location: N515 Lecture Theatre

109 -
Comparing expectations for assessment capability in preservice teacher preparation in five country contexts

-

-

-

-

Featured Symposium D

Time: 8:30 - 10:00
Date: 5th December 2019
Location: N518 Lecture Theatre

58 - Structure and Agency in education for refugee background students in Australia

499 -
The development of education policies for refugee background students: structure and agency

Melanie Baak, Bruce Johnson, Anna Sullivan, Roger Slee, Emily Miller

University of South Australia, Adelaide, Australia

313 -

Educational leading as pedagogical love: The case for refugee education

Jane Wilkinson, Mervi Kaukko

Monash University, Melbourne, Australia

525 -
A feminist ethics of care reading of the experiences of students from refugee and migrant backgrounds in Australian higher education

Sally Baker[1], Loshini Naidoo[2]

[1]UNSW, Sydney, Australia. [2]Western Sydney University, Sydney, Australia

642 -
Refugee Resettlement and Education Policy Responses in Australia, 1990s-2010s: African Youth in Focus

Tebeje Molla

Deakin University, Melbourne, Australia

Featured Symposium E

Time: 8:30 - 10:00
Date: 5th December 2019
Location: N519 Lecture Theatre

---

111 -
Experiencing internationalisation from international and domestic student and homestay family perspectives in Australia

-

-

-

Morning tea

Time: 10:00 - 10:30

Date: 5th December 2019
Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 5th December 2019
Location: F509 Lecture Theatre

699
Building a web of relationships through a university-school practicum partnership

Beverley Cooper, Bronwen Cowie

University of Waikato , HAMILTON, New Zealand

533
Teacher education partnerships as an act of resistance to the systemic forces undermining teacher autonomy

Michael Victory

Victoria University, Melbourne, Australia. Teacher Learning Network, Melbourne, Australia

---

605
Partnerships in performativity: The fabrication of School University Partnerships in Teacher Education

Sarah Nailer

Australian Catholic University, Melbourne, Australia

Language and Literacy

97
Crisscrossing the Pedagogic Midline: Crafting Pedagogies to Spark Text Production in the Early Years of Schooling

Deb Brosseuk

Queensland University of Technology, Brisbane, Australia

725
Acceptable language conduct in school settings: Practice juxtaposed between school and institutional policy.

Lynn Downes

Queensland University of Technology, Brisbane, Australia

Professional and Higher Education

---

60 - Teaching and assessing reflection in higher education? A cross-disciplinary investigation

508 -
Improving reflection for preservice teachers in an Initial Teacher Education post-graduate program: Scaffolding theory to practice

Marthy Watson, Georgina Barton

University of Southern Queensland, Brisbane, Australia

509 -
Changing mindsets: The development of reflective practice through course design, including assessment

Julie Copley, Marie Kavanagh

University of Southern Queensland, Brisbane, Australia

510 -
Reflexivity in Higher Education

Janet McDonald, Margaret Baguley

University of Southern Queensland, Brisbane, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N519 Lecture Theatre

652
School Exclusions in Australia: Critical policy analysis of education legislation guiding disciplinary school practices

Anna Sullivan, Bruce Johnson, Roger Slee, Jamie Manolev, Neil Tippett

University of South Australia, Adelaide, Australia

574
What works to improve community engagement within disadvantaged school communities? Insights from school leaders involved in the Fair Education program in New South Wales, Australia.

Esther Doecke, Graeme Newman, Stephen Lamb, Shuyan Huo

Victoria University, Melbourne, Australia

Inclusive Education

530
Collaborative Partnerships in Action": Planning from methodologies to actions .

Beth Saggers[1], Delphine Odier-Guedj[2]

[1]Queensland University of Technology, Brisbane, Australia. [2]Monash University, Melbourne, Australia

---

868
Enablers and barriers to inclusion for learners with autism: Listening to the voice of mothers from differing social class positions

SOFIA MAVROPOULOU[1], Anastasia Zissi[2], Christina Dardani[3]

[1]Queensland University of Technology, Brisbane, Australia. [2]University of the Aegean, Mytilene, Greece. [3]University of Bristol, Bristol, United Kingdom

---

325
Minecraft: Multimodal Implications for Relationships of Students with Autism Spectrum Disorder

Bessie Stone

Australian Catholic University, Brisbane, Australia

Health and Physical Education

667

Selfies and health identity: exploring health identity in young people via self-representation on social media.

Linda Marsden, Tony Rossi, Nicole Taylor

Western Sydney University, Sydney, Australia

981

Impact of eBooks: exploring student health implications within the literature

Kate Thompson , Jennifer Clifton, Ben Williams, Linda Marsden

Griffith University, Brisbane , Australia

817

The health pedagogy of an *anti*-obesity, anti-*obesity* campaign

Jessica Lee[1], Benjamin Williams[2]

[1]Griffith University, Gold Coast, Australia. [2]Griffith University, Brisbane, Australia

Educational Leadership

Educational Leadership
Time: 10:30 - 12:00
Date: 5th December 2019
Location: K360

398

Leading High-Needs Schools – leadership to improve schools and bring students back to learning

Fiona Longmuir[1], Lawrie Drysdale[2], David Gurr[2], Kieran McCrohan[3]

[1]Monash University, Clayton, Australia. [2]University of Melbourne, Melbourne, Australia. [3]Wesley College, Melbourne, Australia

---

707
Principled Leadership: An Expansion of Authentic Leadership Theory

Sharon Blanchard, Shelleyann Scott, Donald Scott

University of Calgary, Calgary, Canada

Sociology of Education

Sociology of Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: K424

---

87 - Spatiality, sociality and justice

766 -
Language and identity: Family language policy of internal migrants in China

Danwei Gao[1,2], Karen Dooley[1]

[1]Queensland University of Technology, Brisbane, Australia. [2]Northeastern University, Qinhuangdao, China

767 -
Decrypting the matrix of Chinese-Australian university networking: The tip of the iceberg of the Transnational Higher Education

Pengfei Pan, Michael Mu

Queensland University of Technology, Brisbane, Australia

770 -
Cross-field influences and interferences on refugee parent engagement in an Australian school field

Jen Azordegan

Queensland University of Technology, Brisbane, Australia

Arts Education Practice Research

Arts Education Practice Research
Time: 10:30 - 12:00
Date: 5th December 2019
Location: K505

---

95 - Enhancing learning and belonging for low SES and refugee secondary students through artist/teacher partnerships and arts-based pedagogies.

924 -
Paper 2: Re-imagining pedagogies in the secondary years to enhance engagement, achievement and understanding: The Y Connect findings.

Julie Dunn , Madonna Stinson, Adrianne Jones, Jenny Penton

Griffith University , Brisbane , Australia

929 -
Paper 3: Creating sustainable and effective artist/teacher partnerships – challenges, enablers and future directions: The Y Connect findings.

Madonna Stinson, Julie Dunn, Adrianne Jones , Jenny Penton

Griffith University , Brisbane, Australia

916 -
Paper 1: Connecting secondary students to themselves, each other, their school community and alternate possible selves through arts-based pedagogies, teacher/artist partnerships and engagement with arts organisations: The Y Connect findings.

Adrianne Jones, Julie Dunn, Madonna Stinson, Jenny Penton

Griffith University, Brisbane, Australia

Technology and Learning

Technology and Learning

77
New media, ancient culture: the power and potential of social media in Indigenous education

Amy Thunig[1], Luke Pearson[2]

[1]Macquarie University, North Ryde, Australia. [2]IndigenousX, Sydney, Australia

---

Teachers' Work and Lives

Teachers' Work and Lives
Time: 10:30 - 12:00
Date: 5th December 2019
Location: E152

---

35 - Teacher resilience and wellbeing: Crucial for educators, schools and communities.

285 -
Teacher resilience: Conceived, perceived or lived in?

Helen Boon

College of Arts, Society and Education James Cook University,, Townsville, Australia

286 -
Exploring preservice teacher identity and its reciprocity with resilience and wellbeing during initial teacher education

Loraine McKay

School of Education and Professional Studies Griffith University, Brisbane, Australia

287 -
How can teacher well-being and resilience be enhanced?

Tina Hascher

Institute of Educational Research, University of Bern, Bern, Switzerland

-

Schools and Education Systems

Schools and Education Systems
Time: 10:30 - 12:00
Date: 5th December 2019
Location: E257

---

94 -
Examining parent engagement research from different perspectives to understand ways to improve policy and practice in schools and education systems

794 -
Enhancing engagement between parents and teachers: How parent interactions impact teacher wellbeing and feasibility testing of professional support for teachers.

Grace Kirby

The University of Queensland, Brisbane, Australia

938 -
Principal leadership for parent engagement: Using socially just practices to improve education horizons for parents and students

Linda-Dianne Willis, Jenny Povey, Julie Hodges

The University of Queensland, Brisbane, Australia

691 -
Immigrant Parent Engagement: Toward Social Justice and Equity in the Education Policy for Children

Yan Guo, Shibao Guo

University of Calgary, Calgary, Canada

Early Childhood

Early Childhood
Time: 10:30 - 12:00

632
Continuity and alignment in the early years: The role of middle leaders

Tess Boyle[1], Sue Grieshaber[2], Lesley Jones[1], Anne Petriwskyj[3], Grant Webb[4]

[1]Southern Cross University, Gold Coast, Australia. [2]LaTrobe University , Melbourne, Australia. [3]Queensland University of Technology, Brisbane, Australia. [4]Queensland Department of Education, Brisbane, Australia

---

674
Comparing the rate of deferred school entry in educational systems in light of TIMSS and PISA data

Shujing Cui, David Greger

Institute for Research and Development of Edcuation, Faculty of Education, Charles University, Prague, Czech Republic

---

949
The Data, Knowledge, Action research programme: Reflections on teachers' use of authentic data-systems to understand and enhance children's experiences of curriculum in New Zealand early childhood education settings.

Claire McLachlan[1], Tara McLaughlin[2], Sue Cherrington[3], Karyn Aspden[2], Lynda Hunt[4]

[1]Federation University Australia, Ballarat, Vic, Australia. [2]Massey University, Palmerston North, New Zealand. [3]Victoria University of Wellington, Wellington, New Zealand. [4]Ruahine Kindergarten Association, Palmerston North, New Zealand

---

Social Justice

Social Justice
Time: 10:30 - 12:00
Date: 5th December 2019

243
The Servitization of Australian K-12 Educational settings

Janine Arantes

University of Newcastle, Newcastle, Australia

953
Community based Education a window to social justice in Afghan Education system

Attaullah Wahidyar

Ministry of Education, Kabul, Afghanistan

Assessment and Measurement

Assessment and Measurement
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B409

461
Leading teaching improvement: Taking a closer look at formative assessment

Elizabeth Bond, Geoff Woolcott

Southern Cross University, Gold Coast, Australia

363
Learning Oriented Assessment: opportunities and difficulties in a high-stakes grammar and vocabulary testing context

Ruijin Yang

Queensland University of Technology, Brisbane, Australia

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B201a Flat Classsroom

579

Secondary mathematics as handmaiden to STEM occupations? The consequences for girls who love mathematics

Felicia Jaremus, Jennifer Gore, Elena Prieto-Rodriguez, Leanne Fray

The University of Newcastle, Newcastle, Australia

853
Secondary school student self-efficacy and their decision making when choosing/not choosing school science subjects
Gillian Ward, Sally Birdsall, Chris Matthews

University of Auckland, Auckland, New Zealand

317
STEM Education in Australia: vision and implementation.
Ann Osman

University of Melbourne, Graduate School of Education, Melbourne, Australia

Environmental and Sustainability Education

74
Re-imagining Secondary school gardens to include the community.

Heather Wallace, Gayle Jenkins

Deakin University, Geelong, Australia

211
Enhancing learning and environmental stewardship through citizen science: The case of the Radon home survey

Yaela Naomi Golumbic[1], Aline Peri[2], Dani Ben-Zvi[2], Ayelet Baram-Tsabari[3]

[1]Australian National Centre for the Public Awareness of Science (CPAS), ANU, Canberra, Australia.
[2]Faculty of Education, Haifa University, Haifa, Israel. [3]Faculty of Science and Technology Education, Technion- Israel Institute of Science and Technology., Haifa, Israel

---

1013
Re-conceptualising service learning through intercultural partnerships:Insights into a youth project in Guatemala.

Pamela Curtin

Calamvale Community College, Brisbane, Australia. Lancaster University, Lancaster, United Kingdom

---

Global Contexts for Education

Location: B202a Flat Classroom

---

75 - The work of teachers in international schools: Affective practice architectures

636 -
The affective atmospheres of international schools

Alex Kostogriz

Monash University, Clayton, Australia

641 -
"Stuck in the region": The affective experiences of living as an internationally mobile teacher

Megan Adams, Alex Kostogriz, Gary Bonar

Monash, Clayton, Australia

670 -
Practices and communicative repertoires in a hybrid international school: Exploring the tensions between the pragmatic and the expected.

Gary Bonar

Monash University, Melbourne, Australia

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B202b Flat Classroom

---

17 - Investigating Dialogic Pedagogies in Primary Mathematics

196 -
Dialogic Practices in a Year 5 Mathematics Lesson

Catherine Attard[1], Alexandra Laird[2], Peter Grootenboer[2]

[1]Western Sydney University, Gold Coast, Australia. [2]Griffith University, Gold Coast, Australia

197 -

A dialogic approach to developing mathematics proficiencies: How Year 2 students talk their way into reasoning mathematically.

Stephanie Garoni, Christine Edwards-Groves

Charles Sturt University, Wagga Wagga, Australia

198 -

A shift towards dialogic pedagogies: The practice architectures of questioning in mathematics lessons

Christine Edwards-Groves[1], Peter Grootenboer[2]

[1]Charles Sturt University, Wagga Wagga, Australia. [2]Griffith University, Gold Coast, Australia

---

Assessment and Measurement

Assessment and Measurement
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B222 Flat Classroom

274

Cultural adaptation of an assessment instrument from USA to Finland

Jani Ursin[1], Heidi Hyytinen[2], Kari Nissinen[1], Auli Toom[2]

[1]University of Jyväskylä, Jyväskylä, Finland. [2]University of Helsinki, Helsinki, Finland

---

192

A process for generating substantive evidence to inform the extent to which digital literacy policy requirements are being successfully incorporated into national curriculum and assessment reform in Malaysia – a measurement approach.

Shafiza Mohamed, Jim Tognolini, Gordon Stanley

Sydney School of Education and Social Work, University of Sydney, Sydney, Australia

---

Schools and Education Systems

928
Examining the relationship between school choice and parental engagement: evidence from Chile - a highly market-oriented school system

Maria Francisca Donoso Rivas, Jenny Povey, Yangtao Huang, Wojtek Tomaszewski

Institute for Social Science Research, University of Queensland, Brisbane, Australia

---

877
Australian Education Research Journals: A conceptual and thematic analysis of academic output from 2009-2019

Brendon Hyndman

Charles Sturt University, Albury-Wodonga, Australia

Educational Leadership

891
School reviews and appreciative inquiry

Matthew Tomkins

Queensland Department of Education, Brisbane, Australia

489

The emotional labour and toll of faculty leadership in higher education

Troy Heffernan[1], Lynn Bosetti[2]

[1]La Trobe University, Melbourne, Australia. [2]University of British Columbia, Vancouver, Canada

Technology and Learning

Technology and Learning
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B304 Collab Learning Space

155

A transdisciplinary protocol for digital scholarship

Brendan Jacobs

CQUniversity, Mackay, Australia

54

A changing learning environment: The benefits of online learning for scientific inquiry

Md Abdullah Al Mamun[1], Gwen Lawrie[2], Tony Wright[2]

[1]Islamic University of Technology (IUT), Dhaka, Bangladesh. [2]The University of Queensland, Brisbane, Australia

501

The socio-material implications of digital ecosystems for school systems: the limitations of exclusive alignment to Microsoft, Google or Apple

Kristy Corser, Michael Dezuanni, Kelli McGraw

Queensland University of Technology, Brisbane, Australia

Teachers' Work and Lives

13 -

The Work of Teachers in Engaging with Difficult Knowledge in Sensitive Subject Areas

157 -
Emotions, Politics and Pedagogy: A Trilogy of Labour in Teaching about Gender in Schools

Helen Cahill, Babak Dadvand

University of Melbourne, Melbourne, Australia

312 -
Text selection and the teaching of 'difficult' texts in subject English

Larissa McLean Davies, Jessica Gannaway, Lucy Buzacott, Sarah E. Truman

The University of Melbourne, Melbourne, Australia

356 -
Engaging boys in gender justice work: the question of affect

Amanda Keddie

Deakin University , Burwood, Australia

Politics and Policy in Education

277
Conceptualising mechanisms for the spread of education policy: A review paper

Ruth Boyask[1], Joel Malin[2], Christopher Lubienski[3]

[1]Auckland University of Technology, Auckland, New Zealand. [2]Miami University, Oxford, Ohio, USA. [3]Indiana University, Bloomington, USA

672
The Changes in Social Performance Orientation and Supply System of Preschool Education in the 70 Years since the Establishment of People's Republic of China

YUAN YUAN

Northeast Normal University, Changchun, China

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N407 Flat Classroom

343
Aboriginal community educators' passion, purpose and obligation in leading Learning from Country in the City

Katrina Thorpe[1], Cathie Burgess[2]

[1]The University of Technology Sydney, Sydney, Australia. [2]The University of Sydney, Sydney, Australia

1025
'I want to open up windows to the world': Reflections from teachers in the making

Janet Dutton[1], Jacqueline Manuel[2]

[1]Macquarie University, North Ryde, Australia. [2]University of Sydney, Camperdown, Australia

1097
Teacher Education course design for integrated learning: reflecting with preservice and expert teachers

Suzanne Macqueen, Ruth Reynolds, Kate Ferguson-Patrick

University of Newcastle, Newcastle, Australia

Teacher Education and Research Innovation

Teacher Education and Research Innovation
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N408 Flat Classroom

694
Reflections about practice-based inquiry: Perspectives from South African and New Zealand teachers.

Sarah Bansilal[1], Jyoti Jhagroo[2]

[1]University of Kwa-Zulu Natal, Durban, South Africa. [2]Auckland University of Technology, Auckland, New Zealand

1026
The Development of Competences in Taiwan Inclusive Teacher Education: A Change.

An-Chi Shih

National Kaohsiung Normal University, Kaohsiung, Taiwan

Professional and Higher Education

Professional and Higher Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N415 Flat Classroom

887
Thinking (now) out of place? Methodologies of dissent inside the corporatised university

Stephen Heimans, Alison Black, Rachael Dwyer, Deborah Heck, Shelley Davidow, Brendon Munge, Catherine Thiele, Catherine Manathunga, Vicki Schriever

University of the Sunshine Coast, Sippy Downs, Australia

Professional and Higher Education

Professional and Higher Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N417 Flat Classroom

558
Empowering students using active learning in higher education institutions
Abatihun Sewagegn[1,2], Boitumelo Diale[1]

[1]University of Johannesburg, Johannesburg, South Africa. [2]Debre Markos University, Debre Markos, Ethiopia

---

300
Reconsidering university students' experience of peer assessment practices
Min Yang, Lan Yang, Hui Xuan Xu, Theodore Tai Hoi Lee, Christina Han, Baoru Song

Education University of Hong Kong, Hong Kong, Hong Kong

Language and Literacy

153
Use of role-playing in teaching languages

Yavar Dehghani, Emil Abdelmalak

Defence School of Languages, Melbourne, Australia

152
Academic reading as social practice: implications for equity in higher education

Sally Baker[1], Bongi Bangeni[2], Rachel Burke[3], Aditi Hunma[2]

[1]University of New South Wales, Sydney, Australia. [2]University of Cape Town, Cape Town, South Africa. [3]University of Newcastle, Newcastle, Australia

Inclusive Education

31
Closing the growth gap: addressing the decline in growth in reading comprehension in high capacity students

Nives Nibali

University of Melbourne, Melbourne, Australia

65

The provision of inclusive education in new generation learning environments.

Angela Page[1], Jennifer Charteris[2]

[1]University of Newcastle, Newcastle, Australia. [2]University of New England, Armidale, Australia

315

Open collaborative problem solving tasks in mathematics as inclusive practices? A discursive investigation of agency and power

Juuso Nieminen[1], Man Ching Esther Chan[2], David Clarke[2]

[1]University of Helsinki, Helsinki, Finland. [2]University of Melbourne, Melbourne, Australia

Professional and Higher Education

Professional and Higher Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N516 Flat Classroom

556

Peer observation of teaching: Perceived challenges when used as a formative lens for academics to reflect on and improve teaching

Vu Phuong Nguyen

University of Economics and Law, Vietnam National University – Ho Chi Minh City, Ho Chi Minh City, Vietnam

156

Research engagement of academics in developing countries: A case of Cambodia

Kimkong Heng

University of Queensland , Brisbane, Australia

801
Best practice principles for the design of professional development for higher education teachers making video resources

Lauren Woodlands

QUT, Brisbane, Australia

Language and Literacy

Language and Literacy
Time: 10:30 - 12:00
Date: 5th December 2019
Location: N517 Flat Classroom

741
The readability of school newsletters, as an indication of school-community interaction

Catherine Ferguson, Margaret Merga

Edith Cowan University , Perth, Australia

225
The Recognition and Redistribution in the Context of Bilingual Education in China

Wei Guo

Northeast Normal University, Changchun, China

Lunch

Time: 12:00 - 13:30
Date: 5th December 2019
Location: Exhibition