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 Heck¹, Linda-Dianne Willis², Helen Grimmett³

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

335
The manifestation of metacognitive thinking in university teachers’ perceptions of their professional development
Tuike Iiskala¹, Henna Virtanen², Mari Murtonen²

¹University of Turku, Turku, Finland. ²University 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 Rodriguez¹, Kevin Magill²

¹Boise State University, Boise, USA. ²Baylor, 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 Ryan¹, Georgina Barton², Lisa Kervin³, Debra Myhill⁴, Maryam Khosronejad¹

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

235
Priorities and challenges for teaching literature in secondary subject English
Larissa McLean Davies¹, Lucy Buzacott¹, Brenton Doecke², Philip Mead³, Wayne Sawyer⁴, Lyn Yates¹

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

Professional and Higher Education
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

Dismantling ‘public’ schooling: a comparative analysis of privatised school systems in Alberta and North England and implications for Australia
Anna Hogan¹, Greg Thompson², Rebecca Johnson¹

¹The University of Queensland, Brisbane, Australia. ²Queensland University of Technology, Brisbane, Australia

Commercialisation of School Administration in New Zealand: Understanding the Usefulness of School Management Information Systems
Jackie Cowan¹, Anna Hogan², Eimear Enright²

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

Cleaning public education: privatising school maintenance work and the division of school labour
Jessica Gerrard, Rosie Barron
University of Melbourne, Melbourne, Australia
**Inclusive Education**

Inclusive Education  
Time: 11:00 - 12:30  
Date: 2nd December 2019  
Location: K109

**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**

Health and Physical Education  
Time: 11:00 - 12:30  
Date: 2nd December 2019  
Location: K323

**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
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

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 Restrepo¹, Kathryn Coleman²
¹Juan N. Corpas University Foundation, Bogota, Colombia. ²Melbourne 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
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

Extending openness to scholarship and research in education
Jason Lodge¹, Sakinah Alhadad², Rachel Searston³

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

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

Entry Points: Networks for Teacher and School Use of Research
Elizabeth Farley-Ripple
University of Delaware, Newark, USA
Elizabeth Farley-Ripple¹, Jesse Sheeks¹, Amanda Jennings², Andrew Millin¹

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

Understanding School Improvement in Queensland: Preliminary Findings
Suzanne Carrington¹, Kate Williams¹, Nerida Spina², Rebecca Spooner-Lane¹, Megan Kimber¹, Anetta Kowalkiewcz³

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

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

Quality Indicators/Standards for Early Childhood Care and Education: A Review Study
Abatihun Sewagegn¹,², Boitumelo Diale¹

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

An Intersectional Approach to Men's Career Trajectories in Early Childhood Education and Care (ECEC): Comparisons of Australia, China, and Norway
Yuwei Xu¹, Victoria Sullivan², Birgitte Ljunggren³, Kari Emilsen³, Karen Thorpe²
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\textsuperscript{1}, Mark Yettica-Paulson\textsuperscript{2}, Sam Osborne\textsuperscript{3}, Robyn Ober\textsuperscript{1}, Majon Williamson-Kefu\textsuperscript{1}

\textsuperscript{1}Batchelor Institute of Indigenous Tertiary Education, Darwin, Australia. \textsuperscript{2}Australians Together, Adelaide, Australia. \textsuperscript{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 \textit{Tomorrow's Schools} reforms (1984-89) and the New Zealand history (curriculum) wars (1877-2019).

Richard Manning
University of Canterbury, Christchurch, New Zealand
Transitioning to university: VET-entry students' accounts of assessment challenges and supports
Lois Harris¹, Joanne Dargusch², Robert Vanderburg³, Susan Richardson²
¹CQU University, Rockhampton, Australia. ²CQU University, Noosa, Australia. ³CQU University, Bundaberg, Australia

Beyond Assessment Adjustments: An Exploration of the Justice Experiences of Students with Disabilities in Classroom Contexts
Maryam Razmjoee¹, Amirhossein Rasooli², Majid Omidi³
¹Australian Catholic University, Brisbane, Australia. ²Queen's University, Kingston, Canada. ³Pajame Noor University, Chabahar, Iran, Islamic Republic of

Authentic Assessment as a Tool to Enhance Students Learning in a Higher Education Institution in Ethiopia: Implications for Students’ Competency
Abatihun Sewagegn¹,², Boitumelo Daile¹
¹University of Johannesburg, Johannesburg, South Africa. ²Debre Markos University, Debre Markos, Ethiopia
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 Tan¹, Anna Chew², Shen Yong Ho², Teck Seng Koh²
¹National Institute of Education, Singapore, Singapore. ²Nanyang Technological University, Singapore, Singapore

490
The Generative Design and Delivery of a Representation-focused Approach in a Digital Learning Environment
Connie Cirkony¹, Russell Tytler², Peter Hubber²
¹Monash University, Melbourne, Australia. ²Deakin University, Melbourne, Australia

Environmental and Sustainability Education
Environmental and Sustainability Education
Time: 11:00 - 12:30
Date: 2nd December 2019
105 -
Theory Knots in the Anthropocene

1049 -
Staying with the traces
Amy Cutter-Mackenzie-Knowles¹, Shae Brown², Maia Osborn¹, Simone Blom², Thilinika Wijesinghe¹, Adi Brown¹

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

1051 -
Shimmering with Deborah Bird Rose
Karen Malone¹, Marianne Logan², Julie Regalado³, Bronwen Wade-Leeuwen⁴, Lisa Siegel²

¹Swinburne University of Technology, Hawthorn, Australia. ²Southern Cross University, Lismore, Australia. ³Western Sydney University, Penrith, Australia. ⁴Macquarie 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
Education as a mechanism for breaking the barriers of women social and political empowerment in the Sultanate of Oman
Amal Al-kiyumi¹, Nesren Salaheddin¹,²

¹Sultan Qaboos University, Muscat, Oman. ²Ain-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 McKnight¹, Melissa Wolfe²

¹Deakin University, Melbourne, Australia. ²Monash 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
Using rural frameworks and research to develop understandings of educational justice and equity across socio-spatial settings
Dennis Beach, Elisabet Öhrn
University of Gothenburg, Gothenburg, Sweden

A model of influence: Four key, interacting, influences on rural Queensland students' decisions about higher education and digital media
Krystle Turner
Queensland University of Technology, Brisbane, Australia

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, Debra Hayes
University of Sydney, Sydney, Australia

992 -
Jean Blackburn: A social democratic vision for education
Debra Hayes, Craig Campbell
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 Clark¹, Hobbs Linda², Peta White¹

¹Deakin University, Melbourne, Australia. ²Deakin 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
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 Ell¹, Marilyn Cochran-Smith², Lexie Grudnoff¹, Mavis Haigh¹, Mary Hill¹, Larry Ludlow²
¹University of Auckland, Auckland, New Zealand. ²Boston College, Boston, USA

429
Symbolic and material policy in Australian Early Childhood Teacher Education
Sue Grieshaber¹, Jillian Fox²
¹La Trobe University, Ascot, Australia. ²Australian 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 STRATEGY 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 Wrench¹, Jacqueline D'warte², Beryl Exley³, Katina Zammit²

¹University of South Australia, Adelaide, Australia. ²Western Sydney University, Milperra, Australia. ³Giffith 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

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 Orr¹, Pam Hanley²
¹University of Huddersfield, Huddersfield, United Kingdom. ²University 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
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, lisahunter, Annette Brömdal, Kristine Hand, Peter Low, Bonnie Hart

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

1James Cook University, Townsville, Australia. 2Catholic 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
Lunch
Time: 12:30 - 14:00
Date: 2nd December 2019
Location: Exhibition

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 Thorpe¹, Elena Jansen², Paula McDonald³, Victoria Sullivan¹
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 Black¹, Jan Wright Wright²

¹University of Technology, Sydney, Sydney, Australia. ²University 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
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

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

Intercultural pedagogies in a graduate leadership program: The ‘fit’ between theory and practice
Barbara Harold¹, Lauren Stephenson²
¹Zayed University, Dubai, UAE. ²University of Notre Dame, Sydney, Australia

Achieving values-led higher education for a socially just world
Alison Owens, Duncan Nulty
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 Savage¹, Elisa Di Gregorio², Bob Lingard³

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

128 -
Contextualizing the datafication of schooling – a comparative discussion of Germany and Russia
Sigrid Hartong¹, Nelli Piattoeva²

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

119 -
Standards without standardisation? Assembling standards-based reforms in Australian and US schooling
Steven Lewis¹, Glenn Savage², Jessica Holloway¹

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

131 -
Multiple federalisms: Comparing federal educational systems in Latin America
Jason Beech¹², Axel Rivas¹

¹Universidad de San Andres, Buenos Aires, Argentina. ²CONICET, Buenos Aires, Argentina
Inclusive Education

Time: 14:00 - 16:00
Date: 2nd December 2019
Location: K109

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

Time: 14:00 - 16:00
Date: 2nd December 2019
Location: K323

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
697 -
Leading with and Inquiry Stance
Zoe Smith
CQU, Brisbane, Australia

708 -
Collaborative Pathways to Success: Building Capability
Claudine Moncur-White
QASSP, Brisbane, Australia

760 -
Formative Teacher Evaluation: Classroom Profiling as a Collaborative Process for Professional Growth.
Peter Keen
QASSP, Fortitude Valley, Australia. Bribie Island State School, Bribie Island, Australia

809 -
Increasing Teacher Commitment to Continuous Improvement
Kylie Todhunter
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.
Peter Cook
SOuthern Cross University, Gold Coast , Australia
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

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

Assisting social equity in education for disadvantaged primary school students through technology.
Anthony Jones
University of Melbourne, Melbourne, Australia

Teaching and Learning with Cloud Platforms in the Primary School Classroom
Kristy Corser
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 Beveridge¹, Robert Stevens²

¹NSW Department of Education, Adamstown, Australia. ²NSW Department of Education, Sydney, Australia
"Collaborative Professionalism": an interactive workshop based on the work of Hargreaves & O'Connor (2018)
Lorraine Beveridge¹, Robert Stevens²
¹NSW DoE, Adamstown, Australia. ²NSW DoE, Sydney, Australia

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

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

“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 Thorpe¹, Cathie Burgess²  
¹UTS, Sydney, Australia. ²University 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 Lowe¹, Greg Vass²  
¹UNSW, Sydney, Australia. ²Griffith University, Brisbane, Australia

457 -  
Instruments of power and control in First Nations remote education  
John Guenther¹, Sam Osborne²  
¹Batchelor College, Darwin, Australia. ²University of South Australia, Adelaide, Australia
Developing a sustainable professional leadership model to embed a culturally nourishing response to Aboriginal education
Cathie Burgess¹, Kevin Lowe²

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

Instruments of power and control in First Nations remote education
John Guenther¹, Sam Osborne²

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

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

1042 - The “new” statistics: mixing Bayesian statistics in with Qualitative research method: demonstrated on an analysis of stereotyping in teacher decision-making
Samantha Low-Choy¹, Tasha Riley², Clair Alston-Knox³

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

1043 - What lies beneath “NAPLAN-o-datasaurus”? Reproducible statistics in Standardised Testing
Samantha Low Choy¹, Parlo Singh², Samantha Low-Choy³

¹Griffith Institute of Educational Research, Redlands, Australia. ²Griffith Institute of Educational Research, Mt Gravatt, Australia. ³Office 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 Heimans¹, Parlo Singh²

¹University of Sunshine Coast, Sippy Downs, Australia. ²Griffith 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 Classroom

206
Assessing the affordances of videoconferencing as a medium for delivering Professional Learning for regional primary Science, Technology, Engineering and Mathematics (STEM) teachers.
Nadya Rizk¹, Subhashni Taylor², Neil Taylor², Penelope Serow¹

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

212
Measuring scientific reasoning with day-to-day scenarios
Yaela Naomi Golumbic¹, Yael Barel Ben-David², Keren Dalyot², Ayelet Baram-Tsabari²

¹Australian National Centre for the Public Awareness of Science (CPAS), ANU, Canberra, Australia. ²Faculty of Science and Technology Education, Technion- Israel Institute of Science and Technology., Haifa, Israel
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 Knight¹, Lexi Lasczik², Amy Cutter-MacKenzie-Knowles², Karen Malone³
¹RMIT University, Melbourne, Australia. ²Southern Cross University, Gold Coast, Australia. ³Swinburne University of Technology, Melbourne, Australia

1036 -
Childhoodnature Research Handbook and Companion – A Cartographic Opening of Research Potentialities
Amy Cutter-Mackenzie-Knowles¹, Karen Malone², Elisabeth Barratt Hacking³
¹Southern Cross University, Gold Coast, Australia. ²Swinburne University of Technology, Melbourne, Australia. ³University of Bath, Bath, United Kingdom
Gender, Sexualities & Cultural Studies
Gender, Sexualities & Cultural Studies
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: B202a Flat Classroom

611
Mothers against pornography: Christian activism, schooling and censorship
Jessica Gerrard¹, Helen Proctor²
1University of Melbourne, Melbourne, Australia. 2University 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
Developing intercultural capability in the context of social justice in teacher education in Australia and Finland: case studies
Maria Lobytsyna\textsuperscript{1,2}, Robyn Moloney\textsuperscript{1,3}
\textsuperscript{1}Macquarie University, Sydney, Australia. \textsuperscript{2}Department of Education, Sydney, Australia. \textsuperscript{3}University of Helsinki, Helsinki, Finland

Making meaning through the sociomaterial: One child’s experience in a Middle Eastern early learning context
Lesley Friend
Australian Catholic University, Brisbane, Australia

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 Clark¹, Judith MacCallum², Brendan Jacobs³, Peter Renshaw⁴  
¹Deakin University, Melbourne, Australia. ²Murdoch University, Murdoch, Australia. ³CQUniversity, Mackay, Australia. ⁴Queensland 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 Stahl¹, Laura Scholes², Sarah McDonald¹, Jo Lunn³, Barbara Comber¹
¹University of South Australia, Adelaide, Australia. ²Australian Catholic University, Brisbane, Australia. ³Queensland 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 Ibitoye¹, Titus Utibe²
¹National Open University of Nigeria, Lagos, Nigeria. ²Usmanu 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

Teacher Education and Research Innovation
Time: 14:00 - 16:00
Date: 2nd December 2019
Location: N407 Flat Classroom

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 Waters¹, Jan Barnes¹, Kay Livingston², Sioned Hughes¹
¹University of Wales Trinity Saint David, Swansea, United Kingdom. ²University 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
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
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 Fawson¹, Slyvia Read¹, Vessela Ilieva²
¹Utah State University, Logan, USA. ²Utah 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 Rawolle¹, Steven Hodge², Susan Webb³, Elizabeth Knight³

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

997 -
Assessment strategy underpinned by curriculum practice
Deb Kiegaldie¹, Susan Webb², Elizabeth Knight², Shaun Rawolle³, Steven Hodge⁴

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

1000 -
Constructing curriculum development as responding to industry needs in higher education in vocational institutions
Sandra Walls¹, Steven Hodge², Elizabeth Knight³, Susan Webb³, Shaun Rawolle⁴

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

1004 -
The mediating of messages about pedagogy of Bachelors degrees in public vocational institutions
Ili Pelletier¹, Elizabeth Knight², Shaun Rawolle³, Susan Webb², Steven Hodge⁴

¹TAFE NSW, Melbourne, Australia. ²Monash University, Melbourne, Australia. ³Deakin University, Geelong, Australia. ⁴Griffith 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 Woods¹, Aspa Baroutsis²

¹, ²
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
“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\textsuperscript{1}, Elizabeth Rouse\textsuperscript{2}

\textsuperscript{1}Murdoch University, Perth, Australia. \textsuperscript{2}Deakin University, Burwood, Australia

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1008
The case of a Primary 5/6 classroom community: Participation, inclusion, and diversity
Bonita Marie Cabiles

The University of Melbourne, Melbourne, Australia

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778
Young mothers and the ‘cloak of invisibility: Learning from the margins
Karen Felstead

Federation University Australia, Ballarat, Australia

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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\textsuperscript{1}, Melissa Fanshawe\textsuperscript{2}

\textsuperscript{1}Australian Catholic University, Brisbane, Australia. \textsuperscript{2}The University of Southern Queensland, Springfield, Australia

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Health and Physical Education
Health and Physical Education
Time: 14:00 - 16:00
Date: 2nd December 2019
Community health in HPE: Are human beings the only ones that matter?
Nicole Taylor
Western Sydney University, Sydney, Australia

Right to be Active: Exploring care experienced young people’s experiences of sport and physical activity
Rachel Sandford¹, Thomas Quarmby², Oliver Hooper¹, Rebecca Duncombe¹
¹Loughborough University, Loughborough, United Kingdom. ²Leeds Beckett University, Leeds, United Kingdom

Theorising ‘Creativity’ in Health and Physical Education
Rosie Welch, Laura Alfrey
Monash University, Melbourne, Australia

Doing emotions in physical education: A symbolic interactionist approach to investigating emotions and movement learning
Dean Barker¹, Gunn Nyberg², Håkan Larsson³
¹Örebro University, Örebro, Sweden. ²Dalarna University, Falun, Sweden. ³The Swedish School of Sport and Health Sciences, Stockholm, Sweden
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.

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**Professional and Higher Education SIG Meeting**

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

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**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

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**Inclusive Education SIG Meeting**

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

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**Health and Physical Education SIG Meeting**

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

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**Educational Leadership SIG Meeting**

Educational Leadership  
Time: 16:30 - 17:30
Sociology of Education SIG Meeting
Sociology of Education
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K360

Arts Education Practice Research SIG Meeting
Arts Education Practice Research
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K424

Technology and Learning SIG Meeting
Technology and Learning
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K505

Teachers' Work and Lives SIG Meeting
Teachers' Work and Lives
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E151

Motivation and Learning SIG Meeting
Motivation and Learning
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: E152
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 Classroom
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 McKnight¹, Melissa Wolfe²

¹Deakin University, Melbourne, Australia. ²Monash 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: B225 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 Ryan¹, Terri Bourke², Jo Lunn Brownlee², Leonie Rowan³, Sue Walker², Eva Johansson⁴, Lyra L'Estrange²

¹Macquarie University, Sydney, Australia. ²Queensland University of Technology, Brisbane, Australia. ³Griffith University, Brisbane, Australia. ⁴University 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
Social Justice
Time: 8:30 - 10:00
Date: 3rd December 2019
Location: W201 Lecture Theatre

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
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\textsuperscript{1}, Len Unsworth\textsuperscript{2}

\textsuperscript{1}University of South Australia, Adelaide, Australia. \textsuperscript{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
Professional and Higher Education
Time: 8:30 - 10:00
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 Harvey¹, Naomi Tootell¹, Jacqueline Wilson², Philip Mendes³

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

859
Maximising low socio-economic status students’ uptake of university places following deferral
Wojtek Tomaszewski¹, Andrew Harvey², Matthias Kubler¹, Michael Luckman²

¹University of Queensland, Brisbane, Australia. ²La 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
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 McKnight¹, Andy Mogan²
¹Deakin University, Melbourne, Australia. ²Monash 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 Garvey¹, Meredith O'Connor², Jon Quach³, Sharon Goldfeld²
¹Royal Children’s Hospital, Parkville, Australia. ²Murdoch Childrens Research Institute, Parkville, Australia. ³Melbourne Graduate School of Education, Parkville, Australia
Development of a Rating Scale of Reasonable Adjustments for Inclusive Education
Teresa Iacono\textsuperscript{1}, Nerida Hyett\textsuperscript{1}, Jo Spong\textsuperscript{1}, Kerryn Bagley\textsuperscript{1}, Oriane Landry\textsuperscript{1}, Carol McKinstry\textsuperscript{1}, Ana Garcia-Melgar\textsuperscript{1}, Michael Arthur-Kelly\textsuperscript{2}

\textsuperscript{1}La Trobe University, Bendigo, Australia. \textsuperscript{2}University of Newcastle, Newcastle, Australia

A Randomized Control Trial of Shifting Perceptions to Enhance Inclusive School Education of Student with Disability through Reasonable Adjustments
Teresa Iacono\textsuperscript{1}, Nerida Hyett\textsuperscript{1}, Jo Spong\textsuperscript{1}, Kerryn Bagley\textsuperscript{1}, Oriane Landry\textsuperscript{1}, Carol McKinstry\textsuperscript{1}, Ana Garcia-Melgar\textsuperscript{1}, Michael Arthur-Kelly\textsuperscript{2}

\textsuperscript{1}La Trobe University, Bendigo, Australia. \textsuperscript{2}University of Newcastle, Newcastle, Australia

Health and Physical Education

Time: 8:30 - 10:00
Date: 3rd December 2019
Location: K323

“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
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 Macken¹, Ann MacPhail², Antonio Calderon²
¹Marino Institute of Education, Dublin, Ireland. ²University 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 Gowlett¹, Richard Niesche²
¹The University of Queensland, Brisbane, Australia. ²The University of New South Wales, Sydney, Australia
Leading school improvement, innovation and professional learning through action research
Matthew Glen¹, Judith Kearney², Gina Blackberry²

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

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**Sociology of Education**

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

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**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

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**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

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**387**
Stories of difference in Victorian secondary schooling: Negotiating diversity and developing intercultural understanding.
Tanya Davies
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 Coleman¹, Peter Cook², Gloria Zapata Restrepo³, Mark Selkrig ¹

¹Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia. ²Southern Cross University, Gold Coast, Australia. ³Fundación 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
Speaking back to the standards: exploring the practice architectures of exemplary teaching practice.
Claire Golledge
University of Sydney, Sydney, Australia

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

Adult Learning Choices: From Concept to Evidence - An Informed Method and Useful Data Emerges Beyond Planning
Michael John Henderson
Monash University, Melbourne, Australia

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

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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

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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 Downes¹, Natalie Robertson²

¹Deakin University, Melbourne, Australia. ²Deakin 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
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

The contribution of cultural tools to mediation of teachers’ feedback practices within a school culture
Mary Finch
QUT, Brisbane, Australia

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

Responsive pedagogy and students’ perceptions of teachers’ feedback practice.
Kim-Daniel Vattøy, Kari Smith
1Volda University College, Volda, Norway. 2Norwegian 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 Classroom

1071
STEM SIG Early Career Researcher Mentoring Session
Ann Osman¹, Amanda Berry², Tamara Moore³

¹Melbourne Graduate School Of Education, Melbourne, Australia. ²Monash University, Clayton, Australia. ³Purdue University, Western Lafayette, Indiana, USA

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

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 Young¹, Amy Cutter-Mackenzie-Knowles²

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

1048 - site/sight/insight: Becoming a socioecological learner through collaborative artmaking practices
Alexandra Lasczik
Southern Cross University, Gold Coast, Australia

1055 - Socioecological Learners as Agentic: A Posthumanist Perspective.
Logan M¹, Joshua Russell², Ferdousi Khatun³

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

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
An analysis of freely available menstrual education in Australia
Bianca Blackmore¹, Claire Moran²,¹, Nina Hall¹, Britta Wigginton¹

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

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

Tin shed science: Enacting curriculum inquiry through new materialism
Lucinda McKnight
Deakin University, Melbourne, Australia

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
Samuel Ibitoye¹, Utibe Titus²

¹National Open University of Nigeria, Lagos, Nigeria. ²Usman 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

Accessing initial teacher education in regional Australia: Empowering communities while building the workforce
Angelina Ambrosetti¹, Bobby Harreveld², William Blayney², Gillian Busch²

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

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, Launcestons, Australia

The impact of rural teachers’ job characteristics on their subsidies: An empirical study in an impoverished mountainous area of southwest China
Wanjuan ZHONG¹, Hongqi CHU²,³

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

History and Education

History and Education
Time: 8:30 - 10:00
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

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

Neil Harrison¹, Jackie Burke², Ivan Clarke¹

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

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

Bryan Smith

James Cook University, Townsville, Australia

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**Sociocultural Activity Theory**

Sociocultural Activity Theory

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B304 Collab Learning Space
Negotiating for shared objects of activity during Professional Learning Community meetings
Shien Chue¹, Chew-Lee Teo², Seng-Chee Tan²

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

Early career primary teachers’ design of technology-integrated learning
Lauren Knussen
University of Technology Sydney, Sydney, Australia

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

Rethinking associations between students’ socioeconomic backgrounds and their aspirations for higher education: the case of higher vocational education degrees
Stephen Parker¹, Elizabeth Knight², Trevor Gale³, Susan Webb²

¹University of Glasgow, Glasgow, United Kingdom. ²Monash University, Melbourne, Australia. ³University 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 Brennan¹, Lew Zipin¹, Annette Woods², Amy McPherson³, Sophie Rudolph⁴, Rosie Barron⁴, Bev Rogers⁵
¹University of South Australia, Adelaide, Australia. ²QUT, Brisbane, Australia. ³ACU, Sydney, Australia. ⁴University of Melbourne, Melbourne, Australia. ⁵Flinders University, Adelaide, Australia

582
Resisting teaching at the expense of research: experiences of teaching academics
Bev Rogers, Katharine Swain
Flinders University, Adelaide, Australia
66
Designing for Online Networks of Teachers: What We Know and What We Need to Find Out
Dr Bernadette Mercieca¹, Dr Nick Kelly², Dr Paul Mercieca³
¹ACU, Melbourne, Australia. ²QUT, Brisbane, Australia. ³RMIT, Melbourne, Australia

101
Professional learning while delivering pre-written MAPPEN curriculum: Personalised teacher reflections on inverting the upfront model
Valerie Margrain¹,², Mark Ritterman³, Danny Ritterman³, Karen Green³
¹Karlstad University, Karlstad, Sweden. ²Victoria University, Melbourne, Australia. ³Grossard 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
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 Jin¹, Graham Parr²
¹Federation University Australia, Ballarat, Australia. ²Monash 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
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 Mills¹, Glenda McGregor², Stewart Riddle³, Angelique Howell⁴

¹University College, London, United Kingdom. ²Griffith University, Brisbane, Australia. ³School of Education, University of Southern Queensland, Toowoomba, Australia. ⁴University 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 Mills¹, Russell Cross², Trevor Gale³

¹The University of Queensland, St Lucia, Australia. ²Melbourne Graduate School of Education, Melbourne, Australia. ³The University of Glasgow, Glasgow, United Kingdom
Developing teachers’ social, emotional and cultural competencies: building a capacity for social justice.
Alison Willis
University of the Sunshine Coast, Sippy Downs, Australia

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

HOW DO THE JOINT-PROGRAMS IN VIETNAM PREPARE THE EMPLOYABILITY SKILLS FOR THEIR GRADUATES?
Duc Phung
The University of Tasmania, Launceston, Tasmaina, Australia

Rethinking graduate employability: The role forms of capital and agency in graduate migrants’ career trajectories
110
Whose 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
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 Delphine¹, Duval Helene², Raymond Caroline²

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

102
The Distinction of Elementary Education For Migrant Children in Beijing: A Multiple-Case Study
Kun Yan¹, Lingli Wu², shuhang Liu¹, linfeng Jiang¹

¹Tsinghua University, Beijing, China. ²Columbia 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

Yarning about approaches to Indigenise curriculum and pedagogy in Health and Physical Education research and practice
Rosie Welch¹, Lee Sheppard², lisahunter ¹, Alison Wrench³, Sue Whatman⁴, Maree Dinan-Thompson⁵

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

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
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
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 Kakazu¹, Jia Yi Chow²³
¹Okinawa University, Naha, Japan. ²National Institute of Education, Singapore, Singapore. ³Nanyang 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
University 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 Wang¹, Haitang Han²
¹ School of Education, Huazhong University of Science and Technology, Wuhan, China. ²School 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 With Scientific 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
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  
National 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
Effect of School Internship on the Professional Development of Student Teachers
Kengo Kakazu¹, Jia Yi Chow²,³
¹Okinawa University, Naha, Japan. ²National Institute of Education, Singapore, Singapore. ³Nanyang Technological University, Singapore, Singapore

Engagement for all learners? The influence of teachers’ conceptualisations of student engagement on their teaching practices
Megan Pedler
Southern Cross University, Gold Coast, Australia

Crossing borders when doing Comparative Education
Roberto Schurch
The University of Queensland, Brisbane, Australia

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

Teachers’ TPACK and technology integration in teaching and learning: A case study in the Maldives
Aminath Waseela, Dr. Vinesh Chandra, Dr. Shaun Nykvist
590
Re-designing the classroom and the impact on classroom milieu
Kym Thomas
University 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
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

Construction and Practice of "Educational Justice Logic" for Weak School Teachers
Ying Wang¹, Haitang Han²
¹ School of Education, Huazhong University of Science and Technology, Wuhan, China. ²School of Education, Huazhong University of Science and Technology, Wuhan, China

The use of body modality and gestures in teaching digital technologies to young children
Pauline Neill
QUT, Brisbane, Australia

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

Analysing teacher outcomes of PD programs in STEM learning centres
Chloë Nelson, Victoria Millar, Jan van Driel
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
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 With Scientific 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 educators' perspectives of and dispositions to critical pedagogy in a multi-ethnic developing nation
Addisu Bailie
Simon Fraser University, Burnaby, BC, Canada

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

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 Margrain¹, Elisabeth Mellgren²
¹Karlstad University, Karlstad, Sweden. ²Gothenburg 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 McMahon¹, Meghan Stacey², Sheelagh Daniels-Mayes¹, Valerie Harwood¹, Mary Teague¹, Katy Head¹, Kristy O'Neill¹
¹The University of Sydney, Sydney, Australia. ²The University of New South Wales, Sydney, Australia

840
The growth of university subjects within secondary schools: implications for student equity
Andrew Harvey¹, Jason Taylor², Michael Luckman¹
¹La Trobe University, Bundoora, Australia. ²University of Utah, Salt Lake City, USA
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

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

“Hey Policy Makers! Leave Jeanette alone!”
Steven Newman¹, Rachel Buchanan²
¹Catholic Schools Office Newcastle-Maitland Diocese, Newcastle, Australia. ²University of Newcastle, Newcastle, Australia

Politics, the press and the public: Using social media to impact policy.
David Roy
University of Newcastle, Newcastle, Australia

A failure to deliver: A poststructural analysis of education policy in Indigenous education.
Kevin Lowe
UNSW, Sydney, Australia
Inclusive Education

Influences on the school exclusion decisions of Queensland secondary principals
Natalie Swayn
Queensland Department of Education, Brisbane, Australia

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, Brisbane, Australia

“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

Time: 10:30 - 12:00
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 Tenorio¹, Michael Gard¹, Deana Leahy², Deborah Lupton³, Carolyn Pluim⁴

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

852 -
Hard to start but much harder to stop: digital technology and research in schools
Michael Gard¹, Deana Leahy², Deborah Lupton³, Carolyn Pluim⁴, José Tenorio¹

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

1002 -
“But what about the jobs?”: some notes about findings and a few “surprisings”
Deana Leahy¹, Michael Gard², Carolyn Pluim³, Deborah Lupton⁴, José Tenorio²

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

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

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402
Amanda Heffernan¹, Martin Mills²

¹Monash University, Melbourne, Australia. ²University 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
China as Method: Giving space for different cultures to be seen, heard and discussed in a LOTE language classroom
Chunyan Zhang
RMIT, Melbourne, Australia

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

Working for Socially-Just and Kinder Worlds through Arts Education.
Teachers' Work and Lives
Teachers' Work and Lives
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: E152

688
Assessment resistance and reformation: A tale of two Irish teacher unions and the implications for teacher’s practice
Ann MacPhail¹, Amanda Mooney²
¹University of Limerick, Limerick, Ireland. ²Deakin 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
Motivation and Learning
Time: 10:30 - 12:00
Date: 3rd December 2019
Location: E153
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-Swan¹, Linda Graham¹, Mitchell Robertson²

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-Rosenbluh¹, Melissa Barnes², Jane Wilkinson²

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

1034
Supporting collaboration within and across schools using student perception data
Bronwyn Hinz
**Early Childhood**

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

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**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

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**835**

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

Marg Rogers  
University of New England, Armidale, Australia

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**Aboriginal and Torres Strait Islander Research**

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

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**364**

*A literature analysis on the role of Indigenous teachers: Indigenous teacher’s voices on why they stay in the profession*
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 Classroom

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 Pudelko1, Helen Boon2, Maree Dinan-Thompson1, Leanne Dalley2
1James Cook University, Cairns, Australia. 2James Cook University, Townsville, Australia
Collaborative approaches to “real world” social and environmental justice problems in pre-service teaching practice.

Alison Lugg

RMIT, Melbourne, Australia

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

Eija Yli-Panula¹, Eila Jeronen², Pekka Tolonen³, Sofia Vesterkvist¹

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

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 Callaghan¹, Leanne Higham², Michelle Jeffries³, Alix Esterhuizen¹
¹University of Calgary, Calgary, Canada. ²The University of Melbourne, Melbourne, Australia.
³Queensland 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
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. Truman¹, David Ben Shannon²
¹University of Melbourne, Melbourne, Australia. ²Manchester 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 Baker¹, Alison Fox², Koula Charitonos², Barbara Moser-Mercer³, Victoria Jack¹
¹UNSW, Sydney, Australia. ²The Open University, Milton Keynes, United Kingdom. ³University of Geneva, Geneva, Switzerland
Race critical posthuman education research?
Greg Vass
Griffith University, Gold Coast, Australia

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

International experiences for University students: Let’s talk

Exploring the learning experiences of Teacher Candidates through an international internship
Rhonda Di Biase
The University of Melbourne, Melbourne, Australia

“Now I know I am a teacher”: International professional experience and reciprocity – act locally: think globally
John Cripps Clark, Peta White

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

Ensuring the future for glocal learning projects through strategic research
Reyna Zipf, Miriam Ham Ham, Susan Richardson, Angelina Ambrosetti, Gillian Busch, Michael danaher

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

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**Educational Theory and Philosophy**

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

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**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

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**Rural Education**

**Rural Education**  
**Time:** 10:30 - 12:00
Date: 3rd December 2019
Location: B301 Flat Classroom

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66 - Rural-ing education research

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History and Education

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

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74 - Historical Thinking for history teachers: An Australian response

635 -
Asian perspectives to citizenship learning in the Australian history classroom
Yeow-Tong Chia¹, Kieren Beard²

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

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

The University of Sydney, Sydney, Australia

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

University of Newcastle, Callaghan, Australia

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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
**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

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**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

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**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

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**Politics and Policy in Education**

Politics and Policy in Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B428b Flat Classroom

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**117**

Too many fingers in the same pie? Federal and state misalignments in Initial Teacher Education policy
Amanda Freeborn¹, Glenn Savage²

¹The University of Sydney, Sydney, Australia. ²The 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
Measuring adolescent creativity: predictive or problematic?
Tim Patston, Ethel Samalca, Prue Wales
Centre for Creative Education, Geelong Grammar School, Geelong, Australia

Teaching in the curriculum disciplines: Interdisciplinarity and the ‘dual mandate’ of creativity and constraint
Christine Edwards-Groves¹, Pauline Jones², Erika Matruglio², Helen Georgiou²
¹Charles Sturt University, Wagga Wagga, Australia. ²University 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

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

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

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

Beliefs about bilingualism, family literacy practices and identity: Family language policies of Korean immigrant parents in Australia
Eun Park
UNSW, Sydney, Australia

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
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

Geographies of exclusion
Lucie Zundans-Fraser
Charles Sturt University, Bathurst, Australia

Alternative education policy in New Zealand: illegitimacy, tolerance and inclusion (?)
Adrian Schoone
AUT Auckland University of Technology, Auckland, New Zealand

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
Charts 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
655
STEAM using Arts-based inquiry research for socio-emotional learning in primary education
Bronwen Wade-Leeuwen\textsuperscript{1,2}, Carey Furze\textsuperscript{3}
\textsuperscript{1}Macquarie University, Sydney, Australia. \textsuperscript{2}Maria Regina Catholic School, Sydney, Australia. \textsuperscript{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
\textit{Hardie Grant Publishing}
97 - Understanding classroom readiness from a global perspective

901 -
Graduate teaching performance from a Global perspective: An example from Australia.
Janet Clinton¹, Wayne Cotton²

¹The University of Melbourne, Melbourne, Australia. ²The 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 -
Parker Fawson¹, Vessela Ilieva², Jennifer Throndsen³

¹Utah State University, Logan, USA. ²Utah Valley University, Orem, USA. ³Utah State Board of Education, Salt Lake City, USA

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Social Justice

Social Justice
Time: 13:30 - 15:30
Date: 3rd December 2019
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 Brooks¹, Fida Sanjakdar¹, Miriam Ezzani²

¹Monash University, Clayton, Australia. ²Texas Christian University, Fort Worth, USA

1059 -
Contemporary readings of the Muslim Child: Implications for Educational Justice
Dylan Chown

University of South Australia, Adelaide, Australia

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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 Exley¹, Madonna Stinson¹, Lisbeth Kitson¹, Sorrel Penn-Edwards¹, Sherilyn Lennon¹, Megan Oats²

¹Griffith University, Brisbane, Australia. ²Education Queensland, Brisbane, Australia

834 -
Teachers’ identities as writers: teacher, support staff and pupils’ accounts of the role of emotion in the writing classroom.
Sally Baker¹, Teresa Cremin²

¹University of New South Wales, Sydney, Australia. ²Open 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 Stinson¹, Lisbeth Kitson¹, Madonna Stinson¹, Beryl Exley¹, Megan Oats², Sherilyn Lennon¹

¹Griffith University, Brisbane, Australia. ²Education Queensland, Brisbane, Australia

849 -
Teachers’ identities as writers: teacher, support staff and pupils’ accounts of the role of emotion in the writing classroom
Sally Baker¹, Teresa Cremin²

¹UNSW, Sydney, Australia. ²Open 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
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 Thompson1, Leslie Rutkowski2, David Rutkowski2
1Queensland University of Technology, Brisbane, Australia. 2Indiana University, Bloomington, USA

246
Affective learning for effective learning? Data, numbers and teachers’ learning
Ian Hardy
The University of Queensland, Brisbane, Australia
Inclusive Education

Inclusive Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: K109

474
Beyond Salamanca: Addressing barriers to realise Inclusive Education as a Human Right under international law
Linda Graham¹, Marijne Medhurst¹, Haley Tancredi¹, Suzanne Carrington¹, Kate de Bruin², Kathy Cologon³, Jenna Gillett-Swan¹, Catia Malaquias⁴, Shiralee Poed⁵, Ilektra Spandagou⁶

¹Queensland University of Technology, Brisbane, Australia. ²Monash University, Melbourne, Australia. ³Macquarie University, Sydney, Australia. ⁴Curtin University, Perth, Australia. ⁵University of Melbourne, Melbourne, Australia. ⁶University 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

Health and Physical Education
Time: 13:30 - 15:30
799
Inclusive Practice: Understanding the sentiments, attitudes and concerns of pre-service Health and Physical Education students
Tahlia McCracken\textsuperscript{1}, Sian Chapman\textsuperscript{2}, Ben Piggott\textsuperscript{2}
\textsuperscript{1}The University of Notre Dame, MELVILLE, Australia. \textsuperscript{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 \textit{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

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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
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 Singh¹, Gabrielle Ivinson²
¹Griffith University, Brisbane, Australia. ²Manchester 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

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**Technology and Learning**

Technology and Learning
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E151

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932
**Theorising from Scratch: Technology-based Interpreter Education in Vietnam**
Linh Nguyen¹,², Hoang Do²
¹Monash University, Clayton, Australia. ²Vietnam National University, Ha Noi, Vietnam

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904
**Joint attention in dyads: Multimodal method for capturing the nuances of productive interaction during online collaborative problem solving**
Johanna Pöysä-Tarhonen¹, Päivi Häkkinen¹, Jarkko Hautala², Otto Loberg², Suzanne Otieno², Paavo H.T. Leppänen³
¹Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. ²University of Jyväskylä, Jyväskylä, Finland

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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 Mockler¹, Meghan Stacey²

¹University of Sydney, Sydney, Australia. ²University 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 Taylor¹, Lisa-Maria Muller², Mark Hardman³

¹UCL, London, United Kingdom. ²Chartered College of Teaching, London, United Kingdom
Motivation and Learning

Motivation and Learning
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: E153

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 Collie¹, Lars-Erik Malmberg², Andrew Martin¹, Pamela Sammons²

¹University of New South Wales, Sydney, Australia. ²University 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
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 Grieshaber¹, Susan Krieg², Jennifer Sumion³, Felicity McArdle⁴, Paul Shield⁴

¹La Trobe University, Melbourne, Australia. ²Flinders University, Adelaide, Australia. ³Charles Sturt University, Bathurst, Australia. ⁴Queensland University of Technology, Brisbane, Australia

701
The paradox of children's play with technologies and educators' provision for 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
1053
Expanding your inference: transitioning from null hypothesis testing to statistical modelling
Samantha Low-Choy¹, Judy Rose², Daniela Vasco³

¹Office of the Vice-Chancellor, Arts, Education & Law, Griffith University, Mt Gravatt / Gold Coast, Australia. ²Griffith Institute of Educational Research, Mt Gravatt, Australia. ³School of Educational & Professional Studies, Griffith University, Mt Gravatt, Australia

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 Dong¹, Pekka Mertala²
¹Macquarie University, Sydney, Australia. ²Faculty 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 Leent¹, Leanne Coll², Tiffany Jones³, Yvette Taylor⁴

¹Queensland University of Technology, Brisbane, Australia. ²Deakin University, Geelong, Australia.
³Macquarie University, Sydney, Australia. ⁴University of Strathclyde, Glasgow, United Kingdom

321
Uplifting gender and sexualities education research: memoirs and manifestos for early career academics
Leanne Coll¹, Lisa van Leent², Annette Bromdal³

¹Deakin University, Melbourne, Australia. ²Queensland University of Technology, Brisbane, Australia.
³University of Southern Queensland, Toowoomba, Australia

Poststructural Theory
Is new materialism incompatible with social justice? Panel Discussion with Professor Bronwyn Davies
Lucinda McKnight¹, Melissa Wolfe²

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

Qualitative Research Methodologies

Walking Methodologies with Diverse Publics

Walking Together – Ten years of performance making and walking
Lenine Bourke
Queensland University of Technology, Brisbane, Australia

(in)Audible, (in)Audacious and (in)Affective: Neuroqueering the soundwalk
David Ben Shannon
Manchester Metropolitan University, Manchester, United Kingdom

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**

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**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 Ledger¹, Alfred Masinire², Miguel Angel Diaz Delgado³

¹Murdoch University, Perth, Australia. ²University of Witwatersrand, Johannesburg, South Africa.
³Universidad Nacional Autonoma de Mexico, Mexico City, Mexico

296 -
Co-creating pedagogies for knowledge building in rural, regional and remote schools
Karl Maton¹, Sarah Howard²

¹University of Sydney, Sydney, Australia. ²University 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
Motivation and Learning
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B304 Collab Learning Space

86 - Improving Regional Low SES Students’ Learning and Wellbeing

738 - Supporting student wellbeing in schools located in areas of social disadvantage
Cathleen Farrelly¹, Amanda Mooney², Karen Swabey³, Sherridan Emery³, Marie Edwards³

¹La Trobe University, Bendigo, Australia. ²Deakin University, Geelong, Australia. ³University of Tasmania, Launceston, Australia

745 - Improving Regional Low SES Students’ Learning and Wellbeing
Vaughan Prain¹, Damian Blake¹, Graeme Byrne², Craig Deed², Marie Edwards³, Sherridan Emery³, Cathleen Farrelly², Doug Fingland⁴, Joanne Henriksen¹, Valerie Lovejoy², Noel Meyers², Amanda Mooney¹, Tracey Muir³, Karen Swabey³, Damon Thomas³, Russell Tytler¹, Emma Workman¹, Tina Zitzlaff¹

¹Deakin University, Geelong, Australia. ²La Trobe University, Bendigo, Australia. ³University of Tasmania, Hobart, Australia. ⁴Anglicare, 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 Blake¹, Amanda Mooney¹, Emma Workman¹, Mel Dick²

¹Deakin University, GEELONG, Australia. ²Northern 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 Carroll¹, Jose Hanham¹, Maree Skillen¹, Miriam Tanti², Sean Kearney³, Wayne Cotton⁴

¹Western Sydney University, Sydney, Australia. ²Australian Catholic University, Sydney, Australia.
³University of Notre Dame, Sydney, Australia. ⁴University of Sydney, Sydney, Australia

785
The global circulation of literacy policy: phonics, inequality and neo-conservative political movements
Joel Windle¹, Simone Batista²

¹Fluminense Federal University, Niterói, Brazil. ²Universidade 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 Carter¹, Fiona Callaghan², Barbara Comber¹, Lyn Kerkham¹

¹University of South Australia, Adelaide, Australia. ²Catholic 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 Coll¹, Carla Luguetti²

¹Deakin University, Melbourne, Australia. ²Victoria 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

¹University of South Australia, Adelaide, Australia. ²Department 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 Durso¹, Luis Afonso¹, Susan Beltman²
¹University of São Paulo, São Paulo, Brazil. ²Curtin 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

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 Björk¹, Radha Iyer²
¹Department of Education, Uppsala University, Uppsala, Sweden. ²Faculty of Education, Queensland University of Technology, Brisbane, Australia
Inclusive Education
Inclusive Education
Time: 13:30 - 15:30
Date: 3rd December 2019
Location: N419 Flat Classroom

529
Listening to the voice of children - From methodologies to actions
Delphine Odier-Guedj¹, Beth Saggers²

¹Monash University, Melbourne, Australia. ²Queensland University of Technology, Brisbane, Australia

572
Children’s moral judgements about social inclusion and exclusion in play in one diverse school location
Laura Scholes¹, Elizabeth Wallace², Veronica Lawson³, Jo Lunn², Sue Walker²

¹Institute for Learning Sciences and Teacher Education, ACU, Brisbane, Australia. ²School of Early Childhood and Inclusive Education, QUT, Brisbane, Australia. ³Brisbane 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
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

Telling tales and painting pictures: Using creative and innovative methods in research with care experienced young people

Thomas Quarmby¹, Oliver Hooper², Rachel Sandford², Rebecca Duncombe²

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

Relationships among Teaching Multiple School Subject Role Conflict, Resilience, and Personal Accomplishment: Structural Equation Modelling

Cassandra Iannucci¹, K. Andrew R. Richards², Ann MacPhail³

¹Deakin University, Waurn Ponds, Australia. ²The University of Illinois at Urbana-Champaign, Urbana, USA. ³University of Limerick, Limerick, Ireland

Fault lines: Cracking the school-home divide in health education
Lisette Burrows¹, Jan Wright²

¹University of Waikato, Hamilton, New Zealand. ²University 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
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-
-

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
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
236
The impact of TEMAG: Research to move beyond compliance to professional agency in teacher education
Lenore Adie¹, Claire Wyatt-Smith¹, Bill Blayney², Deanne Fishburn³, Tony Cook⁴, Bob Lingard⁵, Mark Grant⁶, Alison Lugg⁷, Taylah Rose⁸

¹Australian Catholic University, Brisbane, Australia. ²Central Queensland University, Rockhampton, Australia. ³Queensland College of Teachers, Brisbane, Australia. ⁴QLD Department of Education, Brisbane, Australia. ⁵ILSTE, Brisbane, Australia. ⁶AITSL, Melbourne, Australia. ⁷RMIT, Melbourne, Australia. ⁸ACU, Brisbane, Australia

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
909
The Educational Experiences and Aspirations of Ngāti 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’ translanguage pedagogy in low SES, culturally diverse classrooms
Janet Dutton¹, Kathy Rushton²
¹Macquarie University, North Ryde, Australia. ²University of Sydney, Camperdown, Australia
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 Manathunga¹, Michael Singh², Jing Qi³, Tracey Bunda⁴

¹University of Sunshine Coast, Maroochydore, Australia. ²Western Sydney University, Sydney, Australia.
³RMIT, Melbourne, Australia. ⁴University of Queensland, Brisbane, Australia

503 - Transcultural knowledge co-construction for social justice
Jing Qi¹, Catherine Manathunga³, Tracey Bunda³, Michael Singh⁴

¹RMIT, Melbourne, Australia. ²University of the Sunshine Coast, Sunshine Coast, Australia. ³University of Queensland, Brisbane, Australia. ⁴Western 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
Politics and Policy in Education
Time: 9:00 - 10:30
Date: 4th December 2019
65 -
Living knowledge, horizons of freedom and dissensus

594 -
Putting the steam back into critique? Critical–dissensual collaboration in education policy research
Stephen Heimans¹, Parlo Singh²

¹University of the Sunshine Coast, Sippy Downs, Australia. ²Griffith 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

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

Time: 9:00 - 10:30
Date: 4th December 2019
Location: K360
Leadership for Teacher Quality: Touchpoints and the Spaces In-between
Lawrence Drysdale, David Gurr, Helen Goode
The University of Melbourne, Carlton, Australia

Amplifying innovation: Changing pedagogical practice for student engagement
Lennie Barblett, Gillian Kirk
Edith Cowan University, Perth, Australia

Sociology of Education
Sociology of Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: K424

Academic achievement, socio-economic background and post-school destinations of Australian students
Wojtek Tomaszewski1,2, Matthias Kubler1, Cain Polidano3,4, Chris Ryan3,4, Buly Cardak5

1The University of Queensland, Brisbane, Australia. 2ARC Centre of Excellence for Children and Families over the Life Course, Brisbane, Australia. 3The University of Melbourne, Melbourne, Australia. 4ARC Centre of Excellence for Children and Families over the Life Course, Melbourne, Australia. 5La Trobe University, Melbourne, Australia

Sociologising resilience through recourse to Bourdieu
Advocating for males in Dance: De-stigmatising through Dance education.
Peter Cook
Southern Cross University, Gold Coast, Australia

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

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
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-Tarhonen¹, Päivi Häkkinen¹, Piia Näykki², Sanna Järvelä², Pasi Tarhonen³

¹Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. ²University of Oulu, Oulu, Finland. ³Honeywell Inc, Kuopio, Finland

511
Closing the distance for students using digital platforms to engage in learning: Emulating the face to face delivery mode
Miriam Ham¹, Susan Richardson², Craig Richardson²

¹CQUniversity, Cairns, Australia. ²CQUniversity, 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.
Coping with Academic Stress: The Relationship Between Online Support Seeking, Isolation and Adolescent Girls' Mental Health
Erin Mackenzie¹, Anne McMaugh², Penny Van Bergen²
¹Western Sydney University, Kingswood, Australia. ²Macquarie University, Ryde, Australia

The moderating effects of anxiety on self-efficacy in science: A multi-level analysis of the impact on secondary school science achievement
Emma Burns¹, Andrew Martin¹, Roger Kennett¹, Joel Pearson¹, Vera Munro-Smith²
¹University of New South Wales, Sydney, Australia. ²The Future Project, Sydney, Australia

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
Children learning together: Being a member of a culturally and linguistically diverse classroom
Maryanne Theobald\textsuperscript{1}, Susan Danby\textsuperscript{1}, Gillian Busch\textsuperscript{2}, Ilana Mushin\textsuperscript{3}, Lyndal O'Gorman \textsuperscript{1}
\textsuperscript{1}QUT, Brisbane, Australia. \textsuperscript{2}Central Queensland University, Rockhampton, Australia. \textsuperscript{3}University of Queensland, Brisbane, Australia

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

Louise Keown, Nike Franke
The University of Auckland, Auckland, New Zealand

Think Equal in Early Childhood: An Australian Randomised Control Trial to Assess the Impact of a Targeted Personal, Social and Emotional Program
Aboriginal and Torres Strait Islander Research
Aboriginal and Torres Strait Islander Research
Time: 9:00 - 10:30
Date: 4th December 2019
Location: E259

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

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

Feedback in doctoral supervision: a qualitative synthesis of the literature
Joanna Tai¹, Margaret Bearman¹, Rachelle Esterhazy², Michael Henderson³, Elizabeth Molloy⁴

¹Deakin University, Geelong, Australia. ²University of Oslo, Oslo, Norway. ³Monash University, Clayton, Australia. ⁴University of Melbourne, Parkville, Australia

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**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

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**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

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**Science, Technology, Engineering and Mathematics**

Science, Technology, Engineering and Mathematics

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B201a Flat Classsroom

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**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
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

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 Driel¹, Victoria Millar¹, Linda Hobbs², Russell Tytler³, Sue Crebbin¹, Christopher Speldewinde²

¹University of Melbourne, Melbourne, Australia. ²Deakin University, Waurn Ponds, Australia. ³Deakin University, Burwood, Australia

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B202a Flat Classroom

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

Invisible students: Experiences and barriers of female international doctoral students who are mothers with dependent children in New Zealand

Zeyun Valerie Zhang
Poststructural Theory

Flight From Flight: Composing a pedagogy of affect
John Roder, Sean Sturm
University of Auckland, Auckland, New Zealand

Professional learning on the slopes of Vesuvius: a case study of action research
Yiannis Fragos
University of South Australia, Adelaide, Australia

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

Time: 9:00 - 10:30  
Date: 4th December 2019  
Location: B222 Flat Classroom

1054  
Mixing-in quantitative and qualitative research methods  
Samantha Low Choy¹, Samantha Low-Choy²

¹Research Education & Development team, Office of Research, Griffith University, Redlands, Australia.  
²Office of the Vice-Chancellor, Arts, Education & Law, Griffith University, Mt Gravatt / Gold Coast, Australia

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
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

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Rural Education
Rural Education
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B301 Flat Classroom

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Improving access to high quality professional learning

Lauren Elston
Australian Institute for Teaching and School Leadership, Melbourne, Australia

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Educational Leadership
Educational Leadership
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B302 Collab Learning Space

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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
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

Two worlds, one site: Leading practices and transitions to school
Tess Boyle¹, Jane Wilkinson²
¹Southern Cross University, Gold Coast, Australia. ²Monash University, Melbourne, Australia

Motivation and Learning
Motivation and Learning
Time: 9:00 - 10:30
Date: 4th December 2019
Location: B304 Collab Learning Space

Nationality and gender differences in the measurement of generic problem-solving competence underlying three domain-specific problem-solving competencies
Khoa Lan Anh Nguyen¹, Cuc Nguyen¹, Raymond Adams², Matthew Courtney¹
¹The University of Melbourne, Melbourne, Australia. ²Australian Council for Educational Research, Melbourne, Australia
Significance of metacognitive regulation in collaborative science learning across contexts: Comparison of low- and high-outcome groups

Tuike Iisakka1, Simone Volet2, Cheryl Jones2, Milo Koretsky3, Marja Vauras1

1University of Turku, Turku, Finland. 2Murdoch University, Murdoch, Australia. 3Oregon 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
Trans-forming places, trans-itioning lives: Rethinking methodological approaches to studying trans-itions in a deindustrializing city
Eve Mayes¹, Julianne Moss², Merinda Kelly¹, Shaun Rawolle¹, Louise Paatsch¹, Yasmin Mobayed¹

¹Deakin University, Geelong, Australia. ²Deakin University, Burwood, Australia

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

Investigating early literacy pedagogies in an Aboriginal playgroup that are culturally and linguistically responsive through participant ethnography.
Criss Jones Diaz¹, Liam Morgan²

¹Western Sydney University, Sydney, Australia. ²University of Technology Sydney, Sydney, Australia

Transitional approaches in achieving distributive multi-disciplinary leadership[s] to support resilience and wellbeing in complex urban schools
Sue Whatman¹, Victor Hart², Parlo Singh³, Katherine Main⁴

¹Griffith University, Gold Coast, Australia. ²Brisbane Murri Schools, Brisbane, Australia. ³Griffith University, Brisbane, Australia. ⁴Griffith 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

From silver bullet to whistling in the wind?
TEMAG and the trajectory of integrated partnerships between schools and universities.
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 Kostogriz¹, Glenn Auld²

¹Monash University, Clayton, Australia. ²Deakin 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
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

Illuminating the curriculum and complexity of integrated STEM teacher education in Australian universities
Emma Stevenson
The University of Melbourne, Melbourne, Australia

Integrating Scholarship on Assessment in Work Integrated Learning
Lisa Milne
Deakin University, Melbourne, Australia

The potential for refined capability models of practice that enhance participation in a socially just world
James Harrison
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 Dyke¹, Jen Jackson²

¹Mitchell Institute (Education), Victoria University, Melbourne, Australia. ²Mitchell Institute (Education), Victoria University, Melbourne, Australia

195
Transforming values – Understanding how teachers’ values change through inquiry practice
Majon Williamson-Kefu¹, Alinta Brown², Katie Makar¹, Jill Fielding-Wells²

¹The University of Queensland, Brisbane, Australia. ²Australian 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 Vattoy
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
Revealing Student's Capabilities Through Culturally Responsive Remote School Leadership
Stephen Corrie
University of South Australia, Magill, Australia

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

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

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
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\textsuperscript{1}, Anat Wilson\textsuperscript{1}, Shaimaa Atwa\textsuperscript{2}
\textsuperscript{1}Swinburne University of Technology, Hawthorn, Australia. \textsuperscript{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 Livy¹, Tracey Muir², Ann Downton¹

¹Monash University, Melbourne, Australia. ²University of Tasmania, Launceston, Australia

Social Justice
Social Justice
Time: 11:00 - 12:00
Date: 4th December 2019
Location: W201 Lecture Theatre
Towards 'socially just' pedagogy for internships in the social justice sector
Elisabeth Valiente-Riedl
The University of Sydney, Sydney, Australia

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 Lewis¹, Elisa Di Gregorio²

¹Deakin University, Melbourne, Australia. ²The 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
A cultural-historical approach to theorising motivational development
Judith MacCallum
Murdoch University, Murdoch, Australia

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

Food for thought: Exhibitions as critical sites for intervention in schooling food.
Deana Leahy¹, Iris Duhn¹, JaneMaree Maher¹, Jan Wright², Sian Supski¹
¹Monash University, CLAYTON, Australia. ²University of Wollongong, Wollongong, Australia

Educational Leadership
Educational Leadership
Time: 11:00 - 12:00
Date: 4th December 2019
Location: K360
The ‘neoliberalisation’ of the school principal - against bulldozer readings
Chris Dolan
University of South Australia, Adelaide, Australia

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

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
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

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

A changing learning environment: The benefits of online learning for scientific inquiry
Md Abdullah Al Mamun¹, Gwen Lawrie², Tony Wright²

¹Islamic University of Technology (IUT), Dhaka, Bangladesh. ²The University of Queensland, Brisbane, Australia

Teachers' Work and Lives
Teachers' Work and Lives
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E152
When teachers reflect...how does learning happen?
Janette Allen, Mary Guebala
University of Melbourne, Melbourne, Australia

'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

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
Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research
Time: 11:00 - 12:00
Date: 4th December 2019
Location: E259

Interschool Partnerships: A study into effective partnership practices between an interstate boarding school community and a very remote Aboriginal Community
Andrew Lloyd¹, John Guenther²

¹Charles Darwin University, Alice Springs, Australia. ²Batchelor Institute of Indigenous Tertiary Education, Darwin, Australia

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 Barnes¹, Ilana Finefter-Rosenbluh¹, Trent Brown²
¹Monash University, Clayton, Australia. ²ACHPER, Melbourne, Australia.

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 Classroom

Exploring agency on a continuum in order to inform how to support primary science teachers to exercise agency in teaching STEM
Reshma Musofer¹, Kim Nichols¹, Jill Arnell², Greg Downs³
¹The University of Queensland, Brisbane, Australia. ²Tara Shire State School, Tara, Australia. ³North 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 Fisher¹, Christopher Thompson¹, Rowan Brookes²
¹Monash University, Melbourne, Australia. ²The University of Melbourne, Melbourne, Australia
Poststructural Theory
Poststructural Theory
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B202b Flat Classroom

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 Mayes¹, Melissa Wolfe², Leanne Higham³
¹Deakin University, Geelong, Australia. ²Monash University, Clayton, Australia. ³University of Melbourne, Parkville, Australia

Global Contexts for Education
Global Contexts for Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: B222 Flat Classroom

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 Shamim¹, Md Aktaruzzaman²

¹Islamic University of Technology (IUT), Dhaka, Bangladesh. ²Bangabandhu 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?
Towards a Better Understanding of Quality of Evidence Use

Mark Rickinson, Connie Cirkony, Lucas Walsh

Monash University, Melbourne, Australia

Lateral leadership: Networks and ecosystems in education – what do we know about their effectiveness and impact on equity objectives?

Elizabeth Hartnell-Young¹, Dahle Suggett², Nives Niballi¹

¹University of Melbourne, Melbourne, Australia. ²University of Melbourne, Melbourne, Australia

Technology and Learning

Technology and Learning

Time: 11:00 - 12:00
Date: 4th December 2019
Location: B304 Collab Learning Space
Cross-curriculum teaching and learning in primary education through the use of technology.

Anthony Jones

University of Melbourne, Melbourne, Australia

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**Politics and Policy in Education**

Politics and Policy in Education

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B428b Flat Classroom

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**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

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**984**

It’s all just a little bit of history repeating: 40 years of political review and reform in teacher education

Colette Alexander¹, Terri Bourke²

¹Australian Catholic University, Banyo, Australia. ²Queensland University of Technology, Brisbane, Australia

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**Teacher Education and Research Innovation**

Teacher Education and Research Innovation

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N407 Flat Classroom
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

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

Preparing pre-service teachers for Flexible Learning Programs: A pilot study
Jeffrey Thomas, Bianca Coleman, Ebba Herrlander Birgerson
University of Tasmania, Hobart, Australia

Facilitating flexible school-university partnerships in Teacher Education: Case studies from the Coaching Approach to Professional Experience model
Jennifer Clifton¹, Kathy Jordan²
¹Griffith University, Brisbane, Australia. ²RMIT University, Melbourne, Australia
Social Justice

Time: 11:00 - 12:00
Date: 4th December 2019
Location: N413 Flat Classroom

923
Enabling Education for a socially just world.
Michelle Briede, Stuart Levy

1Federation University Australia, Mt Helen, Australia. 2Federation 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

Technology and Learning
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N415 Flat Classroom

Data-driven technologies for educating the whole student: Don’t believe the hype (but we’re not all doomed either)

Jason M. Lodge
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

From backboards to blackboards - rebounding from the margins; A critical auto/ethnographic study of the struggle for culturally sensitive educational pathways for Aboriginal girls
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 Graham¹, Sonia White¹, Haley Tancredi¹, Pamela Snow², Kathy Cologon³

¹Queensland University of Technology (QUT), Brisbane, Australia. ²La Trobe University, Bendigo, Australia. ³Macquarie 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
Language and Literacy
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N419 Flat Classroom

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
Professional and Higher Education
Time: 11:00 - 12:00
Date: 4th December 2019
Location: N516 Flat Classroom

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
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
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

“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

Cultivating Schoolwide Routines for Improved Learning Outcomes: Achievements and Challenges of using Pedagogical Model for Shifting Teacher and Learner Thinking
Carmel Patterson¹, Geoff O'Brien²

¹University of Technology Sydney, Ultimo, Australia. ²SCHMIC Consulting, Dubbo, Australia

Teacher Education and Research Innovation
Time: 13:30 - 15:00
Date: 4th December 2019
Location: W201 Lecture Theatre

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

Becoming a teacher of critical literacy: “You need to go on a big journey”

Susan Sandretto

University of Otago, Dunedin, New Zealand

Supporting our EAL/D students and teachers in schools

Lorraine Beveridge¹, Robyn Cox², Pauline Jones³, Chuanmei Dong⁴, Henry Fraser⁵

¹NSW Department of Education, Adamstown, Australia. ²Australian Catholic University, Sydney, Australia. ³University of Wollongong, Wollongong, Australia. ⁴University of New England, Armidale, Australia. ⁵Department of Education, Brisbane, Australia

Professional and Higher Education

Crossing the ‘bridges’ and navigating the ‘learning gaps’: An exploration of international research students’ intercultural learning and adjustment experiences in China
1022
Dreams are made, disrupted, and... remade: Professional and personal trajectories of two working PhD students
Linh Nguyen\textsuperscript{1,2}, Lucas Santos\textsuperscript{1}
\textsuperscript{1}Monash University, Clayton, Australia. \textsuperscript{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\textsuperscript{1}, Jill Blackmore\textsuperscript{1}, Jane Wilkinson\textsuperscript{2}, Richard Niesche\textsuperscript{3}, Scott Eacott\textsuperscript{3}, Brad Gobby\textsuperscript{4}, Katrina MacDonald\textsuperscript{1}, Caroline Mahoney\textsuperscript{1}
\textsuperscript{1}Deakin University, Burwood, Australia. \textsuperscript{2}Monash University, Clayton, Australia. \textsuperscript{3}University of NSW, Sydney, Australia. \textsuperscript{4}Curtin University, Bentley, Australia
631 -
Towards a relational conceptualisation of school autonomy
Glenn Savage¹, Jessica Gerrard²

¹University of Western Australia, Perth, Australia. ²University 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 Teachers.
Keely Harper-Hill¹², Jeremy Kerr¹², Michael Whelan¹²

¹Queensland University of Technology, Brisbane, Australia. ²Autism 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 Beamish¹², Annalise Taylor¹²

¹Griffith University, Brisbane, Australia. ²Autism CRC, Brisbane, Australia

705 -
Promoting School Connectedness and Wellbeing for Adolescents on the Autism Spectrum: A Multilevel Approach
Ian Shochet¹², Beth Saggers¹², Suzanne Carrington¹², Jayne Orr¹, Astrid Wurfl¹
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 Gerdin¹, Wayne Smith², Katarina Schenker¹, Rod Philpot², Lena Larsson³, Susanne Linnér¹, Kjersti Mordal Moen⁴, Knut Westlie⁴

¹Linnaeus University, Växjö, Sweden. ²University of Auckland, Auckland, New Zealand. ³Linnaeus University, Kalmar, Sweden. ⁴Inland 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
706
Concerns with Mental Health and Wellbeing in the Academy - Conversations with Senior University Leaders
Shelleyann Scott¹, Donald Scott¹, Abdoulaye Anne², Linda Duda³, Stacy Crosby¹, Elaine Fournier⁴

¹University of Calgary, Calgary, Canada. ²Université Laval, Quebec, Canada. ³St. Mary's University, Calgary, Canada. ⁴Western 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
Sociology of Education
639
Alternative learning programs within mainstream schooling and the possibilities for radical socially just education
Andrew Hickey¹, Stewart Riddle²

¹School of Humanities and Communication, University of Southern Queensland, Toowoomba, Australia.
²School of Education, University of Southern Queensland, Toowoomba, Australia

546
George Variyan

Monash University, Clayton, Australia. Charles Sturt University, Wagga Wagga, Australia

942
Creative Reuse: The Impact Artmaking has on Raising Environmental Consciousness.
Sue Girak¹², Geoffrey Lummis², Jackie Johnson³

¹City Beach Primary School, Perth, Australia. ²Edith Cowan University, Perth, Australia. ³UWA (retired), Perth, Australia
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

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

Developing the Pedagogies of Virtual Reality in Higher Education
Rachel Buchanan, Debra Donnelly
University of Newcastle, Callaghan, Australia

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

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
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 Roßnagel¹, Noleine Fitzallen²

¹Jacobs University Bremen, Bremen, Germany. ²University of Tasmania, Hobart, Australia

1061
The influence of social class on students’ academic beliefs and motivation
Jennifer Archer¹, Nathan Berger²

¹University of Newcastle, Newcastle, Australia. ²University of Western Sydney, Sydney, Australia

Schools and Education Systems
‘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

Reconciling education policies and the everyday practices in schools in relation to reconciliation in Australia
Talia Avrahamzon
Australian National University, Canberra, Australia

Examining predictors of school belonging using a systems and cross-country perspective.
Kelly-Ann Allen¹, Tracii Ryan¹ ², Gökmen Arslan³, Christopher Slaten⁴, Jonathon Ferguson ⁴, Bahadir Bozoglan⁵, Dianne Vella-Brodrick²
¹Monash University, Clayton, Australia. ²Melbourne University, Melbourne, Australia. ³Demirel University, Isparta, Turkey. ⁴University of Missouri-Columbia, Missouri, USA. ⁵Suleyman Demirel University, Isparta, Turkey

Early Childhood

Gender-diverse practitioners in early years education and care (EYEC): a cross-cultural study of Scotland, Hong Kong, and Mainland China
Yuwei Xu
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
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

From ‘shame job’ to finding a ‘voice’ – exploring the benefits of embodied and creative learning for Indigenous students
Susan Davis¹, Yvette Walker²
¹Central Queensland University, Noosa, Australia. ²JUTE Theatre Company, Cairns, Australia

Assessment and Measurement
Assessment and Measurement
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B409

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

NAPLAN, socially just? Children’s drawn responses to NAPLAN testing
Lennie Barblett, Pauline Roberts
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 Classroom

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

Bad girls: SEAE feminists
Marianne Logan¹, Amy Cutter-Mackenzie-Knowles¹, Lexi Lasczik¹, Lisa Siegel², Mahi Paquette¹, Sandra Wooltorton³, Thilinika Wijesinghe¹, Katie Hotko¹, Helen Widdop Quinton⁴

¹Southern Cross University, Bilinga, Australia. ²Southern Cross University, Coffs Harbour, Australia. ³The University of Notre Dame, Broome, Australia. ⁴Victoria University, Melbourne, Australia

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**Gender, Sexualities & Cultural Studies**

Gender, Sexualities & Cultural Studies  
Time: 13:30 - 15:00  
Date: 4th December 2019  
Location: B202a Flat Classroom

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**29**  
A New World Blossoming: Punk Rock, Agential Realism, and the Pilipinx Diaspora  
Noah Romero  
University of Auckland, Auckland, New Zealand

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**21**  
Accessing the “accessible”: Chinese students’ cultural adaptation in Australia  
Jinyang Zhan  
UNSW, Sydney, Australia

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**Poststructural Theory**

Poststructural Theory  
Time: 13:30 - 15:00  
Date: 4th December 2019  
Location: B202b Flat Classroom
Welcome to the Playtank! Re-____ing research
Sarah Healy¹, Alii Edwards², Alicia Flynn¹

¹University of Melbourne, Melbourne, Australia. ²Monash University, Melbourne, Australia

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Sociology of Education

Sociology of Education
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B222 Flat Classroom

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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, Brisbane, Australia

506 -
Enabling democratic rights of Indigenous and immigrant students in Chilean schools through initial teacher education and professional standards
Carla Tapia¹, Sue Whatman²

¹Griffith University, Brisbane, Australia. ²Griffith University, Gold Coast, Australia

453 -
Teachers’ dilemmas and resolutions when recontextualising Indonesia’s official policy to their contexts
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 Davies¹, Graham Parr², Dennis Murray², Stephen Connelly³

¹Monash University, Clayton, Australia. ²IDEON, Melbourne, Australia. ³GlobalEd 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

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

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
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
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 Walsh¹, Leicha Bragg², Tracy Muir³

¹Victoria University, Melbourne, Australia. ²Deakin University, Melbourne, Australia. ³University of Tasmania, Launceston, Australia

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**Teachers' Work and Lives**

Teachers' Work and Lives

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B428a Flat Classroom

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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
Emotional caring, self-formation and the interrogation of identity in the journey of becoming a contemporary educator
Chunyan Zhang
RMIT, Melbourne, Australia

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

The State and Political Theory: Some Perspectives for Reconstructing Nigerian State Variant.
Samuel Ibitoye¹, Utibe Titus²
¹National Open University of Nigeria, Lagos, Nigeria. ²Usman Danfodiyo University., Sokoto, Nigeria

Myth-making and national identity: The case of Laos
Daeul Jeong, Vicente Reyes
The University of Queensland, Brisbane, Australia
**Teacher Education and Research Innovation**

Teacher Education and Research Innovation  
Time: 13:30 - 15:00  
Date: 4th December 2019  
Location: N407 Flat Classroom

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### 443

**Exploring socially just pedagogy using LEGO® Serious Play® to develop dialogue and cogenerativity in teacher education**  
Helen Grimmett¹, Deborah Heck², Linda-Dianne Willis³

¹Monash University, Frankston, Australia. ²University of the Sunshine Coast, Maroochydore, Australia. ³University of Queensland, Brisbane, Australia

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**Teacher Education and Research Innovation**

Teacher Education and Research Innovation  
Time: 13:30 - 15:00  
Date: 4th December 2019  
Location: N408 Flat Classroom

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### 241

**Developing Agentic Teachers: Examining Pre-service EFL Teachers’ Agency Development through Responsive Dialogic Interactions in a Paired-placement**  
Thi Kim Anh Dang¹, Russell Cross², Minh Hue Nguyen¹

¹Monash University, Melbourne, Australia. ²The University of Melbourne, Melbourne, Australia

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### 355

**Implication of professional development for ESL teachers’ career burn out**  
Rohan Abeywickrama

Deakin University, Melbourne, Australia
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

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

Ethical use of big data to support low socioeconomic students
Claire McLean¹, Alexander Loebbert², Kate LeLacheur², Lindy Smith³
¹Central Queensland University, Brisbane, Australia. ²Central Queensland University, Rockhampton, Australia. ³Central Queensland University, Bundaberg, Australia
Contributing to Social Inclusion: Using Arts-led Methodologies for Exploring and Promoting Cohesive Learning Environments
Julie Peel¹, Margaret Sockhill², Donna Torr², Robert Schweitzer³

¹Milpera State High School, St Lucia, Australia. ²Milpera State High School, Chelmer, Australia. ³Queensland 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\textsuperscript{1,2}, Jyri Lindén\textsuperscript{2}, Marita Mäkinen\textsuperscript{2}
\textsuperscript{1}University of Melbourne, Melbourne, Australia. \textsuperscript{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
Language and Literacy
Time: 13:30 - 15:00
Date: 4th December 2019
Location: N418 Flat Classroom
In-Country Training as an Effective component of Intensive Language Courses
Yavar Dehghani, Emil Abdelmalak
Defence School of Languages, Melbourne, Australia

Working across visual and spoken data to understand children’s experiences of reading
Sue Nichols
University of South Australia, Adelaide, Australia

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

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
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

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 Benveniste¹, Janya McCalman¹, Alexandra Van Beek¹, Erika Langham¹, Irina Kinchin², Roxanne Bainbridge¹

¹Central Queensland University, Cairns, Australia. ²University 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 Zipin¹, Marie Brennan¹, Sam Sellar²
¹University of South Australia, Adelaide, Australia. ²Manchester 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
Time: 8:30 - 10:00
Date: 5th December 2019
Location: W201 Lecture Theatre

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 Bourke¹, John O’Neill¹, Judith Loveridge²

¹Massey University, Palmerston North, New Zealand. ²Victoria University, Wellington, New Zealand

263 -
Experiences of education and learning of young people who have been in foster care: Defining success
Hannah Miller¹, Roseanna Bourke²

¹Massey University, Auckland, New Zealand. ²Massey 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 Mayes¹, Rachel Finneran², Rosalyn Black²

¹Deakin University, Geelong, Australia. ²Deakin 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 pedagogic 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 Baker¹, Loshini Naidoo²
¹UNSW, Sydney, Australia. ²Western 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
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**

Inclusive Education  
Time: 10:30 - 12:00  
Date: 5th December 2019  
Location: K109

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530  
Collaborative Partnerships in Action”: Planning from methodologies to actions  
Beth Saggers¹, Delphine Odier-Guedj²

¹Queensland University of Technology, Brisbane, Australia. ²Monash University, Melbourne, Australia

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868  
Enablers and barriers to inclusion for learners with autism: Listening to the voice of mothers from differing social class positions  
SOFIA MAVROPOULOU¹, Anastasia Zissi³, Christina Dardani³

¹Queensland University of Technology, Brisbane, Australia. ²University of the Aegean, Mytilene, Greece. ³University of Bristol, Bristol, United Kingdom

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325  
Minecraft: Multimodal Implications for Relationships of Students with Autism Spectrum Disorder  
Bessie Stone

Australian Catholic University, Brisbane, Australia

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**Health and Physical Education**

Health and Physical Education  
Time: 10:30 - 12:00  
Date: 5th December 2019  
Location: K323
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

Impact of eBooks: exploring student health implications within the literature
Kate Thompson, Jennifer Clifton, Ben Williams, Linda Marsden
Griffith University, Brisbane, Australia

The health pedagogy of an anti-obesity, anti-obesity campaign
Jessica Lee¹, Benjamin Williams²
¹Griffith University, Gold Coast, Australia. ²Griffith University, Brisbane, Australia

Educational Leadership
Educational Leadership
Time: 10:30 - 12:00
Date: 5th December 2019
Location: K360

Leading High-Needs Schools – leadership to improve schools and bring students back to learning
Fiona Longmuir¹, Lawrie Drysdale², David Gurr², Kieran McCrohan³
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

Language and identity: Family language policy of internal migrants in China
Danwei Gao\textsuperscript{1,2}, Karen Dooley\textsuperscript{1}
\textsuperscript{1}Queensland University of Technology, Brisbane, Australia. \textsuperscript{2}Northeastern University, Qinhuangdao, China

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

Cross-field influences and interferences on refugee parent engagement in an Australian school field
Jen Azordegan
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 -
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
New media, ancient culture: the power and potential of social media in Indigenous education
Amy Thunig, Luke Pearson

1 Macquarie University, North Ryde, Australia. 2 IndigenousX, Sydney, Australia

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Teachers' Work and Lives

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
Lorraine 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

Examining parent engagement research from different perspectives to understand ways to improve policy and practice in schools and education systems

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

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

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

¹Southern Cross University, Gold Coast, Australia. ²LaTrobe University, Melbourne, Australia.
³Queensland University of Technology, Brisbane, Australia. ⁴Queensland 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 Education, 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

¹Federation University Australia, Ballarat, Vic, Australia. ²Massey University, Palmerston North, New Zealand. ³Victoria University of Wellington, Wellington, New Zealand. ⁴Ruahine Kindergarten Association, Palmerston North, New Zealand

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**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
Science, Technology, Engineering and Mathematics
Science, Technology, Engineering and Mathematics
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B201a Flat Classroom

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 Birdsell, 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

Time: 10:30 - 12:00
Date: 5th December 2019
Location: B201b Flat Classroom

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 Golumbic¹, Aline Peri², Dani Ben-Zvi², Ayelet Baram-Tsabari³

¹Australian National Centre for the Public Awareness of Science (CPAS), ANU, Canberra, Australia.
²Faculty of Education, Haifa University, Haifa, Israel.
³Faculty 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

Time: 10:30 - 12:00
Date: 5th December 2019
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

17 - Investigating Dialogic Pedagogies in Primary Mathematics

196 -
Dialogic Practices in a Year 5 Mathematics Lesson
Catherine Attard¹, Alexandra Laird², Peter Grootenboer²

¹Western Sydney University, Gold Coast, Australia. ²Griffith University, Gold Coast, Australia
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

A shift towards dialogic pedagogies: The practice architectures of questioning in mathematics lessons
Christine Edwards-Groves¹, Peter Grootenboer²
¹Charles Sturt University, Wagga Wagga, Australia. ²Griffith University, Gold Coast, Australia

Assessment and Measurement
Assessment and Measurement
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B222 Flat Classroom

Cultural adaptation of an assessment instrument from USA to Finland
Jani Ursin¹, Heidi Hyytinen³, Kari Nissinen¹, Auli Toom³
¹University of Jyväskylä, Jyväskylä, Finland. ²University of Helsinki, Helsinki, Finland

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
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
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 Heffernan¹, Lynn Bosetti²

¹La Trobe University, Melbourne, Australia. ²University of British Columbia, Vancouver, Canada

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Technology and Learning
Technology and Learning
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B304 Collab Learning Space

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155
A transdisciplinary protocol for digital scholarship
Brendan Jacobs
CQUniversity, Mackay, Australia

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54
A changing learning environment: The benefits of online learning for scientific inquiry
Md Abdullah Al Mamun¹, Gwen Lawrie², Tony Wright²

¹Islamic University of Technology (IUT), Dhaka, Bangladesh. ²The University of Queensland, Brisbane, Australia

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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

The Work of Teachers in Engaging with Difficult Knowledge in Sensitive Subject Areas

Emotions, Politics and Pedagogy: A Trilogy of Labour in Teaching about Gender in Schools
Helen Cahill, Babak Dadvand
University of Melbourne, Melbourne, Australia

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

Engaging boys in gender justice work: the question of affect
Amanda Keddie
Deakin University, Burwood, Australia

Politics and Policy in Education

Politics and Policy in Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B428b Flat Classroom
277 Conceptualising mechanisms for the spread of education policy: A review paper
Ruth Boyask\textsuperscript{1}, Joel Malin\textsuperscript{2}, Christopher Lubienski\textsuperscript{3}

\textsuperscript{1}Auckland University of Technology, Auckland, New Zealand. \textsuperscript{2}Miami University, Oxford, Ohio, USA. \textsuperscript{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\textsuperscript{1}, Cathie Burgess\textsuperscript{2}

\textsuperscript{1}The University of Technology Sydney, Sydney, Australia. \textsuperscript{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\textsuperscript{1}, Jacqueline Manuel\textsuperscript{2}
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

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 Bansilal¹, Jyoti Jhagroo²

¹University of Kwa-Zulu Natal, Durban, South Africa. ²Auckland 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
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

558
Empowering students using active learning in higher education institutions
Abatihun Sewagegn¹,², Boitumelo Diale¹
¹University of Johannesburg, Johannesburg, South Africa. ²Debre 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**

Time: 10:30 - 12:00  
Date: 5th December 2019  
Location: N418 Flat Classroom

**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 Baker¹, Bongi Bangeni², Rachel Burke³, Aditi Hunma²  
¹University of New South Wales, Sydney, Australia. ²University of Cape Town, Cape Town, South Africa. ³University of Newcastle, Newcastle, Australia

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**Inclusive Education**

Time: 10:30 - 12:00  
Date: 5th December 2019  
Location: N419 Flat Classroom

**31**  
**Closing the growth gap: addressing the decline in growth in reading comprehension in high capacity students**  
Nives Nibali  
University of Melbourne, Melbourne, Australia
The provision of inclusive education in new generation learning environments.
Angela Page¹, Jennifer Charteris²

¹University of Newcastle, Newcastle, Australia. ²University of New England, Armidale, Australia

Open collaborative problem solving tasks in mathematics as inclusive practices? A discursive investigation of agency and power
Juuso Nieminen¹, Man Ching Esther Chan², David Clarke²

¹University of Helsinki, Helsinki, Finland. ²University 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

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

Research engagement of academics in developing countries: A case of Cambodia
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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

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The readability of school newsletters, as an indication of school-community interaction
Catherine Ferguson, Margaret Merga
Edith Cowan University, Perth, Australia

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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