

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

Time: 9:00 - 10:30

Date: 2nd December 2019

Location: F509 Lecture Theatre

Welcome to Country

Opening Address

Keynote Presentation - Moana Jackson

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

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

Abstract

Pre-service teachers in their first year of study are making the transition from school to university and from student to teacher. Our challenge as teacher educators was to disrupt their view of what it means to be both teacher and student, as our contribution to the development of socially just pedagogies. In a first year English curriculum course, the task was to unsettle traditional monologic discourses that support recitation and recall and increase the dialogic discourses focussed on purposeful discussion and reasoning. Alexander (2018) suggests that while our pedagogy might draw on the breadth of teacher and student talk in the context of the classroom, the principles of dialogic teaching are underpinned by notions of collectivity, reciprocity and supportiveness that impact on student engagement and achievement. Our previous work explored the value of cogenerative dialoguing in progressing our own academic agency (Heck, Grimmett, & Willis, 2019). Hence, this project sought to examine the question of how human agency is expressed by both academics and students as they negotiated the processes of dialogic pedagogy. The work is premised on the notion that agency operates differently as social engagement and is embedded temporally in different contexts (Emirbayer & Mische, 1998). The research problem required the creation of spaces to authentically engage with students using dialogic pedagogy in a higher education context that demands large group lectures and tutorials. Data were generated during one semester of the course from students and academic staff involved as course participants and others involved in developing the course. The pilot study drew on design-based research to guide the generation of data including, staff and student reflections on dialogic teaching at 10 points during the semester, teaching materials, academic teaching journals, and interviews with teaching staff, preservice teachers, students and critical friends. A thematic analysis was undertaken to identify the key aspects involved in the processes of negotiating dialogic pedagogy, and the research explored how these themes connected with Alexander's notions of collectivity, reciprocity and supportiveness, and Emirbayer and Mische's (1998) notion of agency. The knowledge contributes to the teaching and research practices of teacher educators by cogenerating sustainable ways of engaging in socially just pedagogical practices in higher education.

Presentation

335

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

Tuuke Iiskala¹, Henna Virtanen¹, Mari Murtonen²

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

Abstract

The aim of the present study is to investigate the manifestation of metacognitive thinking in university teachers' perceptions of themselves as a developing teacher. Metacognitive thinking is typically perceived as an essential characteristic of a high-level academic learning (e.g., Griffin et al., 2002) and is suggested to be an important element in expert university teachers' teaching (see McAlpine & Weston, 2000). However, there is variation in the ways academics focus on and are aware of their development as a university teacher (see Åkerlind, 2003, 2007, 2011). While metacognitive thinking is investigated among university students, there is a lack of research on university teachers' metacognitive thinking and how it is present in the perceptions of their professional development.

The participants of the present study are 21 Finnish university teachers (11 women, 10 men) who took part in the university pedagogical study module called 'Becoming a teacher'. Academics from various disciplines, at different career stages and with various amount of teaching experience were included in the study. The participants were aged 26 to 63 years old (mean age 38.7). Each participant wrote an essay during the course (1000-1500 words) that reflected his/her own developmental process as a teacher. The essays were then analysed through qualitative content analysis (see Chi, 1997). First, all segments (i.e., meaningful units) representing metacognitive thinking (N = 124) were selected. Second, each metacognitive segment was classified according to two criteria: A) how uni- or multidimensionally the manifestation of metacognitive thinking was and B) whether the manifestation of metacognitive thinking was static (represented stable metacognitive thinking) or dynamic (represented change in metacognitive thinking). After classifying the segments, each essay was placed on the y-axis according to criterion A and on the x-axis based on criterion B. Based on these two criteria, the following fourfold typology of the manifestation of metacognitive thinking in university teachers' perception of themselves as a developing teacher was constructed and qualitatively

described in the results: 1) unidimensional-static (N = 5), 2) unidimensional-dynamic (N = 5), 3) multidimensional-static (N = 6) and 4) multidimensional-dynamic (N = 5). The findings showed that metacognitive thinking manifests itself differently among university teachers. This finding can be used to develop university pedagogic studies to support university teachers' metacognitive thinking as part of their professional development. The future task will be to analyse how the metacognitive thinking of teachers from the above-mentioned four groups is reflected in their practical teaching activities.

Presentation

--Individual Paper--

222

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

Jacek Brant

UCL Institute of Education, London, United Kingdom

Abstract

The fictional character, The Hatter, appears in Lewis Carroll's 1865 novel *Alice's Adventures in Wonderland* and again in its sequel *Through the Looking-Glass* (1871). His strange behaviour, after a while, appears ordinary, indeed the surreal Wonderland becomes normalised. Perhaps the same happened in the world of education? The term *mad as a hatter* precedes Carroll's novel; it originates in eighteenth century England, the birthplace of the industrial revolution. In the factory production of hats, mercury was used causing a high rate of poisoning in the workers resulting in neurological damage. Symptoms included slurred speech, amnesia and twitches, which led to the expression "as mad as a hatter". If mercury was the poison of the eighteenth and nineteenth centuries for hatters, the commodification of knowledge together with a 'deliverologistic' pedagogy are poison for learners, both teachers and students leading to anxiety and stress.

Hattie's *Visible Learning* is a synthesis of over 800 meta-studies comprising over 50,000 studies involving millions of people, gives the impression of scientific rigour. He claims to identify what works best in education and states effect sizes arising from different teaching approaches. His

work has been important in educational policy circles in many countries, nevertheless there are numerous problems with his research. For example, one way to judge whether teaching is 'effective' is by measuring the impact of teaching on students' learning, but this is difficult to achieve, not least because the relationship between teaching and students' learning is complex and not fully explained by educational researchers. While attempts to delineate this relationship have been made it is accepted that they are problematic, partly because all of them involve making judgements about teachers' performance by measuring students' educational outcomes.

This paper offers a theoretical lens for understanding teaching that goes beyond contemporary discourses; examines conceptualisations of teacher research that may form a foundation for teacher reprofessionalisation and exemplifies the theoretical arguments by reporting on the success of a ten-month teacher professional development programme in Armenia. The provocative title is a response to a 'what works?' agenda that fails to consider context and teachers and students as vital components of creating efficacious educational environments. The philosophical positioning of the paper is that of Critical Realism where the world is perceived as real (a positivist ontology) but the way it is understood as socially constructed (an interpretivist epistemology).

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: W201 Lecture Theatre

1070

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

Arturo Rodriguez¹, [Kevin Magill](#)²

¹Boise State University, Boise, USA. ²Baylor, Waco, USA

Abstract

No longer acting behind the scenes power market economies enforce education globally. The United Nations has stated that the affects of global neoliberal capitalism have caused human rights violations in all parts of the world yet democratic countries scoff at the findings (Pogge, 2005). Despite this many people continue to believe that tying migrant students to existing structures and enculturation is the best possible outcome for all involved (Suárez-Orozco & Suárez-Orozco, 2015). That is, migrant children are educated while first world countries produce a semi educated and willing labor force. This paper provides: 1) an analysis of power relations among global economies, leading to displacement and migration and, 2) an alternative lens for ameliorating those conditions, indigenous knowledge as a counterpoint to power relations: toward recreating an egalitarian and socially just society.

Presentation

--Individual Paper--

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

Abstract

The paper identifies and analyses a non-Indigenous form of colonial to settler colonial discourse in the conceptualisation of Australia and the idea of an Australian. It traces how this developed during colonialism and endures and adapts to retain settler colonial hegemony: socially, educationally and politically in the 21st century. It begins by briefly analysing the development of this discourse in its socio-historical context where 'Australia/Australian' were terms possessed by non-Indigenous people during the 19th century. With this analytical background the paper goes on to demonstrate the enduring discourse as an imagining, silencing and exclusion that

leads to the ongoing dismemberment of First Nation Australians from social and political citizenship. It then applies the discourse analysis of 'Australia' to the assumption that Australia has an 'Australian curriculum'. The paper moves forward to consider a specific example of the non-Indigenous colonial discourse, and consequent colonial mind, in education by reflecting on the example of the current discourse of 'embedding Indigenous perspectives' in pre-service teacher education and in the national curriculum while failing to decolonise non-Indigenous perspectives. It concludes the analysis by arguing non-Indigenous discourse enables enduring settler colonial power and, associated with this, a necessary enduring non-Indigenous problematisation of First Nation Australians. Theoretically the paper draws on Michel Foucault and scholarship arising from this; that is a theorization on how discourse operates to construct a version of the social world systemically, and where control and governance of citizens may operate a below conscious level through an internalized disciplining of thought. It thus draws on how discursive practices contribute to the constitution of knowledges (Fairclough, 1989; Jager, 2001; Youdell, 2003; Rogers, Malancharuvil-Berkes et al, 2005); and how performativity of ideas enact and are productive and so (re-) constitute the subject (Butler, 1993; 1997, 1997a). It also draws on theory from anti-racist pedagogy (particularly. Cochran-Smith 1995; 2003; Gillborn & Youdell, 2003). The conclusion is a proposal for an institutional strategy for targeting institutional racism including un-educating the colonial mind invested in non-Indigenous educators and students. Thus the paper proposes a social justice and a human rights strategy essential for a non-colonial non-Indigenous discourse of citizenship to exist in Australia.

Presentation

--Individual Paper--

818

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

Ros Baumann

University of Southern Queensland, Toowoomba, Australia

Abstract

In a time when media interest of military operations on a world stage has highlighted the struggles and sacrifices military personnel face, including their families, there remains a paucity of research addressing appropriate education support for children of these members. For Australian Defence Force (ADF) members, the service requirement to relocate (post) to new base establishments results in disruption to residential, financial, and, support network stability for members' families along with their children often required to changes schools. There is a consensus within the literature that mobility – both residential and schooling has a negative impact upon academic achievement, with further evidence suggesting a cumulative impact of such mobility. Research suggests that for children in primary schooling, upper-primary children will likely experience delays in numeracy, whilst children in the early years are likely to experience literacy delays. With literacy skills widely accepted as the foundation of future academic success, addressing the impacts of mobility and ensuring educational support for ADF children is imperative.

Building on findings which outline the measurable impacts, including cumulative impacts, the ADF lifestyle can have on the academic achievement of ADF children, a proposed Education Support Model encompassing a three-tiered approach will be developed. Through application of the Delphi technique, an iterative approach, aimed at gaining consensus from experts (ADF children's parents and teachers) expert insights regarding required supports, will inform the development of a model encompassing System Wide, Social-Emotional and Academic Achievement support for ADF children.

Social-Emotional supports are currently addressed through an Education – Defence collaborative school-based program, which receives wide spread support. System Wide supports require a commitment from Education to better identify the academic needs of ADF children, with lessons to be drawn from American DoDEA schooling models. Academic achievement supports are currently met through application for reimbursement of private tutoring costs for ADF children. Such academic support options are only available, for a period of 14 weeks in each posting location. The effectiveness of these tutoring efforts remain a questionable given potential cumulative impacts of postings. Development of academic supports is proposed through replacement of tutoring with an intensive school-based model for early-years literacy intervention to address the foreseeable academic achievement impacts of the ADF lifestyle. Effectiveness of school-based academic interventions will inform recommended changes to the delivery of academic achievement support, particularly in the early years, for ADF children impacted by posting mobility.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N515 Lecture Theatre

479

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

Debra Myhill

University of Exeter, EXETER, United Kingdom

Abstract

This presentation considers the place of metalinguistic talk about writing within a functionally-oriented pedagogy of writing, and examines how students in both primary and secondary reveal metalinguistic decision-making in writing through their metalinguistic talk.

Adopting a socio-cultural view of grammar, as espoused by Halliday, we argue that grammar and its conceptual terminology are resources to highlight the possibilities of language choice in shaping meanings in written text, a way of helping young writers in 'learning how to mean'. Moreover, in learning how to mean and how to exercise choice and agency as writers, we are developing young writers' metalinguistic understanding about writing and writerly choices. Pedagogically, metalinguistic talk in the classroom allows language to be used for cognitive purposes, opening up thinking space for '*deeper level of attention*' to the relationship '*between meaning, form and function*' (Storch 2008) and making thinking visible through verbalisation. Yet, whilst research has argued for the learning benefits of purposeful classroom talk, orchestrating such talk has been recognised as challenging.

The presentation draws on a data a four-year funded longitudinal study in the UK, tracing how four classes developed metalinguistic understanding about language choices in writing. The research design was a cross-phase qualitative study, involving two primary and two secondary classes in four different schools, beginning with 9-year olds in primary and 12-year olds in secondary ($n=109$). A substantial data set of student writing samples, lesson observations, and

‘writing conversation’ interviews with students, was collected. The writing conversation interviews invited students to reflect on the metalinguistic choices made in their own texts, or in a peer’s text. This presentation draws on the writing conversation interviews (n=187).

The writing conversation interviews were analysed in Nvivo using open and axial coding. The analysis of the student writing conversations reveals that students can articulate their metalinguistic decision-making and the capacity to do so increases with age. At the same time, many students struggle to verbalise the reasons for their decision-making, perhaps because the decisions are made implicitly, or epilinguistically, or perhaps because this kind of verbalisation is a new way of thinking about and reflecting on writing. The data also shows the close relationship between teachers’ management of metalinguistic talk and students’ capacity to express metalinguistic reflection, underlining the importance of metalinguistically-discursive writing classrooms.

Storch, N. (2008) Metatalk in a Pair Work Activity: Level of Engagement and Implications for Language Development, *Language Awareness*, 17:2, 95-114.

Presentation

--Individual Paper--

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

Abstract

The teaching of writing has received scant attention in education policy, and improvements in writing skills has remained an ongoing challenge across the critical primary school years. Addressing the urgent problem of writing achievement is a national and international necessity considering its importance in this historical, technical and economic moment where the ability to write is crucial for school and life success. Poor writing achievement correlates to low student achievement across school subjects, decreased rates of university entrance and decreased

earning capacity (Graham Harris & Hebert, 2011). While we know that writing success depends on making effective choices (Myhill, Jones & Wilson, 2016; Fisher, 2012), we know surprisingly little about *how* individuals make these decisions from the huge network of interrelated choices. This presentation provides an introduction to the ARC research project that aims to enhance students' effective decision-making in writing to improve their achievement across all school subjects in Australian schools.

We draw on Margaret Archer's (2012) approach to reflexivity as a conceptual tool to guide our investigation of reflexive decision making in diverse writing contexts. Archer argues that personal, cultural and structural conditions are always emerging in relation to each other and can be experienced as enabling and/or constraining as we make decisions and take action in any context. The extension of Archer's sociological work to writing practice and pedagogy provides a new and innovative framework for understanding *the ways* in which individuals manage choices and make decisions in different writing contexts. Phase One data collection included a student writing survey, writing samples and case studies of 12 Primary classrooms in NSW and Qld to investigate the current conditions of teaching writing.

We report on the initial findings of the study to illustrate examples of personal and contextual conditions that shape teachers' writing pedagogies within specific learning environments across selected Australian schools. In addition, we look at personal and contextual conditions that shape students' writing practices with student participants in years 3 to 6. The next phase of the project will use these findings to collaboratively plan, with teachers, classroom innovations to improve writing development and pedagogy in context. The research project should provide significant benefit for teachers, enabling them to optimize classroom conditions and apply new writing pedagogies that move beyond dependence building strategies.

Presentation

--Individual Paper--

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

Abstract

This paper reports on data collected as part of the four-year Australian Research Council project *Investigating Literary Knowledge in the Making of English Teachers*. The project aims to produce a new knowledge base for future discussions and decisions about what is important in literary studies in the school curriculum, within tertiary disciplinary contexts and in teacher education. The research design for the project includes a longitudinal study of early career English teachers in three States (Victoria, New South Wales, Western Australia), interviews with key stakeholders in the literary and education fields, focus groups with experienced teachers and a national online survey of English teachers of any experience level.

Presenters will report on a large-scale national survey of secondary English teachers and focuses on two key questions from the survey which reveal Australian teachers' key priorities and challenges for teaching literature in their English classrooms.

The work of this paper builds on previous publications arising from the project team including those considering the role of knowledge in the *Australian Curriculum: English* (McLean Davies & Sawyer 2018) and debates around knowledge and literature in secondary and tertiary contexts (Yates et al. 2019). This paper considers how teachers' level of experience impacts on their priorities as a teacher of literature and on the challenges they face and how text selection impacts on these issues for English teachers.

The findings from this data reveal new insights into the relationship between experience and changing challenges and priorities and the contexts and conditions that impact on these for teachers. These new insights reveal the need for teachers to continue to engage with digital media to teach literature and consider different literacy levels in order to give students equal opportunities to understand and enjoy literature, and foster communication in the literature class for meaningful interaction.

References

McLean Davies, L. & Sawyer, W. (2018). (K)now you see it, (k) now you don't: literary knowledge in the Australian Curriculum: English. *Journal of Curriculum Studies*.

<https://doi.org/10.1080/00220272.2018.1499807>

Yates, L., McLean Davies, L., Buzacott., L., Doecke, B., Mead, P., Sawyer, W. (2019). School English, Literature and the Knowledge-Base Question. *The Curriculum Journal*.
<https://doi.org/10.1080/09585176.2018.1543603>

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N518 Lecture Theatre

507

Higher Education – a force for social good?

Catherine Manathunga

University of Sunshine Coast, Maroochydore, Australia

Abstract

In the context of disinvestment in HE by the Australian government, yet tightening regulation and demands for accountability, we are witnessing a shift towards individual employability discourses as the primary outcome of university education (Clegg, 2010). Research metrics that value research grant income, Q1 journal publications and citation figures dominate discussions about the ‘impact’ of university research. Even the introduction of impact and engagement agendas in research assessment exercises tend to reward economic rather than social impacts (Watermeyer and Chubb, 2018; Wilkinson 2017). These trends have seen the triumph of discourses that construct higher education as a private good (Williams, 2012). This has displaced ideas of the university as a force for social or public good.

Building upon previous invited panel discussions from the last few years, this panel-and-audience dialogue, sponsored by the AARE’s Professional and Higher Education (PHE) SIG,

seeks to explore whether higher education in the 21st century can be perceived as a force for social good. It draws upon arguments that we need to re-conceptualise research impact to focus on ‘the good that researchers can do in the world’ (Reed, 2017). Reed argues that this means that our research must be significant, that it must make a real difference to people’s lives and that it must have the capacity to reach large sections of the population (Reed, 2017). John Laws (2004) has also explored the significance of research methods in creating as well as studying social realities and suggests that it is time for research methods to deal with the messy realities of the social world if they are to work towards the social good.

If we are to ensure that higher education could be a force for social good, then we need to value and draw upon transcultural, queer and Aboriginal and Torres Strait Islander knowledge systems and engage with these communities. In this panel, speakers will present short arguments for the particular role universities can play in building the social good from transcultural, gender, sexualities, queer and Aboriginal and Torres Strait Islander perspectives. The session will then be opened up for dialogue with the audience about the ways in which the 21st century university can act as a force for social good. The session will be chaired by Professor Jill Blackmore whose research has investigated gender, social justice and leadership issues in higher education.

Presentation

--Other--

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

Abstract

In recent years, alternative modes of ‘public’ education have been pursued in a number of countries, particularly those with which Australia has policy affinities. These international examples include the likes of Charter schools, Academies and Free Schools. These schools involve corporations receiving public funding to run public schools. Prime Minister Scott Morrison (while Federal Treasurer) has indicated that Australia should trial these types of schools. Supporters of privatised provision of public education argue that it is more cost-effective, provides better learning outcomes and facilitates more innovative teaching and learning. In this paper we focus on the privatisation of public schooling in Alberta and North-East England and consider potential implications for Australia. We use data collected from 47 semi-structured interviews conducted with education stakeholders, including education bureaucrats, union officials, principals, teachers and advocacy group members across these two contexts. We first examine each case individually and then draw comparisons to the similarities and differences that exist between them. Our analysis shows the tensions that exist between (imagined) community and individualism in contemporary societies and explores how two systems have responded to these challenges. While Alberta has responded in a centralised, systematic way, North-East England has responded at a more individual, school level. Yet, both have dismantled aspects of ‘publicness’ in their public education systems in the process, and moreover, both speak of a fear for future generations in these privatised public systems. We argue that a more considered understanding of community and the characteristics that define publicness, and what it means to be a public institution, are needed. Indeed, we would caution the Australian government against adopting a similar policy trajectory.

Presentation

--Individual Paper--

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

Abstract

This paper investigates the links between policy and practice associated with school management information systems (SMIS) in Aotearoa, New Zealand. More specifically, this paper asks how useful these systems are to those administering schools, and whether there are challenges faced in choosing and enacting SMIS from private providers in what now appears to be a very crowded marketplace. SMIS have evolved rapidly following introduction in the late 1970s to improve efficiency in the 'school office', to now providing a whole suite of administrative tools, from accounting services and financial data management to school decision making and marketing assistance. SMIS are now considered so necessary to contemporary school administration that the New Zealand Ministry of Education (MoE) provides guidelines for schools on choosing and implementing SMIS from a large range of private providers. The MoE, until recently, provided funding for schools to purchase accredited SMIS, but now only offers information on both accredited and non-accredited programs, leaving schools to make their own decisions about choosing what SMIS are relevant to their needs. This devolution of responsibility to schools raises some important issues to consider, including the local decision-making processes, as well as how school administrators understand the usefulness of SMIS through cost/benefit analyses, and indeed whether they have concerns about the operations of SMIS, such as issues of data flows (from public to private) and data privacy. This paper employs a qualitative methodology to present a case study of one primary schools' use of SMIS. This data was collected as part of a broader ethnographic project that aims to audit the commercial partnerships that now exist between schools and private sector organisations in NZ. This project does not aim to be generative in scope, but does aim to provide some baseline research to unveil points of interest to explore more broadly in future research agendas. The data used in this paper include school financial information, interviews with school administrators, the principal, deputy principal, members of the Board of Trustees and lead teachers, as well as policy documents produced by the NZ MoE, including their website, 'Education.govt.nz', that provides detailed information on SMIS. We argue that SMIS are fundamental tools to how schools are run today, but that these are largely employed uncritically by schools. We caution how SMIS can create inequity within the school system, in terms of programs schools choose to enact, and indeed what they can afford.

Presentation

30 minutes

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

Jessica Gerrard, Rosie Barron

University of Melbourne, Melbourne , Australia

Abstract

This paper focuses on an area of privatisation that has not to date received significant attention in educational research: the privatisation of infrastructure, facilities and maintenance, and in particular the labour of cleaning. Analysing the case of Victoria, we demonstrate how successive governments have defended the privatisation of cleaning labour on the basis that it allow schools to concentrate on the ‘core’ business of teaching and learning. Tracing the evolution of the privatisation of cleaning through private contracts and public-private-partnerships, we consider what the bracketing of cleaning from the ‘public’ means for contemporary understandings of public education and the role and responsibility of the state. We argue that the effective separation and privatisation of cleaning and other maintenance and infrastructure work from teaching divides the types of labour carried out in the school, and thus the everyday practices of the school ‘public’. Rather than being auxiliary, such work is essential to the capacity for schools to function effectively. Thus, we suggest controversies regarding the underpayment of cleaning staff, for instance, signals a deep problematic for public education as a whole.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: K109

734

Students with disabilities lived experiences on enablers that support their access and participation in a Ghanaian university.

Yaw Akoto

University of Canterbury, Christchurch, New Zealand

Abstract

Students with disabilities reasons for accessing and participating in university education do not differ from the reasons non-disabled attached for higher education. However, there is limited knowledge about the lived experiences of students with disabilities in higher education in regards to elements that support their access and participation in Ghana. In Ghana, issues that concern students with disabilities are not treated with urgency because of the belief system that associate disability with evil. This lack of attention makes it difficult to assess the effect of these enablers in the education of students with disabilities. Using phenomenological approach, this research explores factors that influence students with disabilities access and participation in a Ghanaian university. Data collection involved overt observation of the university community, analysis of disabilities policy documents of Ghana and in-depth interview with eleven participants. Data was analysed thematically. The findings show that despite the dominant belief that associate disability with evil the home support plays a major role in the education of students with disabilities in the Ghanaian university. In addition, there are some students with disabilities who despite the society's negative perception against them have accepted and are determined to excel in the university regardless of their disability. Institutional support also influence the educational opportunities of students with disabilities in the Ghanaian university. Another significant element that support students with disabilities to access and participate in a Ghanaian university is the peer support. This study stress on the need for Ghanaian universities to sensitize its communities on issues associated with disabilities to make the institutions attractive to students with disabilities and to ensure their retention and participation. The study also emphasis the need for public education on issues with disability in order to diffuse the general conceptualization that associate disability with evil. Failure to ensure equal access and participation of students with disabilities would be a lost opportunity to promote the educational right of these students; and make the realization of their academic potentials difficult.

Presentation

--Individual Paper--

854

Supporting Numeracy Development: A Young Adult with Down Syndrome.

Lorraine Gaunt, Jana Visnovska, Karen Moni

University of Queensland, Brisbane, Australia

Abstract

Numeracy has been shown to be a vital aspect in the lives of all adults and has relevance in work, personal and citizenship roles. Enhancing the development of numeracy for adults with intellectual disabilities has been shown to improve their quality of life. This presentation reports findings from Phase 2 of a larger study investigating the numeracy skills and behaviours of adults with intellectual disabilities in the context of their daily activities. Opportunities and strategies to enhance numeracy learning in these contexts were explored.

In this study, explorations of different ways in which four adults with intellectual disabilities used numeracy in their daily activities served as a basis for designing and researching the means of supporting their further numeracy learning. Observations and individual interviews were undertaken in two phases, first documenting current numeracy skills and behaviours during their participation in everyday activities with various numeracy demands. Phase 1 data were analysed to design individualised goals. In the second phase of observations and interviews, tools and strategies for proactively supporting participants' numeracy development within the same contexts were designed, trialled and evaluated.

Results reveal gains in numeracy learning by one adult with Down syndrome, Max, in the context of a community venture, where Max and his support worker, delivered coffees to local businesses. With individually designed goals and tools to support learning, Max showed improvements in developing a stable count sequence and one to one correspondence when counting the number of chocolates he delivered with coffees. Furthermore, this improvement, when witnessed by his support worker, opened up access to further quality experiences and opportunities for Max's learning.

This study applied design research methodology to the field of adult numeracy education and provided evidence that individualised designs can support meaningful development of numeracy in adults with intellectual disabilities. Further, appropriately designed, individual numeracy goals have the potential to provide research evidence that may support changes in perceptions of the abilities of adults with intellectual disabilities by those in the fields of education and community service provision. In addition, the findings related to numeracy learning designs highlight the importance of enhancing numeracy participation for adults with intellectual disabilities in their current, everyday activities.

Presentation

--Individual Paper--

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

Abstract

Digital literacy learning, including technology use, is important for all students in the 21st century (Organisation for Economic Co-Operation and Development [OECD], 2015), with *all* deemed to be irrespective of the presence or severity of disability, as students with disability have a right to equitable access to learning (United Nations [UN], 2006). For students with disability, technology use can serve as the means by which learning becomes accessible. As accessibility is a right for students with disability (UN, 2006), digital literacy learning can be also considered a right for these students.

Yet at the time of this study, no globally agreed-upon construct of digital literacy existed for students with or without disability (OECD, 2015), nor could adequate definitions be found for the purpose of developing a learning progression of how students with disability become

digitally literate. A learning progression can support teachers to understand and plan for individual learning. By drawing on scholarly discourse and subject matter experts, the study defined the construct of digital literacy. Through this integrated approach, indicative behaviours of the construct and their performance quality criteria – descriptors of how well each behaviour could be expressed as a student increased in capability – were described for the purpose of developing a learning progression.

With input from those experienced in the education of students with disability, and informed by a taxonomy and scholarly discourse, a hypothesised criterion-referenced framework was built of classroom behaviours indicative of increasing digital literacy proficiency. From this framework, an online assessment was created for teachers to collect data on how their students with disability demonstrated digital literacy capability. The partial credit model (Masters, 1982) was applied to calibrate the data, from which a learning progression was derived that described six levels of increasing digital literacy capability. Using expert teacher input, targeted teaching strategies were developed for each level. Findings indicated the measure and its related outputs have strong arguments for their validity, due partly to the instrument's high quality and expert teacher endorsement.

This study demonstrated that digital literacy learning is relevant for, observable in, and teachable to students with even severe disabilities. Through robust psychometrics, the expertise and experience of teachers, scholarly discourse, and high quality data from 1413 Australian students with disability, the outcomes advocate for the rights and abilities of students with disability to engage in digital literacy learning to access their 21st century world, and provide evidence-based planning and teaching resources.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: K323

The physical education curriculum management for confronting the “divers gap” among students: Issues finding from the comparison of survey results before curriculum reformNORIKO NAKASHIMA

NAKAMURA GAKUEN UNIVERSITY, FUKUOKA, Japan

Abstract

Through our survey in 2003 (the comprehensive assessment about efficiency of the existing National Curriculum of PE in Japan), we found there were significant gender gaps in learning product. And it is inferred that the difference of learning attitude influences these gaps. Moreover, we suggested for secondary female students, PE didn't make them convinced to improve motor competency and that it was not the place for learning. Now 18 years have passed since these results, it is desirable that these problems be improved through the reform of the national curriculum. The purpose of this study is to clarify the relationship between the existence of gender gap and the actual condition of student's learning in physical education class, at a time when phrases like gender-free have been buzzing around the world.

We conducted a survey of male and female students within physical education class using the LCAS (Measurement Battery for Learning Career in PE Assess Scales; Unno et al, 2012). The samples were 694 students attending 443 high schools in the 1st grade and 251 freshmen of university. We have carried out our survey from May to June 2018 in Japan. In addition, in order to compare the secular change, we also referred to the sample surveyed in the past of 2007.

As a result of survey, comparing male to female, male's '*Learning Product*' was higher than the female's. This result was same as the facts shown in the 2007 survey also. In addition, although '*Learning Attitude*' was non-significant between male and female in 2007's survey, there was a difference between male and female in the 2018's survey that female scored higher than male. Regarding the expected evaluation of the National curriculum, which should be improved after the previous revision, it has been suggesting that '*Learning Product*' and '*Learning Attitude*' have not led to results that lead to improved gender gap. Therefore, the Curriculum Management is necessary to consider flexible content that can eliminate gender gaps rather than simply listing goals and contents.

Presentation

--Individual Paper--

The enactment of new curriculum supported by a mobile app: Students' and teachers' perspectives

Deborah Tannehill, Antonio Calderon

University of Limerick, Limerick, Ireland

Abstract

Increased international interest in two aspects of teaching and learning focus on 1) teaching using physical education (PE) curriculum models (CM) and 2) employing innovative assessment practices to document student learning. In Ireland, the SCPE Framework is built on six CM that are focused, theme-based, and reflect a specific philosophy about what is most important in PE. When examining innovative assessment, the *Phyz* app is designed to facilitate teaching and support student learning and assessment in SCPE.

The aim of this research is to develop an understanding of the *Phyz* potential to support teaching, learning, and assessment in PE. It intends to 1) support a small cluster of PE teachers as they familiarize themselves with the *Phyz* and integrate its use effectively into their planning and teaching, 2) build a learning community composed where these teachers can learn and plan collaboratively, share, reflect, and plan to improve their teaching practice supported by the *Phyz*, and 3) ensure that SC students are key partners in effective use of the *Phyz* to demonstrate their learning.

This study is significant as it follows six teachers delivering the SCPE Framework, tracking their professional learning needs teaching with the CM and using the *Phyz*, providing insight to professional development (PD) providers on the realities of delivering a new curriculum. It has the potential to impact on the experiences of SCPE students by engaging them as active learners in their own learning experiences and demonstration of learning.

A qualitative approach using a case study design allowed for deep exploration of the context, constraints within that context, the realities associated with the enactment of SCPE curriculum in schools, and the student experience of using the *Phyz* to support learning.

Teachers agreed that the *Phyz* and CM need to be taught separately, teachers need to have a clear understanding and knowledge of the CM, understand how to plan for and use the *Phyz*, and need to design units of learning before adding the *Phyz*. Students responded positively to learning through the CMs due to the ownership and responsibility for their own learning that it encouraged. The *Phyz* itself was novel for PE and permitted students to choose how to demonstrate their learning.

The increasing role and use of mobile applications is becoming more apparent by teachers and within teacher education. Our findings will have implications in the design, integration, and study of mobile educational apps in school environments.

Presentation

--Individual Paper--

319

Teachers enacting policy in context: Strategic and pragmatic responses in senior secondary physical education

Andy Jones, Dawn Penney

Edith Cowan University, Perth, Australia

Abstract

This paper critically explores teachers' enactment of a new senior secondary physical education course in Western Australia. Drawing on Stephen Ball and colleagues' conceptualisations, it focuses on the complex relationships between policy actors, policy work and policy contexts. We report research that explored how four physical education teachers, working in different schools,

enacted a new senior physical education course. Data was gathered employing a mix methods approach to create series of case study narratives.

Analysis examines the various policy actor positions and roles that each of the teachers adopted and pursues the factors influencing the different possibilities and choices that each of the teachers associated with teaching the new senior physical education *in their school*. Each of the teachers' responses is examined in relation to the eight actor positions and four dimensions of context previously identified by Ball et al. Findings and discussion draw attention to factors opening up or in contrast, closing down teachers' agency in enacting the new course. Our data reaffirms that teachers' policy work sees them moving between different policy positions in response to conditions that reflect both internal and external influences and agendas. In discussion we draw on Schulte's concept of 'politics of use' to further examine the policy relations expressed in teachers' enactment of the senior physical education course and to enhance understandings of teachers' policy work.

Presentation

30 minutes

Educational Leadership

Educational Leadership

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: K360

1095

The Neil Cranston Lecture in Educational Leadership

Neil Cranston¹, Scott Eacott²

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

Abstract

SOME PERSONAL REFLECTIONS ON ENGAGING IN EDUCATIONAL LEADERSHIP RESEARCH IN THE PAST 20 YEARS: CHALLENGES, IMPACTS AND THE FUTURE

Reflecting on what impact one's research across the years might have had is a sobering experience. Are output metrics more important than improved practice and new knowledge? Do policy makers embrace research in their deliberations and decision-making? After all, it is pretty much accepted wisdom that leadership is vitally important to schools and student learning. This reflective journey examines these questions from a personal perspective and points to some ways forward for educational leadership researchers to really make a difference.

Presentation

90 minutes

Sociology of Education

Sociology of Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: K424

9 -

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

124 -

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

Garth Stahl

University of South Australia, Adelaide, Australia

Abstract

Research has demonstrated that the relational learning in disadvantaged schools contexts is integral to fostering aspirations to further education (Prosser, 2008; Zipin, Sellar & Hattam; 2012; Smyth, McInerney & Fish 2013; Nelson, 2019). In conducting the *First-in-Family Project*, I investigate how marginalized young men living in the northern and southern suburbs of Adelaide (n = 30) cultivate certain identities in reference to their aspirational trajectories and sense of moving beyond one's place. While there exists a complex amalgamation of factors contributing to the formation of aspirations, this chapter focuses primarily on how teacher-student relationships – as an affective experience – influence aspirations. While I focus the analysis on relationships, I contend that exploring the identity resources which contribute to marginalised young people going against the grain requires scrutiny of how they adapt and modify their subjectivities in line with their learning contexts – specifically on how identities are cultivated and validated by the institution (Donnelly, 2015). The overarching research question is: “For young men living in some of the poorest urban regions in Australia, how do teacher-student relationships contribute to the aspiration to attend university?”

Presentation

60 minutes

126 -

“They’re not here to *just* teach you”: practice architectures and student connectedness

Lisa Smith

University of South Australia, Mawson Lakes, Australia

Abstract

This chapter makes a case for an alternative reading of practice from the banal positivist models that encourage competition, tighter regulations and a performative culture in our schools. Australian research suggests that such rigid, decontextualised models of practice create a dislocation between the school curriculum and students’ aspirations and identities, often resulting in student disaffection. For mainstream schools serving working-class communities in particular, where the rejection of the offers and advantages of schooling continue to result in differential class consequences for working-class young people, there is a pressing need to consider how practice might function to foster student connectedness and create a more socially just education for students living in working-class communities. Drawing from an ethnographic study of one school in the working-class northern suburbs of Adelaide and the collective voices of its leaders, teachers and students, I argue that Kemmis and colleagues’ (2014) intersubjective theory of

‘practice architectures’ is one lens that might be applied when considering how ‘practices of connectedness’ can be better supported.

Presentation

--Individual Paper--

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

Abstract

Girls who are the first-in-their-family (FIF) to attend university may contend with significant barriers during their schooling such as financial difficulties, substantial work or family commitments, as well as feeling out of place once they move into the university space (O’Shea 2014). While many girls in Australia experience education differently to previous generations, the current narrative around the success of girls obscures their highly differentiated experiences. My research examines the experiences of twenty-two first-in-family girls from diverse schooling sectors in the metro-area of Adelaide, Australia, as they transition from secondary school into their first year of university. Central to the analysis is an exploration of how these young women’s secondary schooling experiences influence their university transition, where many of the participants reflect on the affective nature of their differing relationships with teachers and their highly managed senior secondary years. Through examining the way in which young women in Australia experience the transition from secondary school to university, I seek to highlight the way first-in-family girls make sense of their subjective and social positionings as significant performers within the future-focused space of secondary school.

Presentation

--Individual Paper--

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

Abstract

In 2017 FARC rebels and the Colombian government signed a peace treaty ending decades of internal warfare in Colombia. A key feature of the peace agreement was the reincorporation of rebels (young men and women) into society. Education was to provide a key means for this process. This included tertiary education for the ex-rebels, but also tertiary education for teachers, community workers and artists who would work in affected communities. After more than five decades of Colombian conflict, possibilities for comprehensive and continuous research about providing education opportunities for members of armed movements has been scarce, especially those about FARC EP (Fuerzas Armadas Revolucionarias de Colombia – Ejército del Pueblo) (Revolutionary Armed Forces of Colombia – People’s Army). Certainly, research about characterisation, description and analysis of those groups, based on interventions, interactions or any other fieldwork has been almost impossible due to severe restrictions concerning access and safety. This is understandable given the context.

In the situation we find ourselves in today, education is crucial not only for the process of ex-combatants’ reincorporation into the civil society, but also the victims and communities’ social recovery and restoration. This research and Arts Education Healing Programme takes the view that arts education is a distinct and crucial part of the education to be provided to the combatants and the victims. Significantly a fact is that, academic communities and Colombian society in general know very little about ex-combatants’ arts practices; their uses of culture; the role of arts in everyday life; and specially, their artistic experience interactions and practices, and their artistic training and knowledge. In this paper I will explore the current political climate in Colombia, and a proposal to develop an awareness of the role of arts in educating self and others. This proposed programme was designed to provide opportunities to explore and practice artistic skills and develop arts education pedagogical skills. However, this all relied on the elections held

in 2018. Given the outcome of the election, the proposal had to shift action for the participants of the project to work more closely with vulnerable people, such as those displaced, homeless or abused in Colombia. This programme aims have not shifted, and will continue to provide a strong foundation for engaging in future education and community arts contexts.

Presentation

--Individual Paper--

137

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

Julia Morris

Edith Cowan University, Perth, Australia

Abstract

While the latest Closing the Gap report shows improvements in education one of the key areas for further development is student attendance, as the gap between Indigenous and non-Indigenous student attendance widens at secondary school (Closing the Gap, 2019). This case study was situated in Western Australia (WA), which has the second poorest attendance of Indigenous students compared to all States and Territories (Closing the Gap, 2019). Poor attendance has been linked to behavioural disengagement in students (Fredricks, Blumenfeld & Paris, 2004; Lovelace, Reschly, Appleton & Lutz, 2015); consequently, this case study aimed to improve student engagement through an arts workshop model that integrated arts skills with learning about culture. The workshops ran on a weekly basis over two years in one metropolitan secondary school, and mixed methods were used to evaluate the impact of the workshops on engagement generally, including student motivation and its impact on attendance and academic outcomes. The evaluation draws on sub-theories of self-determination theory (Ryan & Deci, 2000) to explore students' extrinsic and intrinsic motivation, as well as the internal and external factors that affected their engagement and outcomes. The findings of this study have implications

for both cultural arts programs in schools and broader principles for engaging Indigenous students in ways that embed cultural knowledge at the centre of schooling.

Presentation

--Individual Paper--

610

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

Anna Hickey-Moody

RMIT University, Melbourne, Australia

Abstract

This paper examines identity and faith belonging in collaboratively created images of urban futures made by children involved in a multi-sited ethnographic research project, which in part aims to generate and document religious children's perspectives on their worlds. As part of a broader research programme, the multi-sited ethnographic project includes arts workshops with children in Sydney and Melbourne, Australia, as well as in London and Manchester, UK. The social and political settings of these comparable and dominantly Anglo, diversifying contexts are often dominated by negative discourses in relation to Islam, and its relationship to contemporary incidences of terrorism (as observed during fieldwork during the Manchester and London attacks in mid-2017). That being said, the ways that child participants understand, and negotiate, place based religious discourses and mediated representations prompts discussion regarding the extent, and nature, of young people's media engagement. Recent events both in the antipodes and the UK, provide an opportunity to interrogate the nature, and role, of the "performance" of public memorial in community life. Further, the increasing de-industrialisation and gentrification of a number of project fieldwork sites in both Australia and the UK prompts consideration of the ways children and young people feel that they identify/do not identify with their home and community (as evidenced through their own observations, and artwork creation) and how, and why, this is potentially shifting over time.

Presentation

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

Abstract

The increasing availability of online streaming and mobile learning has made watching instructional videos a seemingly unavoidable part of formal learning. Much of the research into the use of videos in secondary education has focused on so-called revolutionary pedagogies like flipped learning, blended learning, and intelligent tutoring systems; or in contexts like online learning and distance education. But how are instructional videos used by teachers in mass compulsory education systems? The use of such media in ordinary schools, in which teachers direct the learning of classes of students has been surprisingly under-examined. This paper discusses findings emerging from a case study of nine teachers in a variety of subject domains working in two Australian secondary schools. Through interviews, direct classroom observation, and site-wide data reports, this research examined ways in which instructional videos, 84% of which sourced from YouTube, were used by teachers as part of their teaching practice. Some of these purposes could be easily anticipated, such as to replace the teacher as the provider of direct instruction, to display historical footage, and to demonstrate phenomena beyond the scope or scale of the classroom. However, some teaching practices were more innovative, such as a virtual duplication of the teacher through the use of an instructional video, while the physical teacher conducted experiments; or the use of controversial videos to prompt critical discussion and collaboration. Perhaps more worryingly, early career teachers at times reported using videos from YouTube to compensate for a lack of content knowledge when teaching unfamiliar topics.

There was a clear correlation between teacher experience and the innovative use of instructional videos, suggesting that the use of videos is a pedagogical skill that improves with wisdom of practice and content knowledge. This study of instructional videos in mainstream educational contexts is an attempt to bring their discussion into what has been termed “the state-of-the-actual” (Selwyn, 2014, p. 15), and examine the influence of platforms like YouTube on ordinary teacher practices.

Presentation

--Individual Paper--

89

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

chunyan zhang

RMIT, Melbourne, Australia

Abstract

Elsewhere I (Zhang 2018) have argued that knowledge flow between teachers and students is often obscure and hard to detect in today's increasingly globalised, multi-cultural LOTE^[1] (Mandarin Chinese) classroom in Australia. Aiming to bring these attributes of knowledge flow into vision, I have begun a video-filming project at a local Melbourne primary school since February 2019. The teaching interactions between students and I were recorded under the semi-naturalistically. I would teach according to my lesson plans but flow with student's spontaneous reactions in learning which addresses the politics of seeing. Three video episodes with Year 3 and 4 students are analysed through multi-model approaches. Turning video's sound on and off, the observed teacher and students' embodied experiences reveal rich implications and findings which are far beyond the original research intention to perceive different facets of knowledge flow in my classroom. This unexpected outcome resonates with White (2016)'s argument that 'visually oriented engagement can act as a central source of understanding and insight that far exceeds traditional approaches'. In this presentation, I argue: 1) Video filming is an effective and powerful tool in detecting, capturing and amplifying those subtle, fleeting but significant teaching moments. 2) In revealing 'truths' of knowledge flow between teacher-student

interaction in LOTE classroom, video methodology has great potential to enhance the quality of current multi-cultural/lingual education.

Keywords: *video filming, video methodology, embodied experience, video analysis, knowledge flow, semi-naturalistic setting, multi-model approach*

* The research project has been ethically approved.

[\[1\]](#) Stands for Language Other Than English

Presentation

30 minutes

Teachers' Work and Lives

Teachers' Work and Lives

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: E152

229

How teachers find meaning in their work and effects on their pedagogical practice.

Kristina Turner, Monica Thielking

Swinburne University of Technology, Hawthorn, Australia

Abstract

Previous studies have revealed that finding meaning in life is a well-established route to psychological wellbeing (Cohen-Meitar, Carmeli & Waldman, 2009; Seligman, 2012). Further, an individuals' ability to find meaning in their work has important benefits for both the individual and the organisation they work for (Fourie & Deacon, 2015; Steger, Dik, & Duffy, 2012). In light of this, researchers such as Steger et al. (2012) and Rich (2017) have called for more qualitative research to be conducted to facilitate in-depth knowledge of individuals' nuanced experiences of finding meaning in work. This study took a qualitative phenomenological approach to address a gap in current literature and to answer the following two research questions: (1) In what ways do teachers find meaning in their work?; and (2) How does this effect their pedagogical practice? Teachers were asked to consciously look for meaning in their work for fifteen days. Data were collected through teachers' written reflections and semi-structured interviews and analysed using phenomenological reduction. Findings revealed teachers' find meaning in their work through having an impact on their students' lives and positive relationships with students and colleagues. In addition, this study revealed an incongruence between activities that teachers found to be meaningful and the actual activities that they performed in their daily work. Further, when asked to notice meaning, teachers began to craft their work environment to make it more personally meaningful for them. Findings from this study will inform future research into teacher perception of meaning in work and its effect on teachers' wellbeing and pedagogical practice.

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Presentation

--Individual Paper--

880

Below the gaze: Complex stories of teachers in an ethnic minority boarding school in Laos

Daeul Jeong, Vicente Reyes

The University of Queensland, Brisbane, Australia

Abstract

Lao People's Democratic Republic's (hereafter Laos) 7 million population consists of 49 ethnic groups which speak 85 languages. Ethnic Lao, which accounts for about half of the population dominates the country's economy and politics. The government of Laos has implemented assimilationist education policies; Lao is the only language allowed in public education and the school curriculum is based on Ethnic Lao culture. Under the aim of providing ethnic minorities in remote areas with access to secondary education, the government has established 15 ethnic minority boarding schools throughout the country. Using Clandinin and Connelly's concepts of 'Sacred, secret, and cover stories', this presentation introduces stories of teachers in an ethnic minority boarding school, which have been gathered through my research field trip made up of 3-week group discussions and individual interviews with six teachers in the school (4 ethnic minorities and 2 Ethnic Lao). Sacred story: Around the beginning of the data collection, the teachers portrayed the Lao society as a place without any ethnic conflicts or discrimination, which aligns with the government's ethnic imagination of the country. In this story, the school is an ideal place which provides equal and fair opportunities to the students. Secret story: As the discussions and interviews went on, the teachers shared the reality that students suffer due to their low proficiency in Lao. Ethnic minority teachers chose to break the government's rule by using their mother tongues in class to help the students from the same ethnic group. They also admitted that ethnic conflicts exist within and outside the school and the teachers themselves have experienced or witnessed such reality. In addition, the teachers addressed that the new policy which abolished ethnic quarters and scholarships has closed down the possibility for most of their students to continue to higher education. Cover story: As opposing to the government can cause them serious professional and personal disadvantages in Laos, after revealing such reality, the teachers hurriedly defended themselves. They say the ethnic conflicts and

discrimination are just a fraction. One of them even says what seems to be discriminatory remarks are mostly just jokes. They also praise their school's new vocational training program for giving career opportunities to the students. These stories show the complex and sensitive realities around the teachers and their dilemmas and decisions under such condition.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: E153

293

PERSON CENTERED LEARNING: IMPROVING STUDENT ENGAGEMENT USING AN INDIVIDUALIZED APPROACH TO EDUCATION

Toby Bartle¹, A/ Prof. Helen Boon², Prof. Zoltan Sarnyai²

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

Abstract

Background and Scope: Disengaged students are at increased risk of experiencing symptoms of anxiety and depression, poorer physical and mental health outcomes, lower quality of life and greater risk-taking behaviors. Increasing both intrinsic motivation and executive function levels, an umbrella term for working memory, cognitive flexibility and impulse control, promotes student engagement and well-being, however the underlying mechanisms are unclear.

Significance and Aims: This research investigates the biological, psychological and sociocultural mechanisms underpinning student engagement, and as corollaries, well-being and achievement within a primary school context. The aim is to inform framework development to allow primary school teachers to promote engagement more effectively in the classroom.

Design: Simple random sampling will generate a sample of year 4 and 6 students who will complete the Intrinsic Motivation Inventory, Basic Psychological Need Satisfaction and Frustration Scale and Academic Self-Regulation Questionnaire. Cortisol levels, a hormone that inhibits the bodies stress response systems, will provide a measure of stress and digital cognitive measures will assess executing functioning. Teachers will complete the strengths and difficulties questionnaire. Analysis will occur using structural equation modelling to determine the nature and direction of the relationship between latent variables.

Findings: Results will inform systemic approaches to educational change and promote student engagement; well-being and achievement.

Implications: Students with well-developed, stable patterns of engagement in primary school respond successfully to challenges in high school, maintain high levels of well-being and achieve academic success. Therefore, understanding how to promoting engagement more effectively in younger years will have positive implications for students later in life.

Presentation

--Individual Paper--

735

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

Abstract

There is a substantial shift underway in how quantitative research is being planned and executed. Emerging from the apparent replication crisis in psychological science, the Open Science movement is now spreading across disciplines (Munafò et al., 2017). The Open Science movement is a collective of researchers devoted to open and transparent practices in the conduct and dissemination of research (Nosek et al., 2015). These practices include pre-registration of studies, open and transparent methods and data and open publication practices. While there has been much emphasis on open educational resources, there has not been as much discussion about

open scholarship and research. To date, there has been little attention paid to the implications of this movement in education broadly (Alhadad, Searston, & Lodge, 2018). Through a comparison with open educational practices, we explore the potential of Open Science for helping to translate research for use in design and teaching practice. Some aspects of Open Science lend themselves well to the enhancement of the relationship between research and practice in education, while others are more challenging. For research in educational psychology and the learning sciences, the implications of the Open Science movement are relatively clear, for wider educational research, the implications are still some way from becoming apparent. Our aim in this presentation is to provide a foundation for further discussion about how more open and transparent research practices might help to enhance research in education. We suggest that this stronger foundation will then allow for more effective, evidence-informed decision-making for the design and delivery of education.

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Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: E257

487

Entry Points: Networks for Teacher and School Use of Research

Elizabeth Farley-Ripple

University of Delaware, Newark, USA

Abstract

Globally, expectations for research to inform education policy and practice have grown, resulting in increased efforts to build capacity across systems for greater use of research. How to best do that remains an open question. Prior research reports capacity for research use is often about relationships, particularly those that feature trust, common goals and values, and regular engagement. Further, research consistently shows that educators' social capital – that is, the resources generated from relationships – can support individual growth and organizational change. These literatures suggest a social network perspective is instructive for understanding and building research use capacity. Although educators' professional networks have been found to contribute to reform implementation, professional learning, and instructional improvement, evidence about their in the context of supporting schools' use of research remains thin.

The purpose of this paper is twofold: introduce ways network analysis applies to the study of research use in schools and present preliminary findings from a large scale survey of schools in the U.S.. First, the authors identify two approaches to network analysis – complete-network analysis (e.g. school-wide networks) and ego-network analysis (e.g. individual teacher networks) – and identify ways they help us to understand and ultimately leverage connections between schools and research(ers).

Second, the authors present network analyses from a large scale administration of the Survey of Evidence in Education-Schools (SEE-S) in the U.S.. Network items capture educator ties to individuals, organizations, and media sources that provide research-based information. Findings reveal the range and types of resources to which educators turn for research. Network results reveal a) significant variability in the size, composition, and diversity of networks, b) predominance of ties to individuals *within* the education system, and c) limited ties to researchers or traditional research organizations and outlets. These findings suggest opportunities to build and/or expand networks in specific ways. However, we also find schools often have at least one

person whose network includes research(ers), prompting ways to think about these individuals as resources within their organization.

Together, the purposes of this paper promote a network perspective on the use of research evidence in schools as well as the value of educators' professional networks. Though the paper draws on data from the U.S., methods and findings are broadly applicable and serve to advance the international discourse on school improvement and professional supports for educators, such as those called for in Gonski and colleagues' 2018 report, *Through Growth to Achievement*.

Presentation

--Individual Paper--

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

Elizabeth Farley-Ripple¹, Jesse Sheeks¹, Amanda Jennings², Andrew Millin¹

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

Abstract

In the U.S., federal policy requires the use research evidence in a multitude of ways, from selecting evidence-based reform packages to using local student performance data in instruction. Under these conditions, state educational agencies (SEAs) and districts (local education agencies, or LEAs) must, at a minimum, have access to these forms of information. As a result, the need for a robust, aligned ecosystem to support evidence-based decision-making becomes crucial to success. In this paper, we are specifically interested in the development of high quality, relevant research accomplished by researcher access to the growing data infrastructure available in the education system.

In this report, we explore researchers' ability to access educational data, primarily through statewide longitudinal data systems (SLDSs) generated through federal grants beginning as early as 2006. Administrative data systems, such as SLDSs, are positioned to support research that could be used to improve education in SEAs and LEAs. Access to these data is therefore a

central concern to continued production of research evidence, yet we know little about these processes.

We engaged in a content analysis of all 51 SEA data system websites that were publicly available between August and December 2015, focusing on six features of research access policies: supports for users, transparency of the process, data availability, data privacy and security, and data use guidelines. We note several promising practices that are candidates for widespread adoption, such as a standard form for data requests, differentiated information for stakeholders, and clear guidance about data privacy/security. We also found strategies that received scant attention but are potentially significant considerations, including establishing and publicizing research priorities, increasing transparency about SEA processes, establishing partnerships to build capacity, tracking use and impact of data, and setting expectations for sharing publications. We argue a more consistent approaches is a step toward producing much-needed research evidence nationwide. To this end, we offer a set of questions for both SEAs and researchers to consider in their efforts to work together in the generation of research evidence for educational policy and practice.

Findings are instructive both in the U.S. and in contexts where calls for national or regional research agendas have been made, including Australia, as per Gonski and colleagues' 2018 report *Through Growth to Achievement*. Through this work, we hope to support and improve the promise of large data systems as a useful strategy in supporting the production of research evidence for educational policymaking.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: E258

Abstract

Early childhood care and education (ECCE) has a crucial contribution to the future life of children, and overall quality of education and development of a country. Even if there are no well-established criteria to evaluate/assess quality ECCE program due to the variability of nations economy, workforce, politics and culture but there are commons standards applicable universally. Therefore, the purpose of this review study was to identify the common quality indicators/standards for ECCE. This review utilizes document analysis techniques from different sources (i.e., policy documents, books, journals, thesis, and dissertations). From the review it is found that, appropriate teachers and caregivers training; use of developmentally appropriate curriculum; favorable teacher beliefs and pedagogical practices; conducive working conditions; adequate resource/facilities; continuous supervision and program evaluation; active parent and community participation; effective school organization and leadership; balanced/appropriate staff-child ratio, and proper care and hygiene were the major quality indicators/standards for ECCE used universally. The availability of these indicators helps to evaluate the proper implementation of quality ECCE programs. Therefore, if the ECCE program is implemented effectively on the bases of the listed standards, the program will contribute its part in producing the next generation workforce who are leading tomorrow's world.

Keywords: early childhood, education, indicator/standard, quality

Presentation

--Individual Paper--

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

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

Abstract

This paper will address the research question of how men's subjective constructions of career trajectories, in ECEC, are shaped by intersections of social factors in Australia, China, and Norway. As a traditionally female profession, the role of the early childhood teacher is consistently viewed by many societies as the aegis of women, making men's choice to enter the profession a contested and trying ordeal (Sumsion, 2000; Sargent, 2004). Despite these pitfalls, men have found their way into the profession, and are arguably valued as contributing to enabling a gender-diverse environment for young children (Warin, 2017). Along with this trend of men entering the profession, there seems to be a parallel phenomenon of men exiting the workforce. Turnover in ECEC for both genders is widespread (Totenhagen et al., 2016), but there is no data available on differences between male and female ECEC workers in this regard. Furthermore, little is known about their decision to remain or leave the profession (Brody, 2017). This research aims to fill this gap, by looking systematically at male dropouts (who exit the profession), and comparing them with 'persisters' - those who choose to remain in the ECEC workforce.

Taking an interpretivist approach, we collected data on three men from each country: a 'persister' - a man who has chosen to remain in the profession for at least five years, and two dropouts - one from qualification studies and one from the workplace. A three-part data collection protocol including narrative interview, semi-structured interview, and a graphic storyline procedure is followed. The data produced is being analyzed using intersectional analysis (Christensen & Jensen, 2012), and emerging intersectional themes include gender, class, ethnicity, generation (age), religion, professionalism, and sexuality & bodies. The intersections are further complicated by the researchers' and the participants' subjective interpretations, as shaped by the various cultural discourses situated in the three countries. In a global discourse of men's scarcity in ECEC, this paper suggests that men's career trajectories are more complex than shaped by being a man; whilst other factors such as social class, generation, and culture play significant roles in shaping men's career decisions. The paper, therefore, challenges the reproduction of gender binary in the research on men in ECEC. Further, the cross-cultural comparisons in this paper will inform potential approaches to a 'globalized' agenda in attracting and retaining more men into ECEC, thus promoting gender diversity internationally.

Presentation

--Individual Paper--

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: E259

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

John Guenther¹, Mark Yettica-Paulson², Sam Osborne³, Robyn Ober¹, Majon Williamson-Kefu¹

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

Abstract

Regardless of whether there are Indigenous students in their classrooms, teachers working with the Australian Curriculum have an obligation to teach the Aboriginal and Torres Strait Islander cross-curriculum priority and to meet AITSL Standard 2.4 (*Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*). But research shows 77% of teachers aren't confident in their understanding of Aboriginal and Torres Strait Islander worldviews and cultures*.

Australians Together (AT) is a not for profit organisation that brings Indigenous and non-Indigenous Australians together by raising awareness of Australia's shared story and its ongoing impact. AT supports teachers and schools to teach Aboriginal and Torres Strait Islander perspectives with a two-day Professional Learning workshops and curriculum resources.

But what's the impact of a two-day workshop? Is it enough to make a difference? If so, what kind of difference does it make? AT commissioned research in 2018 to answer these questions. This presentation shares findings from the research as a case study of what happened in two

schools where the workshop was conducted. It considers the responses from teachers and leaders and identifies the strengths and challenges of this kind of Professional Learning.

**McCrindle Research 2016, Australians Together Teacher Awareness and Confidence Survey, Adelaide.*

Presentation

--Individual Paper--

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

Abstract

My School was launched in January 2010. In the initial press release of the website, the ACARA Chair stated: “We expect the data will benefit parents, schools, governments and the wider community to better understand school performance,” (ACARA 2010). Now, with more than 10 years of data, the question I discuss in this paper is, what can we say about school performance? And because of my interest in remote First Nations education, I would like to share some of the understandings that emerge from my analysis of *My School*, that would otherwise have been very difficult.

These understandings go well beyond school performance to include the performance of policy. In this paper I will summarise some of the important findings that have come out of *My School*. In terms of remote schools for First Nations people, I have been able to establish that socio-educational advantage does not have a big effect on attendance and performance; that remoteness is not a significant factor which affects so called disadvantage; that greater per-student funding does improve school outcomes; that local staff matter for attendance and academic achievement. Further, I have been able to use *My School* data to assess the impact of specific school-level interventions, like the Remote School Attendance Strategy and the Flexible Literacy for Remote

Primary School program, which rolled out Direct Instruction to more than 30 schools in very remote parts of Australia.

All of these findings are potentially powerful for communities and governments. But how much of this valuable information has been taken up? And what else would be helpful to capture in *My School* as it evolves into the future? This paper attempts to respond to these questions as they relate to remote First Nations education, research and policy.

Presentation

--Individual Paper--

1096

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

Richard Manning

University of Canterbury, Christchurch, New Zealand

Abstract

This presentation commences by providing a critical analysis of the status of Māori histories in New Zealand schools during the New Zealand *Tomorrow's Schools* reforms period (1984-89). It will then consider the role of corporate lobbyists and media commentators in fuelling public resistance to the inclusion of Māori historical content in schools during the 1990s. Next, the 2002 'Tudor-Stuart England Day' debate, prompted by allegations made by Professor James Belich, will be considered, especially in relation to responses from leading history teachers and the Ministry of Education. The Ministry of Education's response will then be considered in relation to official responses to questions raised in a formal request for public information made later in 2005.

The New Zealand Government's response to questions raised about the Ōtorohanga College (New Zealand Land Wars) petition in March 2016 will also be considered. The status of Māori histories in New Zealand schools will, next, be considered in relation to current legislation and relevant official policy guidelines along with the concerns Manning and Cooper presented to the

New Zealand government's Māori Affairs Select Committee inquiry into 'the teaching of New Zealand colonial histories' (Manning & Cooper, 2018). Amongst other things, Manning Cooper (2018) were concerned that the New Zealand History Teachers' Association (NZHTA) had likened the compulsory teaching of New Zealand's colonial history to an 'elephant in the room', that nobody wanted to discuss. Manning and Cooper (2018) countered this argument by advising the New Zealand public that racism remains the real 'elephant in the room' that teachers and Crown officials continue to sidestep.

To conclude, this presentation will draw attention to the ongoing concerns of Manning and Cooper that: (i) Māori histories continue to be 'side-stepped' by teachers of history despite official guidelines requiring an 'inclusive' curriculum and, (ii) that racism remains a problem in many New Zealand schools and history classrooms resulting in the marginalization of Māori knowledge of place and past. It will also explain why Manning and Cooper (2019) remained concerned by the NZHTA's (2019) petition to promote the teaching of 'New Zealand colonial history' (2019). This petition cited Manning and Cooper's (2018) presentation to the Māori Affairs Select Committee to support its call to teach more 'New Zealand' history without adequately addressing their concern that Māori historical perspectives and content will remain submerged within the dominant culture's prevailing narratives of "our" shared (New Zealand) history.

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B409

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

Lois Harris¹, Joanne Dargusch², Robert Vanderburg³, Susan Richardson²

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

Abstract

To widen participation in line with goals set out in the Bradley review (Bradley et al., 2008), Australian universities often allow prospective students direct entry into many degree programs based on their successful completion of advanced Vocational Education and Training (VET) qualifications. However, research highlights that the transition from VET education to university education creates challenges given the differences in how teaching, learning, and assessment are conducted in both educational systems (e.g., competency-based assessment in VET versus criteria-based assessment in higher education, Ambrose et al., 2013). Studies have found some students experience poorer retention and academic outcomes than peers entering via traditional pathways (e.g., Ellis, 2018). The goal of this paper is to identify challenges VET-entry students at one multi-campus university experienced relating to curriculum and assessment. In addition, the presentation will provide strategies the students reported as effective in supporting a successful transition from VET to university.

This paper reports data from a questionnaire administered to two cohorts (2018 and 2019 VET-entry students). Both cohorts were invited to participate via an email to their student account containing project details, ethics information, and the questionnaire link. This paper focuses on student responses to a series of fixed response and open-ended questions which asked them to identify initial challenges experienced in their first term of university. Specific areas addressed in the questionnaire are the types of assessment supports they accessed to help them understand and meet assessment expectations and their ideas for ways they could have been better supported to meet assessment expectations. Data indicate that while many students found understanding assessment requirements difficult, even more struggled to understand what quality work looked like. This finding indicates the need for more supports which help students unpack criteria and standards. Students also valued personalised support, suggesting that while generic resources may help, interaction opportunities are also needed.

References

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Presentation

--Individual Paper--

644

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

Maryam Razmjooe¹, Amirhossein Rasooli², Majid Omid³

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

Abstract

Building on legal legislation and international policies, classroom assessment adjustments are made for students with disabilities to ensure they have access to an equitable and fair opportunity to demonstrate what they know and can do in relation to the curriculum objectives. Research on classroom assessment adjustments is only just burgeoning, with increasing calls to attend to how adjustments are perceived and practiced by teachers and students within classroom contexts. To address this call, the purpose of this study is to explore disable students' experience of the fairness of classroom assessment adjustments as well as their experiences of in/justice in relation to assessment, teaching, and interactions with teachers and peers. A total of 20 students with disabilities in Year level 10 to 11 were interviewed from five secondary schools in Shiraz (a

metropolitan city in Iran). These students had visual impairments and physical disabilities and were taught in inclusive classrooms, where curriculum content and aims were similar for both students with and without disabilities. Each interview lasted around 10 to 15 minutes and the data were analysed inductively and thematically. The findings demonstrated that students had experiences of injustice in assessment, teaching, and learning situations as well as in peer interactions within the classroom. The students' experiences of injustice included receiving extra grades without achievement, getting inadequate attention related to student academic performance, ignoring students with disabilities in classrooms, and getting bullied from peers. Collectively, students who experienced injustice perceived inclusive classrooms as being unfair and viewed special schools as a better educational environment to show their knowledge and skills. On the other hand, students who received adequate support from their teachers and peers perceived the classroom environment fairer and felt more motivated to compete with their typically-developing peers. The findings of this study indicate that students with disabilities experience in/justice beyond classroom assessment adjustments that subsequently impact their classroom engagement, learning, as well as their well-being and socialization within classrooms.

Keywords: Justice, Fairness, Students with Disabilities, Classroom Assessment, Adjustments

Presentation

--Individual Paper--

669

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

Abatihun Sewagegn^{1,2}, Boitumelo Daile¹

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

Abstract

Authentic assessment plays a great role to enhance students learning and makes them competent in their study area. Studies indicate that assessment is authentic when the tasks have real-life value and students perform in real-world tasks (Mueller, 2005; Fook and Sidhu, 2010). Authentic assessment is important in enhancing the students learning and have a positive impact on their

current and future performance. However, many higher education institutions still rely more on the traditional forms of assessment methods (Banta and Palomba, 2015) which have no significant contribution to assess the overall understanding of students (Spendlove, 2018). Cody (2008) in his/her study noted that, currently teachers in higher institutions commonly use paper and pencil tests and they are “teaching to the test” and this does not adequately prepare them for life outside of school. However, use of authentic assessment techniques such as group and individual assignments, projects, peer and self-assessment, portfolio, etc... have valuable and positive effect to make the students competent and good to know their real performance. The theoretical framework used in this study is constructivism. The purpose of the study was to investigate how lecturers practice authentic assessment to enhance students learning in a higher education institution. To achieve this purpose, we used a phenomenological qualitative research design. Semi-structured interview was used to collect data. A total of six participants (three head of departments and three lecturers) were chosen from the three randomly selected colleges/faculties (social science and humanities, technology and health science) in a university. The data were analysed thematically. The result of the study indicated that lecturers are very much dependent upon traditional assessment methods, which have no significant contribution to the competency of students. The practice of authentic assessment methods as a tool to enhance students’ learning is limited. Using only traditional assessment methods (paper and pencil tests), lecturers cannot help their students to become competent because no clear indication of their different skills or abilities can be obtained by these means. Therefore, the use of authentic assessment with a mix of traditional assessment should be practiced in the university in general to enhance the students learning and make them competent in the real world of work. In conclusion, enhancing students learning using authentic assessment in their study areas is untenable if the lecturers continue to utilise their current assessment practices.

Presentation

--Individual Paper--

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B201a Flat Classroom

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

Abstract

Using problem solving prior to explicit instruction, as suggested by productive failure and several other instructional theories, showed learning benefits, whereas an alternative approach – worked examples followed by problem solving - has been demonstrated as the most effective strategy within the framework of cognitive load theory. These opposite views on the optimal degree of initial instructional guidance are usually discussed in the literature separately by the advocates of the corresponding approaches. An integrated approach that could combine the above frameworks within a broader theoretical perspective would allow bringing together their best features and advantages in the design of learning tasks for STEM education.

It is plausible that the above contradicting results are influenced by a number of factors, including levels of complexity of learning materials, types of knowledge involved, levels of learner prior knowledge, and most importantly, specific instructional goals of involved learner activities. This paper reviews the available empirical studies comparing these alternative sequences of instructional methods to explore possible effects of these factors. The paper takes a broader theoretical perspective on the design of complex learning tasks incorporating variety of learner activities with specific goals. It is suggested that while some of these goals (e.g., the acquisition of domain specific knowledge) could be best achieved through explicit instructional means according to the traditional view of cognitive load theory, others may require alternative instructional approaches based on initial exploration and problem-solving activities. This is especially relevant for the goals associated with enhancing learner motivation or influencing their affective states, as demonstrated by research on learning from instructional simulations and games in science and math education. Cognitive load factors may have different consequences for achieving goals of such activities in comparison with activities aimed at the acquisition of domain-specific knowledge and skills.

The paper asserts that different approaches and instructional sequences should coexist within complex learning environments. Selecting optimal sequences depends on specific goals of learner activities, types of knowledge to learn, and levels of learner prior knowledge. The paper offers an outline of a theoretical framework for the design of complex learning tasks in STEM

education that would integrate explicit instruction and inquiry (exploratory, discovery) learning approaches depending on the types of specific goals pursued.

Presentation

--Individual Paper--

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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

Abstract

To date, dominant perspectives of Science, Technology, Engineering, Mathematics (STEM) instruction largely consider the performative aspects of STEM as a means to increase engagement and to concretely situate abstract concepts. Performing scientific and technical tasks are perceived as subsidiary to the acquisition of representational competences. What is often more highly valued, especially in education contexts of high accountability and high stakes testing, is theoretical knowledge; here, the long shadow of recitation based schooling looms large indeed, influencing our day-to-day sensibilities of what schooling ought to look like.

This is not surprising given age old Eurocentric distinctions between, and the relative privileging of, forms of knowledge (episteme, techne, phronesis), and what has been termed the hylomorphic fallacy by Tim Ingold ([2013](#)). Originating from ancient Greece, the three forms of knowledge characterises the theory-practice (and -wisdom) gap that is pertinent to many fields and disciplines, education included ([Biesta, 2016](#); [Flyvbjerg, 2001](#)) With the primacy of industrial-rational thinking, it can be easy to believe that the fabrication of artefacts (e.g. scientific/technological apparatus) involves the impression of abstract form onto pliant materials. For instance, experiments are first designed, and then carried out with apparatus, and any resistance ([Pickering, 1995](#)) to the experimenters' plans considered merely error.

We report here on a case study of two teams of three students each, all involved in their regional selection contest for the International Young Physicists' Tournament (IYPT). The IYPT is a contest for elite students (this group grade 11), who are posed a selection of highly challenging open-ended questions, which they have to investigate and report to a panel of disputational peers. Using a phenomenological approach to understand students' actions and intentions during the course of their preparation for the contest, we show how students' abstract understandings of the physical concepts develop and change as experimental setups refuse to behave as initially assumed.

While these findings are not novel, they build upon other studies and provide educational implications for mainstream learning of STEM. The contention here is that we need to guard against what Papert termed 'epistemological dilution'—of entering the metaphorical lobby, and never progressing past it. This is especially pertinent in interdisciplinary studies such as STEM, where competing disciplinary approaches can crowd out the potential for deep learning. We conclude with some suggestions for such interdisciplinary learning.

Presentation

--Individual Paper--

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

Abstract

Representation-focused approaches in science education have shown promising outcomes in re-engaging students in science, including those traditionally under-represented. These approaches involve creative and active knowledge-construction where students construct, coordinate, and

evaluate representations as a process of conceptual meaning-making. Because much of the research around these approaches has taken place in pre-digital classrooms, there is a need to investigate the potential for the productive integration of digital technologies to support such approaches.

This paper draws on findings from an investigation on how an all-girls Year 9 science class responded to a unit sequenced via a representation construction approach delivered on an interactive online learning platform. The physics unit was based on the Australian national curriculum, focusing on energy transfer in the context of sustainable housing. The research design incorporated an ethnographic case study approach using multiple methods for data generation. Data analysis involved socio-semiotic perspectives to understand students' meaning-making processes through their generation and coordination of both digital and non-digital multimodal representations.

The findings indicated that the online platform was not only compatible with a representation construction approach, but also allowed for extended flexibility and access to multimodal resources to support students' engagement in discipline-specific processes. Students showed significant, though inconsistent, learning gains along with a strong engagement with the conceptual content. The socio-semiotic analysis provided insights into the effective design of digitally based learning sequences to support more consistent learning gains. The paper concludes by suggesting how specific digital affordances of cloud-based platforms along with other digital technologies can effectively support the digital delivery of a representation construction approach for science.

Presentation

--Individual Paper--

Environmental and Sustainability Education

Environmental and Sustainability Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B201b Flat Classroom

**105 -
Theory Knots in the Anthropocene**

**1049 -
Staying with the traces**

Amy Cutter-Mackenzie-Knowles¹, Shae Brown², Maia Osborn¹, Simone Blom², Thilinka Wijesinghe¹, Adi Brown¹

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

Abstract

This paper ‘stays’ with the traces in Aboriginal and posthuman knowings as an attempt to map theory in environmental education and its research. Applying ‘staying with’ as both a theory and methodology we sense/work in/through traces in theory. Staying with necessitated a slow trace. The history of environmental education is deep and slow, rather than narrow and fast. We offer an alternative storying.

We commence this alternative storying with a critical discussion of environmental education, human, posthuman, nature and Aboriginal. A Google Trends^[1]report (2004-2019) reveals an unsurprising topography where ‘human’ as a concept trumps all others with ‘nature’ as a distant second. The concept of Aboriginal blips by comparison, and environmental education and posthuman is essentially flat-lined. What this bares is broad interest over time. In essence it is a temperature check, showing that humans remains placed at the centre of human thinking about the world and the world of knowledge. It also reveals that environmental education is not at the forefront of human consciousness and thus exists on the mere margins. Environmental education as a humanist focused and positivist knowledge is therefore already on the edges, an alternative, to what is considered important and here we are stretching environmental education further into a posthuman space. This move forms a radical inclusion of a range of ways of knowing; posthuman, embodied contingent knowing and Aboriginal Knowledge.

Presentation

--Individual Paper--

**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

Abstract

This paper presentation shimmers. Shimmering stimulates sensorial emotions. Shimmering with light dancing on water, shimmering with stars encountering the deepening cosmos. Shimmering as the flux of energy flowing through systems, vibrations, cells and molecules pulsating through cycles in ancestral stories. We walk and shimmer with Deborah Bird Rose, a dazzling allure that embraces us. Shimmering transcends “evoke[s] or capture[s] feelings and responses” (Rose, 2017). Attuning to the aesthetics of brilliance in contrast to the dullness of mechanistic legacies draws “our attention to the brilliant shimmer of the biosphere and the terrible wreckage of life in this era that we are coming to refer to as the Anthropocene” (Rose 2017, G51) Shimmering Deborah Bird Rose speaking to us from past recordings held in the hands through our iphone represents life and its connectivities, such as the contrast of the dullness of drought stricken land that is transformed with raindrops and subsequent new shimmering growth (Rose, 2017). We breathe in, we breathe out. We find the glare of the white sand blinding. Our attention is drawn to the glow of a small piece of jigsaw puzzle lying on the hard concrete in view of the pacific ocean. Pulsing. Weaving the collective story with our individual stories , in this presentation and the paper we are working on collectively includes a short story of how Deborah Bird Rose’s writing has influenced our theoretical thinking - thinking with shimmer, shimmer as a theoretical concept is then explored to disrupt ideas of a what theories have influenced environmental education research. Through this diffractive disruption we do a partial of mapping of ecofeminism, social ecology, arts based research, environmental humanities and indigenous approaches as we take Deborah Bird Rose on a walk with us, as a means and acknowledgement of past, present and future tendrils of thought that have often been silenced or marginalised in the theory work of environmental education.

Rose, Deborah Bird., (2017) Shimmer, when all you have loved is being trashed . In A.Tsing, H.Swanson, E.Gan,& N.Bubandt(Eds.), *Arts of living on a damaged planet*(pp. G1–G14). Minneapolis, MN: University of Minnesota Press.

Presentation

--Individual Paper--

1047 -

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

Alexandra Lasczik

Southern Cross University, Gold Coast, Australia

Abstract

This paper assembles water/watery/watering as a lively conjugation of concepts for posthumanist and decolonial theorising with and through environmental education. Challenging the universalising claims of Western technoscience and the colonial logic of extraction, the paper develops an alternative theoretical mapping of environmental education through engagements with hydro-ontology, hydro-politics, and hydro-aesthetics. In the struggle to overcome anthropocentric, settler colonial, and mastery-oriented approaches, the paper grapples with the need to account for water differently in contemporary posthuman ecologies, allowing complex ontological, political, ethical, and aesthetic entanglements to breach the surface. The presentation concludes with a (re)turn to artful practices and encounters as spaces in which posthumanist concepts and decolonial values for environmental education might be cultivated.

Presentation

--Other--

1046 -

Theory Knots in the Anthropocene (Symposium addition Paper 4)

Helen Widdop Quinton

Victoria University , Melbourne , Australia

Abstract

Theory Knots in the Anthropocene (Symposium addition Paper 4)

Tuning into the resonances of the ecological collective

We use the notion of resonance as a focus for exploring and thinking about interactions in the world; about the reverberations and diffractions that echo through our bodies, through

connections as nature, through deep time and through modern spaces. Our scholartisty inquiry explores worldly rhythms, discords and echoes; focusing on resonance as a conceptual tool for tuning into and harmonising with the entanglements of body-mind-space-time-matter. We pose this exploration of resonance as the start of a knotty theory conversation for shifting into new 'common world' thinking and doing.

Presentation

--Other--

1058 -

Opening spaces for experiential learning through a 'spirit of play'

Bronwen Wade-Leeuwen

Macquarie University, Sydney, Australia

Abstract

Reflecting on the Aboriginal concept of 'being on Country' which encompasses heaven, earth and below encourages a relaxed state of mind by opening spaces that provoke interplay socially with different cultural tools (Brooks, 2009; Vygotsky, 1978). This paper explores how the abstract concept of being on Country is not fixed but represents the opening of new possibilities that interconnects to learning experiences through a 'spirit of play' (Wade-Leeuwen, 2010). This doctoral research was conducted with third and fourth year pre-service teachers during their Primary Education Creative Arts Program over a period of six weeks. The focus of the research was to open spaces where pre-service teachers could maintain a relaxed state of mind and creatively use material exploration in their pedagogy. New research shows that being relaxed is necessary for teachers' wellbeing and from that state of mindfulness, individual and collective creativity can be achieved. This paper uses an arts-based inquiry research methodology during Creative Arts studio-based workshops with 350 participants focusing their attention on the abstract concept of being on Country while modelling with three-dimensional media tools such as clay and found objects.

The findings revealed when participants reflect before, in, on and after practice (Schon, 1987), during these workshop environments, they could connect to real-world experiences that allowed their learning not to remain inside the classroom but extend way beyond it. After the workshop experience, these pre-service teachers could clearly articulate their imaginings of being on

Country through specific visualisation techniques used while drawing (Brooks, 2009) connecting them to the five levels of creativity (Wade-Leeuwen, 2016). Many participants felt empowered by “Just having that broad space,” “allowing space,” “open mindedness and supportiveness”. Others found that time was important: “a little bit of time and space for me to explore was what I really needed to visualize and how to recreate it”.

This paper advocates for pre-service teachers to “lose their grip on structured learning” (Sahlberg, 2019), to reflect more on abstract concepts such as being on Country to stimulate learners imagination so they can reach beyond what is known (UNESCO, 2019). It is clear that these participants demonstrated how they could integrate innovative learning and teaching experiences in their classrooms. Maintaining a deeper sense of agency while connecting to others, they were able to achieved a relaxed state of mind, through open spaces using diverse cultural tools to generate their own experiential learning through a ‘spirit of play’.

Presentation

--Roundtable Paper--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B202a Flat Classroom

163

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

Amal Al-kiyumi¹, Nesren Salaheddin^{1,2}

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

Abstract

This paper examines the main socio-cultural barriers inhibiting women from the active participation in politics in the Sultanate of Oman. The paper also highlights the relevance and importance of education to the political empowerment of women. Finally, the paper recommends some measures which, if taken, will make formal education contribute more to the political empowerment and participation of women in Oman.

While gender studies have gained an increasing attention and concern from the global world, most of them are conducted in and for western societies which are not necessarily generalizable to other cultures despite their apparent value. This is particularly important in light of the lack of research on Arab women's empowerment and participation in social life (Varghese, 2011). Hence, this paper commences from the cultural specificity of the Omani society, and attempts to monitor what has been provided to women at the level of political empowerment, and how it may be possible to enhance the process of women's empowerment and make their political participation more effective.

There are two paradoxical facts concerning women's political participation and empowerment in Oman. The first is that the Sultanate of Oman, represented by the wise leadership of His Majesty Sultan Qaboos, is one of the leading and pioneering Arab countries not only in recognizing women's political rights, but also in supporting women to fulfill their active participation in politics, as well as in the other areas of public life. The second is that, despite the prominent support of Omani government to women's political participation, the reality proves a contrasting scenario: the weak involvement and under-representation of women in the national parliaments.

Whatever the case may be, the issue of women's political empowerment and participation, and the transformation towards it cannot be achieved in the absence of a supporting cultural and political climate. National or international pressures and regimes' policy towards women's empowerment will not result in their actual participation in political life, unless there is a societal will pressing in that direction. Such a societal will has its conditions and mechanisms, the most prominent of which is education. A process of unprejudiced socialization and education in which men and women are brought up in an environment of respecting and understanding each gender's rights, roles, and capabilities is found to be one of the vital strategies in enhancing women social, educational, and political empowerment and participation.

Presentation

30 minutes

816

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

Michelle Jeffries

Queensland University of Technology (QUT), Brisbane, Australia

Abstract

While *family* is a pervasive and powerful term central to our culture, it “represents a highly unstable and contradictory space” (Robinson & Diaz, 2016, p. 67). This idea is supported in the United Nations document entitled 'Protection of the Family', where the statement is made that “there is no definition of the family under international human rights law” (p.7), this being due to variety of conceptions of family throughout society at local and global levels. In Australia, census data reveals that family diversity is ever-increasing. For example, data collected as part of the Longitudinal Study of Australian Children (LSAC) reports that two in five children under 13 years of age live in “non-traditional” family structures. Despite this, idealised notions of the 'nuclear' family as normal, natural and ideal continue to persist in many areas of Australian society including in schools. These notions of family drawing on a mum/dad binary are evident in educational contexts, even though schools cater to children living in a wide range of family structures.

This paper draws on narratives of same-sex attracted and gender diverse parents to consider ways in which the nuclear family is produced as normal, natural and ideal through the mum/dad binary in primary school settings. The paper will provide insights into how this binary works to reinforce the notion of family as nuclear by excluding other variations of family, including single parent families, polyamorous families, and same-sex parent families. Drawing on the works of Judith Butler, I explore numerous narratives which story how the mum/dad binary is (re)produced in schools, including through language/discourse, gendered normativities, notions of intelligibility, and censorship/exclusion. Additionally, I will explore counter-narratives that queer the mum/dad binary to open up possibilities of resignification of “family” so that diverse family constellations are acknowledged. This paper reports on the analysis of data produced as part of a larger doctoral study exploring the experiences of same-sex attracted and gender diverse parents in primary schools.

Presentation

--Individual Paper--

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

Abstract

Event One of AARE 2019 Poststructural Theory, the Posts and Beyond: Event Series feat. Professor Bronwyn Davies funded by AARE Poststructural Theory SIG Major Grant 2019

As researchers, our task is to *get inside* the processes of those materialisations of the world that we encounter (where encounter is not a collision but a mutual affecting and being affected); it is to find or generate the concepts that will enable us to see those encounters not in normative, already-known terms, but in ways that open up new possibilities for sensing and responding, for becoming sense-able and response-able. That is the ethics of new materialism.

And what of the poetics? New materialist research is necessarily playful. It crosses disciplinary boundaries, messing those boundaries up; it works with new and emergent philosophical concepts, bringing them to life through art, poetry, literature; it enters into the very specificity of sensual existence as it is caught in a moment of spacetime and simultaneously opens up, or finds its way into life itself. Through such explorations it seeks to break loose from old dogmas, old methods, old binaries—all the paraphernalia of a normalized set of thoughts and practices that place the individual human above and separate from the world, and that constrain research through the repetition of the already-known. It seeks to open up thought, giving space to emergence of new ways of understanding, new ways of becoming, throwing off the shackles of the clichéd conventions of rationality and order.

In the workshop following this paper, I will present one or more of my own explorations that begin with where I am, or slip right into the middle, and then reflect on what was involved in going there. What re-conceptualising was involved? What new practices? What ethics? What poetics? I will then open up that exploration with the audience, inviting them to shift from being audience to becoming participants, giving them an opportunity to talk and write about something that matters to them in their encounters with more-than-human relationality, that called/calls on their sense-ability and response-ability.

Presentation

90 minutes

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

Abstract

Predominant patterns of classroom talk and interaction are notoriously difficult to change. In this paper, we consider teachers' use of transcription as a means to change classroom interactional practices during the course of their action research projects in primary school classrooms. We draw on data generated in twelve action research projects and address the following question: how did developing and using transcripts influence teachers' action research projects? Thematic analysis of teachers' reflective journal and of final interviews with teachers is employed. We delineate four themes: transcripts as accounts of what actually happened, ways of working with

transcripts to identify a problem, transcripts as evidence to inform the change process and, engaging with transcription and transcripts as an evocative experience. Through our consideration of the themes, we establish the usefulness of teacher-developed transcripts for action research but the taken-for-granted nature of transcription itself. In conclusion, we argue that action research studies that incorporate more extensive knowledge of the process of transcription would create potential for more focused reflection over the course of action research studies and would enhance practitioners' understandings of talk and interaction in classrooms. Addressing transcription through professional development would be one important way to support practitioners.

Presentation

--Individual Paper--

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

Abstract

This paper draws on a narrative inquiry (Clandinin and Connelly) into the authentic texts of Paul of Tarsus (Saint Paul). Paul's letters are not an obvious source for education research, however, for those who can suspend existing adjudications, which is what narrative inquiry invites us to do, they provide rich insights into the education encounter. The study is not the first to explore Paul from a materialist perspective (e.g. Badiou, Fredriksen, Žižek), nor the first to consider Paul as an educator, (Judge, Smith, Edsall) but is the first to apply the narrative inquiry model to Paul's letters in search of new understandings of the education encounter.

While Paul's letters are now imbued with a religious sensibility, it was not always so. When written in the first century CE, they were letters from an educator to communities in the process of learning about a new life. The narratives, as recorded in Paul's letters, reveal communities in which education became the means by which all who joined were emancipated from the restrictions of their identity. The approach is captured in Paul's statement to the community in

Galatia, *there are no more distinctions between Jew and Greek, slave and free, male and female.* This was a challenge to the structures of Roman society, and an idea that offers new possibilities for those in search a new way for contemporary education. It has possibilities for educators committed to principles of access, engagement and equity.

The inquiry offers an unusual application of Clandinin's four elements of narrative inquiry (2016), using historical documentation to bring new insights into contemporary education experience. The *living* has been done in the first century CE, I am responding to the *telling* in Paul's letters, creating a *retelling* of his narrative as an educator through the lens of my experience. The *reliving* is enacted in my practice as a teacher educator and researcher and this *reliving* may be extended to the practice of others when sharing this inquiry.

The paper seeks to prompt a dialogue about the interrelationship between narrative inquiry, reflexivity (Giddens), and a pragmatic view of knowledge (Clandinin and Rosiek). As educators we are accountable for our actions to the social group with whom we interact, for they are witness to what we do and who we are. It asks the questions, 'how are we transformed by our experience of narrative inquiry and how do we share that experience?'

Presentation

--Individual Paper--

Global Contexts for Education

Global Contexts for Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B2225 Flat Classroom

758

Decoding the IB Teacher Professional: A Comparative Study of Australia, Canada, China, Chinese Taipei, Denmark, South Korea, Turkey, and the United States

Moosung Lee^{1,2}, Ewan Wright³, Mehmet Şükrü Bellibaş⁴, Ben Faigen⁵, Sedat Gümüş⁶, Warangkana Lin⁷, Soon-Yong Pak¹, Jihoon Ryoo⁸, Paul Tarc⁹

¹Yonsei University, Seoul, Korea, Republic of. ²University of Canberra, Canberra, Australia. ³Education University of Hong Kong, Hong Kong, China. ⁴Adiyaman University, Adiyaman, Turkey. ⁵Monash University, Melbourne, Australia. ⁶Aarhus University, Copenhagen, Denmark. ⁷I-Shou University, Kaohsiung, Taiwan. ⁸University of Southern California, Los Angeles, USA. ⁹Western University, London, Canada

Abstract

Over the last decade, the number of the International Baccalaureate (IB) Programs adopted by schools around the world has increased dramatically in response to burgeoning demand for both an internationally oriented education and an internationally validated pathway to higher education institutions (Lee & Walker, 2018). Despite the growth (and by implication, popularity) of IB schools in recent years, empirical studies exploring the characteristics and practices of IB teachers are still scarce. The dearth of empirical research on professional characteristics and pedagogical practices of IB teachers warrants further investigations about who IB teachers are, what common (or distinctive) traits they have, how they enact their professional practices, how they perceive their professional capacity, and whether they are satisfied with their profession and organizational support. To fill this gap in the existing research literature, this project aims to document and detail IB teachers' characteristics and practices in eight countries/jurisdictions – Australia, Canada-Alberta, China-Shanghai, Chinese Taipei, Denmark, South Korea, Turkey, and the U.S.-California. Funded by the IBO, this project examines IB teachers' professional characteristics and pedagogical practices that they demonstrate in their everyday context.

The research team focuses on comparing IB teachers with the TALIS samples in each jurisdiction/country. We use the TALIS 2018 teacher survey questionnaire, which has been widely validated (Ainley & Carstens, 2018), in order to compare IB teachers with TALIS teachers. Based on the gathered data from the 297 IB schools, we scrutinize psychometric properties by investigating the soundness of factor structure (confirmatory factor analysis), reliability of factors (i.e., latent constructs), and construct validity (i.e., convergent and discriminant validity) in order to validate the adopted survey questionnaire from TALIS 2018. After the validation study of key constructs, we conduct latent mean analysis (Aiken, Stein, & Bentler, 1994) in order to examine patterns and levels of certain constructs across sub-groups of the sample IB teachers (Aiken et al., 1994; Cole, Maxwell, Arvey, & Salsa, 1993; Hancock, 1997). Next, we conduct the multi-level, multi-group SEM through which we test the hypothetical model(s), developed from our systematic literature review. By doing so, we aim to provide better understandings of the structural relationships among professional characteristics and pedagogical practices and whether there are commonalities or differences in those

relationships between IB and non-IB teachers in each jurisdiction and across the eight jurisdictions. Key findings from the analysis of cross-national data will be presented at AARE and implications for research and practices will be discussed.

Presentation

--Individual Paper--

829

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

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

The University of Melbourne, Melbourne, Australia

Abstract

Globally, over the past two decades the numbers of international students have grown steadily in many OECD countries, with many students choosing to complete their teacher education qualifications, outside of their home countries. These experiences may be intensified for international students undertaking initial teacher education (ITE) courses who may encounter differing epistemologies of teaching compared to those experienced as learners in their home country. It is important to emphasise that how effective teaching is perceived is contingent upon how 'effective' is defined and by whom. Indeed, for students from formal, traditional systems of education, their perceptions of effective teaching may differ from those they are exposed to in their new educational setting

This study explored how a group of international students enrolled on a clinically-based Master of Teaching (MTeach) programme articulated their perceptions of teaching and learning before, during, after their pre-service programme. Data were collected through activities designed to elicit students' ideas about teaching and learning and their underlying assumptions. These included a ranking activity, a concept mapping exercise about effective teaching, description of a good lesson and questionnaires. We collected data from 43 students in the pre-phase and from 10

students who returned to the study at the end of their program. This paper present findings from the initial data analysis undertaken across the ten students.

Our findings indicate that students themselves perceived that their understanding had changed through their studies. There is a clear rejection of rote learning and a change in the language used to explain effective teaching indicating an expanded range of pedagogical terms. This is to be expected, but interestingly this language provides a consistent link with the examples of ‘good lessons’ reported at the beginning with a more developed repertoire of terms to explain what is valued and why. There is an emphasis on student engagement and active learning and a strong value on allowing opportunity for student input and opinion. Learning is not a fixed endpoint, but rather an ongoing process. This is seen in changes in the ranking activity where students know more was replaced with a higher priority placed on students asking questions, finding answers and making sense of their learning. Based on this initial analysis of the data, students have shown consistent engagement with and valuing of the clinical teaching model, expressed through prioritising student-centred learning across data sources.

Presentation

--Individual Paper--

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

Abstract

This presentation uses a narrative approach in the form of a fictional dialogue between two academics who are discussing a student who is deemed to be “at risk” by an educational institution. In this case, the narrative provides the means to explore the concept of social justice, and how it is practiced in educational contexts. As such, I provide a critique of the characters found in the narrative, and finish with a critical discussion of the narrative in relation to social justice in education.

Presentation

--Other--

64

Schools as an agent of social change

Robert Stevens

Marrickville, Sydney, Australia

Abstract

In *The Better Angels of our Nature* and *Enlightenment Now* Steven Pinker argues that over the past 70 years throughout the world there has been a decline of violence associated with the a rights revolution, e.g. civil rights, women’s rights, gay rights, and animal rights. In this paper I look at the role of education, and in particular, school education, as contributing to these changes. Pinker suggests that the decline of violence and the wider recognition of rights is partly attributable to the Flynn Effect – the increase in intelligence, largely reasoning capabilities in the last few generations. This has had a flow-on effect to ethical reasoning capabilities. While the Flynn effect is partly attributable to changes in the work that we do, it is (perhaps correlatively) partly attributable to changes in school education.

Presentation

--Individual Paper--

Are flexible learning environments educative?

Leon Benade

Auckland University of Technology, Auckland, New Zealand

Abstract

Recently, Biesta (2019) has argued that discussions concerning the creation of innovative spaces for learning are misguided, not only because the language of ‘learning’ is vague and unspecified but is disconnected from *education*. Biesta outlines education’s purposes as being for qualification, for socialisation, and for subjectification. These three purposes are inseparable, but also central to considerations of education. Loose talk about ‘learning’ overlooks these nuances, or focuses on one of these purposes at the expense of the other two. Biesta is especially concerned with his notion of ‘subjectification’, and, following a Levinasian orientation, sees this process as one of coming into dialogue with the world, especially ‘the other’. The struggle to balance self-centred desires against living well with the planet and its inhabitants is a real one, ironically, a lifelong mission.

Biesta urges architectural designers to proceed beyond ‘learning’ to embrace the three purposes of education he outlines, but particularly ‘subjectification’. So instead of ‘creating spaces’ for learning, designers should be concerned with ‘making room for education’. Designers of these innovative, flexible learning environments for their part, have their own conceptualisations, or what Lefebvre (1991) calls, ‘representations of space’. What conceptualisations do these designers have of learning, pedagogy and education more generally? Designers also have expectations of how space will be used, or, more directly, how it ought to be used. This relates to Lefebvre’s notion of spatial practice, and understanding this aspect of space requires decoding its ideology, thus include ‘official’ views on how space is to be utilised. It is, however, in the symbolic dimension, what Lefebvre terms ‘representational space’, where boundaries are more permeable, and users ‘re-purpose’ spaces, where the ‘learning’ of the kind Biesta has in mind is more likely to occur. This is the space of lived experience.

In this presentation, I will take up some of the theoretical and philosophical insights offered by Biesta, and Lefebvre, to critically examine the key assumptions and conceptualisations articulated by designers of state-of-the-art, open and flexible learning school environments.

References

Biesta, G. (2019). Creating spaces for learning or making room for education? New parameters for the architecture of education. In H.M. Tse, H. Daniels, A. Stables and S. Cox (Eds). *Designing buildings for the future of schooling: Contemporary visions for education*, (pp. 27-40). London, United Kingdom/New York, NY: Routledge, Taylor & Francis.

Lefebvre, H. (1991). *The production of space*. (D. Nicholson-Smith, trans.). Malden, MA: Blackwell.

Presentation

--Individual Paper--

Rural Education

Rural Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B301 Flat Classroom

280

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

Dennis Beach, [Elisabet Öhrn](#)

University of Gothenburg, Gothenburg, Sweden

Abstract

During industrialization production industries tended to become increasingly concentrated with this stimulating urbanization and the growth of large cities. These environments became

understood as the norm for capitalist production economies and consequently the schools in them also became the pivot of educational research and policy. A lot of this research became caught up in the dynamics of urban problems and social difficulties tended to become the focus of the research. Education sociology became an urban subject primarily and the problems of urban intensive schools were the main focus. An urban normalisation developed that tended to hide other important markers of educational relations and, not least, of social structures as social class across socio-spatial settings

This paper takes this metrocentric understandings, and in particular the understandings in educational research of marginalisation, poverty and social fragmentation as *urban* issues, as a starting point. It then explores how analysis frameworks used in rural education research can add to this knowledge. We use experiences, theories and concepts from a recently completed research project on *Rural youth – education, place and participation* (funded by the Swedish Research Council 2014 - 2017), to discuss what might be understood as generic or spatially specific relations. The project took as a starting point our earlier primarily urban educational research in areas like those referred to above, but was conducted in relation to aspects of educational justice and equity in rural areas. It was carried out in six different rural area schools, including sparsely populated areas, remote villages and small industrial and de-industrialised towns. It involved 340 hours of classroom observations as well as field conversations and formal interviews with 136 pupils and staff at the schools, supplemented with observations in the local neighbourhoods and document, social network and media analyses. In the paper we explore how researching with local people in rural spaces and places helped us to transcend the limits imposed on our knowledge of social relations by dominant metrocentric hegemonies. We discuss how economic production have become manifest in different ways in different areas, the understandings of local value and how people carve out personally meaningful places for education in relation to their lives, values and ambitions. We also show how the values that seem to develop from education consumption are extremely unevenly dispersed across the social whole according to social class and the availability of economic and other forms of capital.

Presentation

--Individual Paper--

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

Abstract

Using Bourdieu's cultural capital and habitus as a conceptual framework, this research identifies four influences on rural Queensland students' decisions to pursue higher education and their perceptions of the value of digital media, and develops a model of influence. The influences include family, community, school and digital media. The model illustrates the connections between the influences, and suggests which influences have the greatest impact on students' decisions. Family is at the fore of the influencers, while the other influences work together to build an environment rural students draw on to make decisions about their future.

Understanding how rural students make decisions about higher education is important because rural and remote students remain underrepresented in higher education in Australia.

Concurrently, the workforce is transforming with the growth and integration of digital and automated processes into everyday work and life. A digital economy requires workers who are digitally literate and competent. Rural people have lower digital literacy competencies than urban based people. Queensland, which is a largely regionalised state in Australia, has a high percentage of rural students. These circumstances represent the presence of an unequal distribution of opportunity for rural people.

The research draws on 25 interviews conducted with rural Queensland high school students. Findings provide valuable new data around student influences towards higher education and digital media, and highlight possible avenues to improve the dissemination of widening participation initiatives targeting students in rural areas.

Presentation

--Individual Paper--

History and Education

History and Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B302 Collab Learning Space

104 - Jean Blackburn: Education, Feminism and Social Justice

991 -

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

Craig Campbell, [Debra Hayes](#)

University of Sydney, Sydney, Australia

Abstract

Jean Blackburn knew as a teenager that something was wrong with the way she and her mother were treated within her family. She understood it better on reading in the 1940s, Ray Strachey's *The Cause*, a history of the women's movement in England. She had contact during the 1940s with women such as Nettie Palmer, Doris Blackburn, Kathleen Fitzpatrick, Jessie Street and Katherine Susannah Pritchard. These women were active in the decades following first wave of feminism. Their contributions to the women's movement were influential beyond their most active years. Despite these influences the galvanising force in the development of Jean Blackburn's feminism was her personal 'great confinement', brought about by marriage, young children and suburban isolation in the late 1940s and 1950s. At the same time it was through her membership of the Australian Communist Party that she began to engage politically with women's issues. She held leadership positions within Adelaide's International Women's Day organisation, and the New Housewives Association. The latter forcibly connected her to at least two injustices deriving from the gender order:

- (1) Working class women confided in her about the desperation they felt as unwanted pregnancies overwhelmed their lives, and
- (2) Jean and her New Housewives co-leader Winifred Mitchell, experienced the dismissive authority of the men who ran the Communist Party in South Australia.

Both experiences helped make Jean an active feminist. She authored a significant publication, *Australian Wives Today* (1963), in the period immediately before the advent of 'second wave' feminism. In the Schools Commission years Jean oversaw the

production of the ground-breaking *Girls, School and Society* (1976). Jean's feminism may be described as 'liberal', her thinking dependent on strong 'evidence'. Her training was in economics, her relevant reading in socialist and social science literature. Publicly and privately she battled many aspects of radical feminism as they emerged in the 1980s. Her last great contribution to the women's movement, chairing on behalf of the South Australian government the committee preparing the celebration of the centenary of women's suffrage, ended in turmoil, and perhaps tragedy. This paper derives from the biography of Jean Blackburn that the presenters are preparing, and is offered as a contribution to the idea that the history of feminism is enriched by the individual stories of women who negotiated their way through families, public service, progressive politics and in Jean Blackburn's case, the educational institutions and policy reforms that occupied her public life from the 1970s.

Presentation

--Individual Paper--

992 -

Jean Blackburn: A social democratic vision for education

Debra Hayes, Craig Campbell

University of Sydney, Sydney, Australia

Abstract

The emergence of Jean Blackburn (nee Muir) as one of the most significant makers of Australian educational policy from the late 1960s to the late 1980s must have surprised many. She had been a mother, wife and teacher from the mid-1940s, and there was little obvious prelude to the working relationship she developed with Peter Karmel who was Vice Chancellor of Adelaide's Flinders University from 1966 to 1971.[1] Nevertheless, Blackburn underwent a swift transition from consultant and drafter for the South Australian Karmel report, *Education in South Australia* (1969-1970), then the national Karmel report, *Schools in Australia* (1973) through to appointment as Australian Schools Commissioner (1973-1980). Her role in the production and implementation of the Schools Commission's *Girls School and Society* (1975) and the most innovative of all anti-poverty educational programs in Australia, the *Disadvantaged Schools Program*, consolidated her policy eminence (Committee on Social Change and the Education of Women 1975; Connell, White et al. 1990).

The arguments behind the reports and programs with which she was associated were grounded not only in the social democratic visions of Labor governments in South Australia and Australia, but also in Blackburn's socialist and feminist life experience and thinking. In this paper we survey the sources of this thinking, including the meaning and impact of Blackburn's communist and feminist experience as it emerged from the late 1930s.

Presentation

--Individual Paper--

Sociocultural Activity Theory

Sociocultural Activity Theory

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B304 Collab Learning Space

683

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

Katsuhiro Yamazumi

Kansai University, Suita, Japan

Abstract

In the field of school reform, traditional standard intervention studies are based on a reduction to a linear causal relationship in which teachers are regarded as entirely passive agents of policies, while policymakers and researchers create a grand design that is then applied or revised by teachers, resulting in more positive change for students. Activity-theoretical formative intervention studies, conversely, take as a basic principle the fact that teachers themselves will gain agency and take charge of the process. Thus, they will become *change agents*. Here, the focus is on triggering and sustaining an expansive transformation process led and owned by teachers. In Japanese schools, especially Japanese elementary schools, "Lesson Study" sessions held by teachers as a typical method of on-the-job training in schools represent traditional

activity. However, “Lesson Study” that has become obsolete provides limited orientation in terms of the ways teaching methods and techniques are intended to achieve predefined discrete objectives and fragmentary contents of classroom lessons. This kind of in-school training is built on traditional and standardized technical notions of professional development. To go beyond such in-school training, activity-theoretical formative interventions in teacher learning and development attempts to engage teachers in collaborative interventions to facilitate teachers’ expansive learning that expands the object of their learning to changing the broader structure of an entire school as an activity system. This is the transformation of teacher learning and development in schools toward shared inquiry into desired objects, forms, and patterns of practice; thus, redesigning schools. In this presentation, I describe findings from a formative intervention study of teacher learning and development in the Tennoji National Teacher Training Elementary School that is attached to Osaka University of Education in Osaka City, Japan. In the school, teachers are engaged in shared inquiry into transformation of the school, facing new conditions that the Japanese Ministry of Education urgently requires them to address as fundamental reasons for the existence of national teacher training elementary, junior high, and high schools.

Presentation

--Individual Paper--

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

Abstract

This paper interrogates data from two professional development research projects – with regional STEM teachers over a period of two years (Hobbs, Cripps Clark, & Plant, 2018) and with pre-service teachers in an international placement over three weeks – to analyse the generative integration of emotion, intellect and experience.

The cultural-historical activity research concepts of boundary crossing (Akkerman & Bakker, 2011), perezhivanie (Fleer, González Rey, & Veresov, 2017), authorial agency (Matusov, von Duyke, & Kayumova, 2016), expansive learning (Engeström & Sannino, 2010) and relational agency (Edwards, 2005) are deployed and evaluated to compare their efficacy in understanding the development of professional identity during professional development.

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Presentation

--Individual Paper--

Thuy-Tien Nguyen

Deakin University, Melbourne, Australia

Abstract

Emerging on The PIE News, The Guardian, Asian Weekly and other newspapers, the failure of Vietnam National Foreign Language Project in the period from 2008 to 2020, with a budget of 446 million USD, has been the illustration for the huge gap of the top down external expectation and the bottom-up internal experience. Many researchers have analysed why and how it failed to meet the target. With the ambition that the majority of Vietnamese youth are able to use English proficiently for the sake of effective integration into the global economy, the major of the project has paid attention to improving the quality of in-service teachers, the key component for the project to be implemented. The Common European Framework of Reference for Languages (CEFR) is used as a yardstick to measure Vietnam in-service teachers' achievement. As teachers' poor language competence has been considered as the primary locker to the success from the starting point of this project until it was declared to be unachievable, my study shifts the focus on the requirement of obtaining C1 (CEFR) for EFL graduates, which is part of the Project 2020. Drawing on the Engestrom' 1987 activity theory, which is built on Vygotsky 1978's social cultural theory, the case study investigates the perception of the language proficiency of EFL leaders, lecturers and pre-service teachers in two universities in Vietnam. The interviews conducted with 40 participants provides the insight into the historical contexts, contradictions, tensions as well as agency of the universities to grow in their Zone of Proximal Development. Although the perceptions varied in according with the personal perspective and institutional context, the institutions and pre-service teachers put effort in the institutional and personal development. The study is significant as it raises the voice of the universities and the pre-service teachers in the policy enactment and looks for the future solutions form the failure.

Key words: Language Policy, Language Competence, Zone of Proximal Development, Cycle of Expansive Learning.

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Presentation

--Individual Paper--

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

Abstract

The complex nature of primary to secondary school transition has interested educators for many years. While it is acknowledged that experiences of schooling during this time are often challenging for students, very little is known about the day-to-day actions of accomplishing transition. There exists an absence of empirical work investigating the everyday practices of students and teachers in establishing how transition is socially produced in real time. This research examines transition-in-action by employing ethnomethodology and conversation analysis to explore transition as interactionally accomplished in classroom lessons. Through the detailed analysis of classroom talk-in-interaction during lessons at the end of Year 6 and the beginning of the following Year 7, an account of the unfolding nature of transition is provided. In this way, the research contributes understandings of how transition is socially organised and accomplished in the study of the talk practices of its participants, and how such practices enable and constrain opportunities for students to access important interactional resources as they transition to secondary school.

Three key findings emerging from the research (and of interest to the Middle Years of Schooling SIG) include:

- Finding 1: Across both Year 6 and Year 7 settings, teachers use a class of shared practices to create social order by cohorting students into a single unit, providing the go-ahead for the next

activity in the lesson. Holding in place these practices is the strength of the teacher-student category pair which is maintained despite the significant changes associated with transition.

- Finding 2: The interactional arrangements of the Year 6 classroom provide students with enhanced opportunities to clarify potential problematic matters during lessons. As a result, Year 6 students display an informed approach to navigating independent work.
- Finding 3: The two-party turn-taking system dominated by the teacher in the Year 7 classroom provides reduced occasions for students to interactionally achieve a shared understanding of what to do next. This results in a lack of direction about how to approach subsequent tasks.

The paper will explore transcripts of Year 6 and Year 7 lessons to reveal how primary to secondary transition is socially accomplished through the local, situated and contingent organisation of talk practices between students and their teachers. In particular, it will analyse examples of ‘student chatter’ (what students say to each other when the teacher is talking and can’t hear them) to investigate students’ attempts of making meaning on covert ‘side floor’ conversations.

Presentation

30 minutes

203

“I’m not a snitch”: Teenage girls, friendship and online safety

Roberta Thompson

Griffith University, Gold Coast, Australia

Abstract

The presentation focuses on the ways in which friendship influences teenage girls’ online safety practice. For more than 10 years, social media has been an integral part of young Australians everyday life. Despite young people’s positive claims about social media, girls aged 12 to 14 are more likely than any other demographic to experience cyberbullying and emotional distress in relation to these experiences. Girls this age are also more likely to feel pressured to produce nude images of themselves and therefore, are disproportionately at risk of image-based abuse. The project discussed in this presentation investigated Year 7 and 8 girls’ online experiences and

social media with friends as a means for generating a robust understanding of their online problems. The research is particularly salient given intervention campaigns and online safety messages most of which have not focused on gender differences or cohort specific needs.

The research was conducted between October 2017 and November 2018 and focused on the inter-relationship between: i) practices and strategies for establishing an online presence; ii) friendship expectations, norms, and attitudes, and iii) everyday challenges and online difficulties. The project was set within a design-based context aligned to principles of design ethnography and was framed using feminist elaborations of Erving Goffman's (1959, 1967) work on impression management and strategic interaction. Data was generated over two years at two Southeast Queensland high schools and involved an online survey, focus group discussions, and a design-based project. This presentation draws on data from the online survey contributions of 75 Year 7 girls and focus group discussions of 84 Year 7 and 8 girls. Following Boyatzis (1998) thematic analysis process, a content analysis of the girls' contributions about friendship and online safety was undertaken, and then these units were used to identify thematic trends in the girls' online safety practice. Analyses indicate these girls' enacted online safety practices in relation to friendship expectations of support and local taboos about reporting behaviours. To date, friendship expectations and local norms have not been addressed in online safety campaigns. While further research is needed, project findings highlight the need for gender and cohort specific online safety messages.

Presentation

--Individual Paper--

Politics and Policy in Education

Politics and Policy in Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: B428b Flat Classroom

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

331 -

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

Stephen Kelly¹, Samantha Schulz², Nadeem Memon³, Dylan Chown³

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

Abstract

Education for a socially just world must be underpinned by, and actively defend, socially equitable modes of knowledge production. Education for social justice thus relies upon higher education institutions viewing their role, at least in part, as about fundamentally safeguarding the public good by valuing critical modes of knowledge production that value diverse ontological realities. While knowledge production in the West remains riven by its deep history of imperialism, Smyth reminds us, universities remain one of the last places “in which social critique and criticism is incubated, nurtured, fostered, encouraged and supported” (2017, p. 3). The role of universities as centres for knowledge production and protectors of social justice has, therefore, never been perfect but is imperative for generating a socially equitable world.

This paper opens the symposium by exploring limits and possibilities of race critical knowledge production within the interlocking contexts of the contemporary corporate university, ‘post-racial’ Australia, and global neoliberalism. Its stepping off point is the brief story of the resurrection of a small Australian journal committed to pushing the boundaries of our understandings of race, whiteness and de/colonialism. A well-known journal, its online presence was razed by a white supremacist group in 2015. In 2018, its resurrection took place, primarily, inside a public university undergoing aggressive neoliberal change. These phenomena are conceptualised in the paper as points along a continuum that is shaping the possibilities for race critical knowledge production, education for ‘social good’, and activism.

Rather than separate or discrete, the paper considers the rise of racist violence and the neoliberalisation of higher education as entwined phenomena whose mutuality and links to Enlightenment reason, when illuminated by a critical lens, point toward work that is urgently required if public higher education is to work for public good. The paper explores how raced power circulates relationally and how, for instance, the exemplary violence of neoliberal education reforms (i.e. narrowing the curriculum, devaluing human encounter, commodifying knowledge) is linked to the exceptional violence we are seeing play out on the global stage. As Springer says, “when we bear witness to violence, what we are seeing is not a ‘thing’, but a

moment with a past, present and future that is determined by its elaborate relations with other moments of social process” (2012, p. 138). By illuminating these relations, the paper provides a backdrop for the discussions that follow.

Presentation

--Other--

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

Abstract

Post 9/11, Australian Muslim learners are increasingly expressing a form of “grounded religiosity” where expressions of faith arise fluidly in classrooms related to values, ethics, and being (Johns et al. 2015). Recent studies have illustrated that Australian learners have complex views about religion. Religion is not observed the same and there are significant variations in how learners associate with faith, if at all (Singleton et. al. 2018). Recent studies have also illustrated that Australian learners are more tolerant and understanding of other people’s religions when taught a multi-faith education in school (Halafoff et. al. 2019). Yet, attempts to embed intercultural understanding, particularly when culture intersects with religion, remains “ritualistic.”

The Australian national curriculum defines intercultural understanding (ICU) as students learning about and engaging with diverse cultures in ways that recognize commonalities and differences, create connections with others and cultivate mutual respect (ACARA, 2015). And under the current curriculum ICU remains a mandated cross-curricular general capability.

Major international collaborations such as the Toledo Guiding Principles for Teaching About Religions and Beliefs in Public Schools (OSCE/ODIHR 2007) promote the importance of multi-faith education. However, teaching about religion in secular public schools is often reduced to religious beliefs and rituals that either culminate in a) broad generalizations of common humanistic values; or b) stark distinctions in religious observance. Both of these results of multi-faith education fail to foster understanding of religious worldviews rooted in distinct epistemologies and ontologies. The secular teaching “about” religion approach, we argue, is void

of addressing the broader question of “why. Addressing “why” faith communities adhere to specific religious observances and beliefs is rooted in the way they see the world, understand higher purpose, responsibility, and existence.

This paper will draw on findings from a case study of a public high school in South Australia that has developed a culture of dialogic conversations responsive to the life worlds of learners. This school community comprises of a learner population of over 1100 from across 75+ countries, 55 languages and a significant new arrival refugee population - many of whom identify as Muslim learners. To foster interreligious understanding that appreciates grounded religiosity, we found that educators must lead pedagogically - not with more curriculum and explore and transact intercultural and interreligious identities through learner lifeworlds and individual understandings of faith over generalizations of beliefs and ritual.

Presentation

--Individual Paper--

329 -

Pedagogies for troubling English with an Indigenous canon

Stephen Kelly

University of Adelaide, Adelaide, Australia

Abstract

Given political calls to recontextualise a Western tradition in Australian schooling in keeping with Enlightenment values, this paper explores the embedding of Indigenous texts in Australian Curriculum: English. In subject English, learners are encouraged to work with Indigenous texts, however, policies for English language and its cultural artefacts, axiomatically orient the representation and production of cultural knowledge. Indigenous texts, removed from the context of cultural production are translated, and iterably cited when materially subjected to comparative modes of cultural analysis. The disciplinary practices of English police Australian Indigenous narratives against the literary contours of an English speaking landscape, effectively violating the ontological integrity of Aboriginal story.

This paper draws on the cosmologies of Australian Aboriginal cultures to frame literary readings of Indigenous texts: it aims to connect the experience of place and time through the strata of culturally located experience. This is to conceive of Indigenist analytics as enactments of thought, constituted by the double experience of being present in the time and space of dreaming.

In responding to technologies of government, as exemplified in the policy effects of the Australian Curriculum, I attend to the quality of attention required when actively listening, fearlessly speaking and observing when enunciating local cultural practices. I present these characteristics as entangled elements of subaltern subjectivity and democratic processes. Drawing on Foucault's (2010) conceptualisation of power, knowledge and the subject, I offer empirical descriptions of cultural practices that re-territorialise (Deleuze & Guattari, 2004) Indigenous and other ways of being and knowing as onto-epistemic resources for a decolonised curriculum and pedagogy.

I argue that curriculum policy needs to foreground Indigenous ways of being and knowing, in response to ways in which Aboriginal cosmologies and epistemologies have been delimited through the constitution of the Australian Curriculum: English. In making this argument, I propose that curriculum and pedagogy might be seen as embodied thought acting within a mutable field of worldly relations : the power of the English curriculum to subjugate an equality of epistemic resources is countered by a pedagogy in which human subjects experience an equality of relation to each other and to the terra/world to which each is a part. Curriculum and pedagogy need not divide but are in a transformative relation which connect the footprints of cultural experience and production as being, knowing and acting in the world rather than a power/knowledge which possesses the world.

Presentation

90 minutes

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

Abstract

Preparing teachers to teach in ways that promote social justice and equity is a complex, but essential, task. The Master of Teaching (Primary) (MTchg) programme at the University of Auckland deliberately takes a complex view of teaching for equity. Six broad facets of practice for equity underpin the MTchg programme. One of these facets is ‘connecting to students as learners, and to their lives and experiences.’ This study aimed to understand teacher candidates’ learning about ‘connecting to students as learners, and to their lives and experiences’ in their first semester studying teaching.

The research questions were:

What is the nature of the understandings about ‘connecting to students as learners, and to their lives and experiences’ that emerge early in an equity-centred teacher education program?

To what extent are understandings of the facet a rich, interrelated set of ideas that can guide instructional choices about connecting to students’ lives and learning as an important part of practice for equity?

The theoretical framework for the study is complexity theory integrated with critical realism, accounting for the complexity of teaching, learning, and inequality, and affording examination of how the mechanisms of teacher learning occur under varying conditions.

Fifty-eight pieces of teacher candidate work from across three cohorts of teacher candidates form the data set for this study. Using an elaborated description of ‘connecting to students as learners, and to their lives and experiences’ as a framework, the data were analysed and two themes emerged: ideas about ways to connect and reasons for connecting. Ways to connect were: life experiences and realities, in-school experiences, prior knowledge, culture, relationships, language, choice and home-school links. Reasons for connecting were increasing engagement, improving learning and building identity/ respecting culture. Some teacher candidates were demonstrating critical understandings of connection and its impacts on learners. In writing about the reasons for connecting, the teacher candidates linked their emerging concepts to a broad range of educational theory and concepts from across their university courses and practicum experience, including inclusion, self-regulation, teacher expectations, culturally responsive pedagogy, learning theories, motivation and bilingualism. There was evidence in the teacher candidates’ use of literature and examples that they were building rich, networked understandings of these ideas.

These findings suggest that teacher candidates can build complex understandings of practice, even in the early stages of preparation, and that these understandings provide a foundation for socially-just practice that more reductionist approaches may not.

Presentation

--Individual Paper--

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

Abstract

Much policy talk in early childhood education (ECE) internationally and in Australia reflects the significance of degree qualified teachers for enhancing the quality and equality of provision of ECE. It also highlights the importance of degree qualified teachers in improving child outcomes, especially for children of colour and from low income families, thus addressing aspects of equity. But what are policies saying about early childhood teacher education (ECTE)? Every year for the past 30 years in Australia, there has been, on average, one major state or national inquiry into teacher education (Dinham, 2006, 2008b). No other program of professional preparation has warranted such scrutiny. Despite these successive reviews, ECTE remains shrouded in a cloak of invisibility because the focus is often children and families, rather than educators or teacher education. This paper presents an exploratory analysis of policy documents from 2008-2019 for the specific purpose of discerning the development and enactment of policy related to ECTE. It analyses policy documents from materialist and symbolic perspectives (Rizvi & Lingard, 2010) to show the absence of discourse about ECTE and the prevalence of symbolic compared to materialist policies.

Presentation

--Individual Paper--

563

Teacher inquiry for social equity: the nuances and considerations

Woei Ling Ong

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

Abstract

In today's political and social reality, education for a socially just world has never been more urgent. There is a general agreement on the important role that education play in bringing about social equity across societies; of which teacher learning is widely acknowledged and recognised as the sine qua non of school improvement efforts. Since 2009, public schools in Singapore are established as Professional Learning Communities (PLC) to enhance student learning through collaborative inquiry. In this study, the teachers articulated repeatedly that through collaborative inquiry, they strive to support their learners who were from the less privileged social-economic backgrounds, for positive student outcomes by adopting innovative teaching strategies.

Hence, this study aims to understand the process of teacher inquiry about pedagogy within the PLTs, and the school-based structures that shape the inquiry process. Findings contribute to the field's nuanced understanding of the enactment of teacher inquiry and the affordances of school-based structures.

The study involved two case studies of teacher inquiry about pedagogy within a primary level public school; the English PLT and Mathematics PLT. The research team observed the PLT meetings, conducted two focus group discussions and one post-inquiry interview with each teachers involved. The team proceeded with process coding (Saldana, 2016) on the data, using the bottom up and top approach to gain insights into the inquiry process. Within-case analysis and across-cases analysis were conducted to examine the inquiry process within and across the PLTs.

Findings from the study demonstrated that inquiry problems identified in isolation from other aspects of the subject matter, like subject content knowledge and pedagogical content knowledge, dampen the richness of the inquiry. In relation, narrow interventions, like the singular aim of helping learners to commit to memory information, be it English grammar rules or multiplication tables using innovative strategies, like games based learning and Shichida method, for speed and accuracy, constrains the scope and depth of inquiry. Presence of teachers with strong subject content knowledge and reflective and reflexive stance towards inquiry within the PLTs shape the discourse and drive it critically towards its intended purpose. The implications for teacher learning and strategic deployment of teachers with diverse profiles in PLTs are evident. While teachers are eager to adopt innovative teaching strategies, findings show that considerations on the above factors would further support the efforts in using these innovative teaching strategies to improve students' learning outcomes for equity.

Presentation

--Individual Paper--

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

Abstract

The Mentoring Profile Inventory (MPI) was first created in 2009. The MPI is a 62-item survey that provides practicum mentors with feedback on the ways in which they conceptualize their practice. This feedback is rendered as a set of motivators and challenges for mentoring (8 scales

and 6 scales, respectively) . To date, over 3000 mentors throughout the world have completed the MPI. Based on an analysis of the data from these mentors, an MPI Grid was added to the feedback in 2019. The Grid has four quadrants delineated by two axes (a motivator axis and a challenge axis). The four quadrants represent different emphases that a mentor brings to their advisory practice: Advocate, Nurturer, Partner, or Facilitator. Based on a mentor's responses to the 62 items, the MPI Grid suggests which of the four profiles is most dominant for that mentor *at that point in time*. This paper provides an overview of the profiles, how they were constructed, and their implications for mentors and the student-teacher which whom they are working in practicum settings.

Presentation

--Individual Paper--

1064

RETHINKING A TURNAROUND STRATEGY IN GATEWAY FIELDS

Walter LUMADI

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

Abstract

The notion of underperformance is relative and contestable. It is for many schools a label that is applied and removed as curriculum policies change and political imperatives alter. This article is a brainchild of the Community Engagement Project undertaken with the six chronic underachieving high schools in Limpopo province. Each of the rural schools was in extremely pathetic circumstances, as the percentage of learners achieving success in gateway subjects was 0%. The project, commissioned by Unisa's Department of Curriculum and Instructional Studies, aimed to develop a strategy that will increase learner performance. Technical jargon, lack of target and professional development were the focus of primary attention in the study. A qualitative approach was employed to afford a range of external support in each school. With the assistance from the identified district, Mathematics' best teachers from the *dinaledi* (stars) schools were purposefully sampled to assist with the intervention programmes on weekends and

vacations. After the first year, results in all schools started to creep up, and by the time the project finished in the third year, all schools were well in line with South Africa's NSCE norms. The project was held up as a great success and the schools rightfully celebrated.

Presentation

--Individual Paper--

271

Closing Our Gap: Stories of decolonising our teaching in schools and in teacher education

Shelley Davidow, Rachael Dwyer

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

Very few white Australians have anything resembling the broad knowledge and understanding of Aboriginal and Torres Strait Islander ways of being and knowing that would enable them to meet the Australian Professional Standards for Teachers 1.4 in any but the most tokenistic of ways. The so-called achievement gap for Aboriginal students in literacy and numeracy is widening and this may have everything to do with the gap in 'white' understanding of Aboriginal and Torres Strait Islander ways of being and knowing. Of note is that Aboriginal stories and deep literacy has been in process on this continent continuously and longer than anywhere on earth. In this workshop, we explore with participants as a 'performative' and investigative real-time shared narrative, the use of qualitative auto-ethnographic reflections to engage with the concept 'Closing the Gap' and to step out of the paradigm in which the gap exists for Original Australians and yet not for the white descendants of immigrants. From this perspective, we underscore the problems inherent in trying to meet the criteria of APST 1.4. We reflect on how, if we are to educate in Australian schools and universities for a truly socially just world, we might need to identify the gap that prevents many of us from reaching out in de-colonial ways. We share some examples of how we have entered into creative, auto-ethnographic dialogue as white academics and educators reaching out to our local communities to broaden our own understanding and involve our students in that reaching, and we share stories and reflections from our work in schools and in teacher education courses. We discuss our perceptions and the impact we have witnessed in our own and our student's shifting perspectives and invite

participants to share their thoughts and responses. We offer a forum for engaging in illuminating discussions and exchanges in order to address the gap in white Australian understanding of +70K years of Aboriginal knowledge that precedes the dominant narrative of our time.

Presentation

90 minutes

Social Justice

Social Justice

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N413 Flat Classroom

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

Abstract

The Australian Government is concerned about lifestyle-related conditions, concomitant health risks and costs. Lifestyle-related conditions are associated with risk factors like physical inactivity and/or obesity, which contribute to chronic diseases. Students from low socio-economic households are 1.7 times as likely to be at risk than peers from high socio-economic areas. Consequences include increased risk of chronic health problems in adulthood with negative impacts on employment, productivity and capacity to contribute socially. The health and physical education (HPE) learning area is ascribed responsibility for ensuring students acquire knowledge and capacities for protecting themselves against health risks and adopting

healthy lifestyles. However, claims made on behalf of traditional HPE about solving childhood obesity and ensuring healthy lifestyles are contested. Entrenched curricular focus on games and sports and pedagogies that frame obesity as personal failure, whilst ignoring contextual factors that influence health practices have had little impact. Too often traditional approaches are founded on middle-class norms that pathologise the behaviours and choices of those living in poverty. Put simply, ‘disadvantage’ often results in limited access to relevant health-enhancing knowledge, practices and skills. This paper reports on a research project that was informed by these concerns. Specifically, the paper engages with a pressing need for HPE to engage with practices that bring the perspectives of socio-economically ‘disadvantaged’ students into the design and enactment of curriculum. We first locate the project within the field of socially-just pedagogical practices for HPE before addressing the research context and design. We next discuss pedagogical practices that incorporate student voice and student inquiry as means for developing skills and capacities for informed, healthy citizenship. An additional focus is the participating teacher’s practitioner inquiries into pedagogical practices designed support students in analysing, inquiring, and planning to act on informed decisions in relation to health and physical activity. We conclude in arguing for socially just HPE pedagogies that foster self-determination in relation to health and wellbeing, rather than curricula and pedagogies that prescribe knowledge.

Presentation

--Other--

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

Abstract

The 21st century has brought rapid change to the global cultural and linguistic landscape, this rapidly changing landscape has prompted educators to suggest that the lived and evolving reality of contemporary classrooms demands a re-examination of current curriculum, pedagogies and assessment practices. Australian classrooms increasingly include young people who speak many different languages and dialects of English; these young people draw on multiple ways of learning and understanding and are mobile and connected across time and space. Australia has

seen a clear shift and reframing of equity as *quality*. This equity as quality context has been used to justify Australia's national assessment program and to relegate difference, particularly linguistic difference, to a problem fixed by further commitment to standardized English curriculum and assessment practices.

Engagement and equity for all learners is compromised in an environment, where attention is given to what is perceived as limited or lacking in young peoples' knowledge of the English language and literacies practices most valued in school. This paper presents ethnolinguistic methodologies and innovative pedagogical interventions developed in one of the most socioeconomically, linguistically and culturally diverse regions in Australia. The key goals of this research were to facilitate opportunities for teachers and students to learn more about students' language and literacy practices and experiences and to investigate what curriculum and potential learning could be generated when the linguistic knowledge and skill of students became the starting point for learning. This research is informed by culturally-sustaining pedagogy and place-conscious pedagogy.

This research combined linguistic ethnography with design research. It was undertaken over a four-year period as part of regular classroom practice in 13 Schools with 28 teachers and approximately 800 young people aged 6 to 14 years old. Schools comprised between 76–99% of students from Language Backgrounds Other Than English and high enrolments of students from refugee and migrant backgrounds. Data included classroom interventions and observations, interviews with teachers, students and community members and curriculum and work samples. Analysis centres on the positioning of young people as knowledge producers and how this deepened both teachers' and students' understandings and skill. Findings reveal teachers and students as partners in learning that went beyond celebrations of cultural and linguistic difference to instead place cultural and linguistic flexibility at the centre of teaching and learning. This work offers exciting possibilities for perpetuating and fostering a pluralist present and future and in turn a socially just educational agenda.

Presentation

--Other--

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

Beryl Exley

Abstract

This year marks three decades since the United Nations General Assembly adopted the “Convention on the Rights of the Child” (UNCRC). This human rights treaty, at its broadest, sets out the civil, political, economic, social, health and cultural rights of children aged up to 18 years of age. In its simplified form, Article 28 makes specific reference to education, noting “Children have the right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this”. Again, in a simplified form, Article 29 also makes reference to education, noting “Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.” In this research project, I delve further into the notion of children’s rights and extend its offerings to explore the “Melbourne Declaration on Educational Goals for Young Australians” which proclaims the following two goals: “the promotion of equity and excellence in Australian schools” and that “all young Australians become successful learners, confident and creative individuals and active and informed citizens”. This research examines how one schooling system in Australia orientates to curriculum, pedagogy and evaluation. This research traces these system-wide policies through two cycles of recontextualisation, firstly at the level of school administration, and secondly at the level of the classroom teacher, to better understand how individual children in contexts marked by disadvantage experience curriculum, pedagogy and evaluation in school. In doing so, I draw on Bernstein’s (2000) heuristic of pedagogic rights and develop an analytical framework for exploring the child’s right to individual enhancement, social inclusion and political participation whilst engaged in institutional learning. The significance of this work is the investigation of the constitution of and the internal workings of these rights as they play out in two school sites within the same capital city in Australia. Both sites serve children living and learning in communities marked by multiple forms of disadvantage. Two core findings emerged from this research. First, in one context, the pedagogic rights of individual enhancement dominated the right to social inclusion and political participation. Second, in the other context, the right to individual enhancement and social inclusion dominated the right to political participation.

Presentation

--Other--

Katina Zammit

Western Sydney University, Sydney, Australia

Abstract

Classrooms deliver powerful messages to students through their curriculum, pedagogy and assessment practices (Bernstein, 1996). These messages are embedded in the enactment or negotiation of learning, the selection of learning experiences and assessments, and the classroom discourse. Engaging messages embedded in the classroom pedagogic discourse provides students enrolled in schools in low socioeconomic areas to perceive themselves as learners and school as a place for them. Drawing on the Fair Go Program's (2006; Munns, Sawyer & Cole 2013) (FGP) pedagogical concepts this paper will consider how one Year 3 classroom teacher working in a school where the FGP principles underpinned the school's strategic plan and professional learning program enacted a pedagogy of engagement and transformation. The FGP pedagogical principles of the Insider Classroom and five discourses of power support teachers to reflect on their practices so they can better promote students' engagement in learning and see education as a potential for them. The paper will focus on the learning experiences that developed students understanding of Animals and multimodal documentaries designed to provide students with high cognitive, high operative and high affective learning that promoted engaging messages to students about their knowledge, ability, control, voice and place. Excerpts from the classroom conversations between the teacher and student/s will be presented that demonstrate the discourse that affirmed these messages.

Presentation

--Other--

Social Justice

Social Justice

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N415 Flat Classroom

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

Hugh Atherton

Queensland University of Technology , Brisbane, Australia

Abstract

Social justice is nominally valued and positioned in the education policies of many countries in various ways. Rizvi (2008) posits social democratic (protecting personal rights and freedoms), market-individualist (re-distributing material wealth through the market), and identitarian (redressing the disadvantage of the marginalised) notions of social justice.

In recent times, a market-individualist paradigm can be identified in Australian educational policy which ‘rearticulates’ social justice as equity (Lingard, Sellar & Savage, 2014). Promoted through international policy networks and manifested in national performance measuring infrastructures such as NAPLAN, ‘equity’ is conceived in this paradigm as a means of investing in the human capital for engagement in a global economy. Scholars describe a prevailing ‘identity politics’ in Western societies, driven by socially just recognition of those marginalised on the basis gender, race, sexuality and ethnicity (Appiah, 2018; Lila, 2017; Fukuyama, 2018). Such group identification, it is argued, potentially undermines cross-cultural appreciation of shared civic principles.

The teaching of civics and citizenship as part of the Australian Curriculum (AC: CC) has potential for a social democratic response to market-oriented and identitarian notions of social justice. AC: CC foregrounds knowledge of what constitutes “just” treatment, within the framework of the social and political institutions that comprise Australian democracy. Such knowledge, accompanied by dispositions for applying it, is intended to develop a principled and critical citizenry able to negotiate diverse identities and sustain the social-institutional order which undergirds economic prosperity.

This study reports on the thematic analysis of interviews of fifteen stakeholders involved in the writing, adaption, and implementation of the civics and citizenship curriculum. Although participants rarely referred explicitly to ‘social justice’, AC: CC was viewed as a means of developing critical, democratically knowledgeable and inter-culturally capable citizens who can foster equal opportunity and fair conduct. However, obstacles to the implementation of AC: CC were identified: notably, the de-prioritisation of civics by some state authorities, the priority given to History and Geography, teachers’ lack of familiarity with the civics material and greater attention to NAPLAN and STEM. Notwithstanding recent federal affirmations of philosophical and financial support (Department of Education and Training, 2019) for civics and citizenship, a

renewed and sustained national focus would be required to further its potential for social justice education. This study considers whether such a renewal is possible in the context of the continuing prominence of market-individualist and identitarian notions of social justice.

Presentation

--Individual Paper--

483

Art and politics in socially just curricula

Dino Murtic

University of South Australia, Adelaide, Australia

Abstract

Arts, Politics and Societies is a course that simultaneously uses the 'art' as a focus and tool with the aim to set the scene for students' critical engagement with socio-political environment; both locally and globally. Its curriculum is developed in a way that fosters student's own understanding of the artistic engagement and political practices that closely related to their cultural and societal backgrounds. The course incorporates personal and historical narratives, social engagement and philosophical interventions that have been influenced or initiated by artistic practices. Students, hence, do accumulate fundamental knowledge about the politics and society (and consequently about the self) through the investigation of specific art forms such as music, photography, comics, film, and new media. Ideally, the course is a canvas for students' self-exploration over the stances on contemporary local and global issues. Pragmatically, the course is a solid introduction in basic theoretical concepts related to socially engaged arts, politics and the notion of the Other. Fundamentally, the course further develops students' research, analytical and critical skills; the proficiencies that are always in deficit.

Presentation

--Individual Paper--

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

Fiji National University, Labasa Town, Fiji

Abstract

The fundamental values for a socially just world are inclusion, empowerment, visibility, equity, access, social justice, and shared responsibility. Education is an important tool for creating a socially just world. The social science curriculum plays a critical role in cultivating fundamental values for a socially just world. It also helps in creating inclusive learning places for children to experience these values hands-on. In Fiji, one of the primary purposes of social science curriculum is to assist young people with the development of a cultural ethic in which respect for different cultures and societies is valued (Ministry of Education, 2016). However, the curriculum does not explicitly promote the fundamental values for a socially just society. Thus, it is crucial to rethink the social science curriculum in Fiji to promote the fundamental values for a socially just society. This paper will focus on social justice, inclusivity and equity as key concepts for fostering a socially just Fiji through the social science curriculum. The paper is organized into three parts. In the first part of the paper, I define the three concepts and examine its significance for cultivating a socially just world. The second part of the paper presents a critical review of literature by exploring themes on inclusion, social justice, and equity to demonstrate the gaps in the social science curriculum in Fiji. Finally, the paper argues that these concepts have a strong implication for social science curriculum in Fiji and demonstrates how these concepts, through a culturally responsive pedagogy, can be deployed to the upper primary social science curriculum in Fiji. The paper concludes by proposing that we can join hands in creating a socially just world by re-thinking the social science curriculum in Fiji.

Presentation--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N417 Flat Classroom

986

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

Kimberly Reyes

RMIT University, Melbourne, Australia

Abstract

Articulation from the vocational education and training (VET) sector has come to represent an important pathway to higher education (HE) in Australia, particularly for disadvantaged groups (Bradley, Noonan, Nugent & Scales, 2008; Kemp & Norton, 2014; Pitman, Trinidad, Devlin, Harvey, Brett, & McKay, 2015). However, VE pathways students overall (regardless of SES) may confront a complicated transition to HE in which they must navigate unfamiliar teaching and learning environments, confusing credit transfer arrangements, and feelings of alienation (Barber et al., 2015; Griffin, 2014; Moodie, Wheelahan, Fredman, & Bexley, 2015; O'Shea, Lysaght, & Tanner, 2012; Watson, 2008). Dual sector institutions, with their knowledge and experience of practice across the VET and HE sectors, are uniquely positioned to address the 'transfer shock' during the transition to higher education for all VE pathways students (Tickell & Smyrniotis, 2004). This paper aims to examine the impact of using peers to support recently articulated students at one dual sector university.

Preliminary contextual research conducted at the dual sector university suggests that recently articulated students at the dual sector university may not have clear expectations of what to expect upon entering their HE degree programs. These gaps in knowledge ranged from discipline-specific information to more generalized academic literacy skills. Students also felt the learning environment in HE lacked strong relationships with teachers and fellow students – a characteristic they strongly and positively associated with their VET programs. These preliminary findings informed the design of a peer support intervention that addressed gaps in academic literacy and emphasized community-building with other 'VE to HE' peers.

A case study approach was used to understand the impact of a peer support intervention aimed at recently articulated students who were showing signs of academic distress after their first semester enrolled in an HE degree program. Target students received invitations to participate in events led by 'VE to HE' peer advisors, including social gatherings, workshops related to on-campus student services, and study sessions led by academic peer mentors. This study analyses qualitative data from focus groups and semi-structured interviews with both peer advisors and participant students to assess how such an intervention influences academic and social engagement.

An examination of the impact of these exploratory practices contributes to our understanding of how to support the diverse group of students who choose pathways to higher education, and how to incorporate student voice and perspective into such support mechanisms.

Presentation

--Individual Paper--

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

Abstract

The government in England is attempting yet again to implement a wide-ranging reform of the vocational education and training (VET) system with their Post-16 Skills Plan. Within that context this paper reports on a study that revealed chronic difficulties in recruiting VET teachers to England's further education (FE) colleges. FE colleges resemble TAFE colleges and are where the majority of vocational courses in England are offered. This paper seeks to explain these difficulties in recruiting VET teachers (focusing mainly on Engineering) at two levels: from the

perspective of college managers; and then how these managers' specific problems in recruitment illuminate wider policy implementation in the sector.

The English FE sector is characterised by political instability. Since the early 1980s there have been 28 major pieces of legislation relating to VET and there have been over 48 ministers with relevant responsibility. Reform has been piled on reform and yet there has been serial failure to produce lasting change in the sector. Through investigating the recruitment of VET teachers, this study examined a microcosm of that persistent failure. We interviewed senior managers in human resources and engineering departments from 24 of the 50 largest colleges in England by turnover.

There was near unanimous acknowledgement that recruiting suitably qualified engineering teachers was challenging. FE colleges are competing directly with industry for employees and respondents stated that colleges were at a significant disadvantage, most notably due to differential salaries. Many colleges were making extraordinary efforts to employ appropriately qualified staff. One conspicuous finding was that recruitment agencies exacerbated colleges' problems because agencies removed individuals from the open employment market and because the quality of agency staff was inconsistent.

These difficulties in recruiting SET teachers reveal three persistent weaknesses in policy planning and help to explain the serial failure of VET policy in England. Firstly, policy-makers have borrowed policy that they have seen in other countries but which they then fail to contextualise for England's VET system. Secondly, if policy-makers had properly examined the current position of colleges, here in relation to recruitment, they might be more circumspect in their expectations. Thirdly, while college managers are expending considerable effort on preserving existing provision, they are unlikely to strategically develop VET as proposed in political reforms. And so policy churn continues.

Presentation

--Individual Paper--

What makes graduates employable? Perspectives of New Zealand Employers

Behnam Soltani

Otago Polytechnic, Auckland, New Zealand

Abstract

Although attempts have been made to understand graduate employability from the perspectives of employers, the outcomes have not gone beyond producing a list of skills required by the graduates (Hinchliffe & Jolly, 2011). Majority of the studies have used surveys (Harvey, 2001; Kavanagh & Drennan, 2008) to capture what employers want to see in the graduates. This paper, using a spatio-temporal perspective (Lefebvre, 1991) and qualitative interviews (Talmy, 2011), reports on the findings of a study in which 50 New Zealand employers were asked about what makes graduates employable. The employers' narratives from three fields of Information and Communications Technology (ICT hereafter), Hospitality, and Construction Management fields regarding what makes graduates employable are presented. The analysis of the findings shows that graduate employability is a context dependent process that is determined by macro, meso, and micro forces and the interplay among them. The employers' narratives showcased that graduate employability depends on graduates' understanding of the spatiotemporal context of the work environment, their investment in workplace capitals and their mastery of the everyday workplace practices, norms, capabilities, and knowhow, and their interactions with other social agents in real and virtual spaces in the workplace. Also significant is how the labor market is positioned nationally and globally, and the role of educational institutes and workplace in familiarizing graduates with the workplace capitals and practices. The findings further suggest that stakeholders identify strong links between higher education and graduate employability and in order to be employable, graduates need to invest in their professional identity and capitalize on capitals and practices required for their careers and roles through learning, interactions, and engagement with the local rhythms in their environment. Practical implications for vocational education will be provided.

Presentation

--Individual Paper--

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

Abstract

This study explores the dynamic interplay among teacher identity, agency and context as these influence how secondary English-as-a-Foreign-Language (EFL) teachers experienced the communicative language teaching (CLT) - oriented curriculum in Vietnam. This study was framed under a sociocultural perspective, incorporating the concept of mediated agency (Wertsch et al., 1993) to understand how these teachers responded to the change. Data were derived from multiple interviews with classroom teachers and school leaders, complemented with classroom observations and related documents. The findings reveal the teachers' responses to the reform were complex and highly individualised. The teachers' agentic actions in relation to the new curriculum were directed by various identity commitments, as shaped by their prior learning and teaching experiences and the current reform context. The study concludes with implications and research suggestions.

Presentation

--Individual Paper--

656

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

M. Obaidul Hamid, Ngoc Hoang, Trang Nguyen

The University of Queensland, Brisbane, Australia

Abstract

In this presentation, we would like to consider the pedagogical ramifications of the changing sociolinguistic reality of English in a globalised world. This we will do from the perspectives of teachers of English.

The new varieties of Englishes (e.g. Indian and Malaysian English) and their growing recognition have given legitimacy to the new paradigm of “World Englishes” (WE). WE argues for the plurality of English, and introduces a more democratic approach to linguistic creativity and ownership of the global language. These arguments have clear pedagogical (which English to teach and how) and socio-cultural (e.g. identity associated with English) ramifications. Pedagogically, the “paradigm shift” calls for a change in our understanding and practice of what we call “errors”. The legitimacy of new norms provided by WE implies that some errors need to be treated as features of new varieties rather than as language use marked by linguistic deficiency as in the traditional second language acquisition view. But where can we draw the line between errors and varietal features? How achievable is this pedagogical imperative?

In this presentation, we will share some data from a group of 60 international TESOL practitioners who were enrolled in a postgraduate TESOL class in an Australian university. These student-teachers were challenged to draw the line between errors and features of new varieties in a classroom activity that required them to evaluate examples of new varieties of English. The activity took the form of a mini-survey which they completed first individually and then in a group on the same day, and then individually again after a week. The findings will allow us to see how the participants viewed the relationship between errors and varietal features, and how their individual views compared with group views. We may also be able to comment on the likelihood of any change in individual views after the group experience and the explicit teaching of WE in the class.

Overall, the insights generated by the activity may be seen as an opportunity to problematise the pedagogical/empirical viability of the theoretical demand of drawing the line between errors and varietal features as envisaged by the new paradigm of World Englishes.

Presentation

--Individual Paper--

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

Abstract

In 2010, China's sixth national census showed that among the population of 31 provinces, autonomous regions, municipalities and active military personnel, the population living in urban areas was 665,575,306, accounting for 49.68%; the population living in rural areas was 674,149,546, accounting for 50.32%.

1. What is the problem?

It's obvious that ESL (English as a Second Language) teaching programs are very important during the course of China's development. English has become a required course in schools. In terms of cultural background, learning environment, teacher qualifications and teaching facilities, English teaching in rural areas and English teaching in urban areas are very different in China.

2. What caused it?

In China, the difference between urban areas and rural areas does not only exist in the population, but also the extent of economic development in various regions. As far as English teaching is concerned, there are also huge differences in many aspects. Whether it is from the strength of teachers and hardware facilities, or from the quality of students and parent support.

In rural areas of China, English teaching mainly uses traditional grammar and translation teaching methods. The main form of such teaching methods is that teachers explain the text and grammar knowledge points in the classroom. The classroom is teacher-centered, but students can interact with teachers and classmates in certain situations or to some extent. Second, the content of English courses in rural areas is roughly limited to textbooks.

3. How to solve and improve? (in brief)

3.1.

Improve the income of rural teachers.

3.2.

Our government should pay attention to the hardware investment of English teaching facilities in rural areas.

3.3.

English teachers in rural areas should work hard and be able to teach English according to local conditions.

(Research methods)

Desk research

Secondary research (redirected from Desk research) involves the summary, collation and/or synthesis of existing research. My secondary research includes textbooks, news articles, review articles, encyclopedias and meta-analysis.

Content analysis

Content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio or video. One of the key advantages of using content analysis to analyse social phenomena is its non-invasive nature, in contrast to simulating social experiences or collecting survey answers.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 11:00 - 12:30

Date: 2nd December 2019

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

Abstract

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is an Australian Government policy that identifies eligible students with disability for the purpose of allocating funding. Predicated on the *Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*, this inaugural national policy's stated aim is to resource the additional educational needs of students with disability to facilitate their access to, and participation in learning and whole-of-school activities.

The NCCD operates through an annual data collection process that relies on local school teams' professional judgements about students with disability. To guide this process, teachers are required to collect evidence for a minimum of 10 weeks during the preceding 12-months (from the Australian Government August census date). This evidence of teacher actions is under four categories: first, the assessed needs of individual students; second, evidence of the educational adjustments being provided to the student; third, evidence of ongoing tracking, monitoring and review of adjustments; and finally, evidence of consultation and collaboration with families. Evidence of assessed individual needs includes school-based and standardised assessments over time that document ongoing learning and/or socio-emotional needs; responses to targeted interventions; parent reports; specialist and medical reports or profiles.

This presentation draws on data collected as part of a doctoral project that uses institutional ethnography in an inquiry about how the NCCD policy is shaping teachers' everyday work. A key aim was to find out how teachers' work is "hooked into" the requirements of the NCCD texts, in what Dorothy E. Smith (2007) describes as "textually coordinated" actions. This research identified that teachers spend significant time collecting evidence for the NCCD using a range of evidence to support their judgements. The evidence work did not always align with the NCCD's suggested data collection processes, with data walls one of the unanticipated forms of evidence. This finding has significance, as data walls are outside of the four types of evidence outlined by the NCCD procedures, and evidence underpins decisions about which students with disability are included in the data count. When data walls are being used for an unexpected purpose (to inform eligibility for NCCD), school leaders and policy makers must consider how

to avoid unintended consequences, such as imputing students with a disability. Questions about repurposing data, and concepts of validity and equity also have implications for wider assessment theory and practice.

Presentation

--Individual Paper--

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

Abstract

To create an inclusive educational setting in which all learners can achieve their best learning outcomes and fully engage in school activities, New Zealand, like many countries, has incorporated the role of Special Educational Needs Coordinator (SENCo) into mainstream schools. Due to an increasing number of children with special educational needs all over the world, the complexity of the SENCo role has become broader and deeper. Given the critical role SENCos play in supporting students with special educational needs, it is interesting that there appear to be only three studies that have focused on SENCos in the New Zealand context, none of which focuses on their identities. Hence, the aim of the study presented in this proposal was to develop an in-depth understanding of how the role of SENCo influences New Zealand SENCo teachers' identities. Using a case study research approach, multiple sources of data were collected through semi-structured interviews and work shadowing with five SENCo teachers from five primary schools in Auckland, New Zealand. Documents including school policies and job descriptions were also analysed. Using Gee's approach to discourse analysis, the findings showed that the role of SENCo influenced participants' identities in four major ways: a) a stronger sense of agency than experienced as classroom teachers, which resulted from time flexibility, autonomy, collaboration and accessibility to funding and resources; b) growth in teacher expertise, embracing professional knowledge and practice in special educational needs; c) emotional engagement including a high level of self-fulfilment, job satisfaction and

commitment on the one hand, and frustration and stress on the other, and d) a perception that their expertise and value were not sufficiently recognised by teacher colleagues, the senior management team and the Ministry of Education. The findings contribute to a fuller understanding of how SENCOs identify themselves as a specific type of teacher and how their teacher identities are influenced by being a SENCO. The study also suggests ways of supporting and strengthening SENCO identity, such as adapting the organisational structure of the SENCO role and establishing SENCO groups across schools. The findings also point to the need for further research, using different methods, to develop a fuller understanding of how the role of SENCO influences their teacher identities.

Presentation

--Individual Paper--

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

Abstract

Schools are working environments where collaboration is an essential component of the work life of teachers and other professionals. Professional collaboration offers the opportunity to build capacity in all involved and can contribute significantly to the teaching experiences of students with disability in inclusive contexts. Modern schools employ a breadth of professional staff, expanding beyond teachers to also include guidance officers and school psychologists. Increasingly, schools are also accessing allied health professionals and external agencies which involve social workers and medical specialists. While proximity to other professional groups has increased, limited literature exists to guide school leaders and teachers in enacting evidence-based models of professional collaboration. Further barriers to effective collaboration arise when terms used in policy such as “co-teaching” are misappropriated and applied in ways that further exclude students with disability. In this paper, I draw on research data from the Australian context describe a model for professional collaboration that focuses on inter-professional

collaborative planning to inform teachers' pedagogical practices for students with disability in inclusive classrooms. A sequential-phase mixed-method design was used. Across three phases of data collection, information about the students' own insights on what helps them learn, the students' profile of strengths and difficulty and teacher's knowledge of curriculum and pedagogical approaches formed the basis of education adjustments. Pre- and post- measures were used to explore teacher's confidence and awareness about making adjustments, as well as teachers' views on enabling factors and barriers to enacting adjustments that were collaboratively designed. Finally, I will describe a theory of change. I propose that inter-professional reciprocity and student-informed pedagogical adjustments have the potential to inform systemic restructuring of school-based collaborations to design inclusive pedagogical practices.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N516 Flat Classroom

1019

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

Agli Zavros-Orr¹, lisahunter², Annette Brömdal³, Parent Student with intersex variation⁴, Mandy Henningham⁵

¹x, Melbourne, Australia. ²Monash University, Melbourne, Australia. ³usq, x, Australia. ⁴s, Brisbane, Australia. ⁵Bent Street, sydney, Australia

Abstract

With the intra-action of materio-discursive practices captured in policy and social issues we have opportunities to investigate how fields such as HPE might engage particularly with a 'social

justice' aspiration. Practice-response documents such as the recent Victorian Government's 'Health and wellbeing of people with intersex variations', the Darlington Statement (2017) and the Australian Human Rights Commission's 'Guidelines for the inclusion of transgender and gender diverse people in sport' (Guidelines) (2019) in a context where societal issues generated through bodies such as Caster Semenya and the Vatican's 'Male and Female He Created Them' guidelines for teachers literally or potentially instruct how teachers employ HPE, and curriculum guidelines such as AC:HPE with students. Using Karen Barad's notion of intra-action, this roundtable brings together four stimulus presentations from several perspectives that speak to HPE's engagement with people with intersex variation in the current climate. Together and with other invited participants we will then explore a series of questions in terms of implications for those engaging with HPE be they principals, teachers, students, parents, teacher educators and/or policy-makers in health, education and sport. We might ask:

- What can HPE do for learners, teachers or parents with intersex variations and other related parties?
- What is HPE's competency in facilitating learning for people with intersex variation and enhancing the lives of all?
- What is HPE's competency in facilitating learning about 'intersex' for all learners, and in creating a learning environment for people with intersex variations through the AC:HPE
- What opportunities are there for classroom generalists and HPE specialists in engaging with 'intersex' information?
- What are the opportunities for schools and for wider community and Australian society (sport, health, etc)?
- How are teachers, schools and parents facilitating effective learning for young people with intersex variations?

What are important questions to ask next?

Stimulus Presentations (4x15 mins each)

1. Inclusive Education: Responding to Intersex Young People's Human Rights in Educational settings. Agli Zavros-Orr
2. 'He created Male and Female then read the Darlington Statement': emerging HPE teachers intra-acting with 'religion', intersectionality and resources in sex, gender and sexuality-lisahunter
3. Intersex Bodies in Sex Education. Annette Brömdal
4. Parent of student with intersex variation
5. Intersex?...pay attention. Mandy Henningham

Presentation

90 minutes

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 11:00 - 12:30

Date: 2nd December 2019

Location: N517 Flat Classroom

762

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

Peta Salter¹, Max Lenoy²

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

Abstract

Evolving discourses in Australia have resulted in an increasing focus on teachers’ abilities to engage with Aboriginal and Torres Strait Islander students. Political concerns with achievement gaps and national education policy that requires teachers to engage with curriculum priorities and Australian professional standards for teaching that focus on strategies for teaching and understanding of Aboriginal and Torres Strait Islander students, such as 1.4 and 2.4, have contributed to this move.

This paper reports on a study that facilitated and supported preservice teachers to undertake specialised teaching placements in a partner school that identified higher than average numbers of Aboriginal and/or Torres Strait Islander student enrolments and strong links to Aboriginal and/or Torres Strait Islander communities. These placements were offered in response to preservice teachers’ opinions that although they felt engaged in and with Aboriginal and Torres Strait Islander Knowledges to promote cultural sustainability throughout their degree, they were anxious about their application in real world contexts. This study sought to take up this call to support and engage preservice teachers directly with such placements. It follows two cohorts of six preservice teachers through a pilot program which integrated the ATSIL 3Rs approach to engage and orientate preservice teachers with their mentor teachers and the school prior to placement, and adapted the Most Significant Change Technique to identify domains of change in agency for the two focus professional standards in reflections both pre and post placement.

This paper presents a critical race reading of preservice teachers' reflections on being part of these placements. It applies a lens of whiteness and interest convergence to interrogate how experiences and significant points of change in preservice teacher agency for standards 1.4 and 2.4 are interpreted as empowering in broadening understanding, albeit through racialised discourses. As teacher educators we sought to offer the placement as a 'circuit breaker' to disrupt preservice teacher dispositions, however our findings have caused us to revisit our understanding of preservice teacher 'circuits' and what perceived faults may flow through them. These findings highlight the complexity of challenging pre-existing social practices and the development of critical dispositions in preservice teachers.

Presentation

--Individual Paper--

432

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

Peta Salter

James Cook University, Townsville, Australia

Abstract

When educational discourses seek to normalise educational 'success', good intentions seeking to empower previously marginalised groups can instead serve to bond them to deficit discourses. However, a critical pedagogy of place resists standardisation and pursues the contextual significance of place and community to educational success. The conditions for 'success' in education for Aboriginal and Torres Strait Islander students are widely noted as complex, and unsurprisingly, responses to navigating this complexity vary. A common theme in recent empirical research in regards to what seeds success is engagement with community, in particular nuanced knowledge of complex community histories, contexts and aspirations.

This paper interrogates what places 'count' when it comes to evaluating educational success for Aboriginal and Torres Strait Islander students and explores ways in which recent educational

‘Closing the Gap’ policy and outcomes engage with notions of place and conceptualise the importance of community. Firstly, this paper explores critical race theory as a framework for policy analysis. Secondly, this theoretical framework is used to critique the most recent Australian Closing the Gap reports with a close focus on Chapter 3: Education. Following, the findings of this critique are discussed in regards to the places and positioning of community this critique uncovers. Central to this discussion is racialised policy problematisations that suggest at best ambivalence towards place, and at worst, disengagement from place as necessary to ‘close gaps’ in Indigenous education. Uncritical presentations of this separation mask a ‘disturbing picture’ (Guenther, Lowe, Burgess, Vass & Moodie, 2019) of equitable outcomes for students. Consequently, education policy discourses for Aboriginal and Torres Strait Islander students construct conflicting messages regarding how place ‘counts’ and contributes to educational success.

References:

Guenther, J, Lowe, K, Burgess, C, Vass, G & Moodie, N. 2019. Factors contributing to educational outcomes for First Nations students form remote communities: A systemic review. *The Australian Educational Researcher*, 46: 319-340.

Presentation

--Individual Paper--

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

Abstract

Understanding what Community-Led is and how it links community into research whether as participants or in leading the research requirements for their communities, requires re-thinking

what we mean by participatory and Community-Led research. We say we do it, but do we really?
Some preliminary findings in our Community-Led Research project at the University of Sydney.

Presentation

30 minutes

Lunch

Time: 12:30 - 14:00

Date: 2nd December 2019

Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: F509 Lecture Theatre

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

593 -

Building collaborative research partnerships to support knowledge translation and impact

Joann Cattlin, Wesley Imms

University of Melbourne, Melbourne, Australia

Abstract

Increased government focus on evidence informed education policies is matched by growing interest from educators in accessing and using research to inform practices. However there remains a gap between research and practice in education due in part to the mismatch in

priorities between the two groups and barriers to sharing information. Collaborative research involving teachers, education authorities, industry and community is one of the most effective mechanisms for building and sustaining quality research and uptake of new knowledge. These collaborations also enhance the involvement of these groups in supporting improved social equity by engaging them in the process of applied research and connecting them with other stakeholders. While research partnerships provide an opportunity to support translation the dynamics of research partnerships and balancing the priorities of the partners and integrity of the research are complex and involve significant time, effort and careful negotiation.

The Innovative Learning Environments and Teacher Change project (ILETC) is an Australian Research Council Linkage project involving 17 government and industry partners. The project has developed strategies which have generated deep engagement with these partners with a focus on reciprocal exchange of information and building connections across partner networks to facilitate access to research outputs. The approach is based on knowledge translation strategies which show partners engaged in iterative, reciprocal information sharing, co-production of knowledge make it more likely that research findings will be used.

This presentation will report on evaluation of the engagement and knowledge translation using an embedded single case study to document the experiences and reflections of the ILETC partner representatives and project team members through semi structured interviews repeated at six-month intervals over two years. The analysis of these interviews involved coding to identify emerging themes and using a scale for knowledge utilization to evaluate the impact of the research.

The findings indicate that the strategies used to build engagement with teachers, school leaders and architects such as progressive publishing of project findings in open access reports, fact sheets, workshops and briefings achieved significant impact. In the first two years of the project findings were influencing partner policy and practices, generating co-produced knowledge and igniting interest in new research initiatives. The evaluation highlighted the importance of developing deep and broad connections between the team and partner organisations to build trust and support clear understanding of each other's priorities and publishing outputs in plain language that were accessible and relevant to partners.

Presentation

--Individual Paper--

736 -

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

Victoria Leighton

University of Melbourne, Melbourne, Australia

Abstract

If considered at all, the physical classroom environment is visualised as a place of democracy where students are afforded equal opportunities to learn within a space by teachers given agency to implement their best teaching skills. In practice, research is finding evidence suggesting that this picture of parity is faulty.

Teachers are taught how to teach curriculum content and pedagogy, but rarely trained on how to use space to advance and support their teaching and maximise learning experiences for students. Understanding *how* teachers actively manipulate space to improve pedagogy, and devising systems to measure this transaction, remains one of the 'missing links'.

This study, embedded in the ARC linkage project ILETC, focuses on the rarely-examined phenomenon known as 'teacher spatial competency' (TSC), recasting it as a separate and unique professional teaching skill that influences teacher agency, practice and impact. The use of a theoretical conceptual framework has been devised as a necessary frame of reference to understand and measure the relationship between the built environment and human behaviour. The first phase of research included the development of a specialist research app called 'Class e(valuation)'. The app has been designed as a user-friendly tool that can be used in the classroom to collect data on classroom attributes and TSC activity. The second phase of research moves from theory to application. It considers the development, trial and refinements of the proposed framework and Class e(valuation) app to provide baseline data for TSC.

This paper explores ways to measure the impact of space on a teacher's professional practice. The theory suggests that educational settings are places that shape what people do, how they engage with one another, and how they consequently contribute to the construction and deconstruction of teacher identities. This implies that the built environment allows for a future that can be purposefully constructed and manipulated to maximise teacher and student classroom experiences, whatever the space available to them to teach and learn. The ability to provide empirical and uncritical evidence of the influential factors that impact a teacher's spatial practice suggests that they can be taught to hone their spatial skills to enhance learning. This approach puts the impact of a teacher's spatial professional practice squarely in the centre of learning environment democratisation.

Presentation

--Individual Paper--

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

Abstract

Innovative Learning Environments and Teacher Change (ILETC) is a large ARC Linkage project that is proving innovative in terms research output and industry linkage. It has seventeen industry partners across three continents, ranging in size from large corporations like Microsoft USA, Seedcase Education in USA, Ecophon in Sweden and Telstra Australia, to small but innovative businesses such as Marshall Day acoustics and 'research active' schools. It has utilised international audiences to validate its findings, and has built an unprecedented array of methods of in-time dissemination of its findings.

With seven PhD projects embedded in the project, 8 CIs and three research fellows, across Australia and New Zealand, ILETC is creating and sharing unique knowledge concerning the ways teachers transition from traditional to innovative learning environments.

This symposium provides a snapshot of research findings from ILETC, embracing PhD theoretical constructs to data-driven practical tools and strategies being trailed in schools, to analysis of project management techniques that underpin the project's success. This paper will briefly overview the ILETC project, its scope and critical findings. It will outline the conceptual framework of the study, its focus on teacher activity, and its unparalleled use of significant industry partners from around the world to dig deeply into the role space plays on quality student experiences in schools. In this way, this paper will contextualise the selection of papers described above.

Presentation

--Individual Paper--

1009 -

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

Ethel Villafranca

The University of Melbourne, Melbourne, Australia

Abstract

Globally, billions of dollars have been allocated in developing highly adaptable, technology-infused, and connected learning spaces, called Innovative Learning Environments (ILEs). These spaces are designed to accommodate a variety of pedagogical practices intended to equip students with skills and competencies critical for thriving in this rapidly changing world.

However, research indicate that teachers are unable to fully maximise the potential of these ILEs. In contrast, many museums appear to have considerable success at intentionally creating places and spaces for visitor learning. In particular, some museum educators facilitating student groups seem to be adept at manipulating their learning environments and adapting pedagogy to suit intended learning outcomes, regardless of the types of spaces they are using. Understanding these museum practices may prove valuable in helping school teachers use ILEs better.

This exploratory research, embedded within a larger Australian Research Council (ARC) Linkage Project, Innovative Learning Environments and Teacher Change (ILETC), focuses on museum educator practices. Two case studies were conducted to draw out strategies they use in capitalising elements of the learning environment, inside and outside the museum premises, to promote student learning. Twenty-eight individuals from nine purposely selected institutions across Australia and New Zealand participated in this research. Thematic analysis of data from 42 observations and 25 interviews resulted in a proposition of a pedagogical approach, Curated learning, that leverages the relationship between pedagogy and the built environment.

This paper discusses the principles of Curated learning, which involves purposeful selection, manipulation, and use of objects and spaces within a learning environment to set-up conditions for students to engage in surface-to-deep learning. These principles are intended to assist teachers in using elements within their own learning environments in ways that empower students in developing their own deep learning competencies that, ultimately, will help them succeed in their academic, professional, and civic lives.

Presentation

406 -

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

Marian Mahat, Wesley Imms

The university of melbourne, Melbourne, Australia

Abstract

The Innovative Learning Environments and Teacher Change (ILETC) project aims to help teachers better understand the way the physical learning environment as well as innovative teaching practices affects the quality of student learning. Utilising a range of quantitative and qualitative data collection methods (including systematic literature reviews, a series of teacher workshops, a survey of principals, case studies as well as symposia and think tank meetings), data was collected in Phase 1 of the ILETC project involving 1,300 participants internationally. Analysis of data from Phase 1 was emergent and took the form of thematic analysis and content analysis. Additionally, face and content validity were established through online forms and workshops involving 143 international participants.

Our findings found that innovative learning environments are not a magic cure, but evidence is mounting that they constitute a powerful tool that - if used well - improves student educational experiences. The results show that schools (and teachers) navigate a transformative journey as they reimagine their learning spaces. There are three phases in the process of creating new learning spaces—early, implementation and consolidation—during which commonalities exist (the 'Transition Themes') but are applied in highly personalized ways (the 'Pathway'). Taken as a whole, the 'Teacher Transition Pathway' constitutes the pathway(s) along which teachers and schools travel as they move from traditional to more innovative learning spaces.

As well, our findings emphasise that successful spaces *host a unique diversity of teaching, learning and environmental qualities* that can assist teachers navigate their pathways. These can be viewed as a *framework of typologies* which categorise the different elements in developing effective learning spaces. We currently identify five: spatial designs, teaching approaches, furniture, acoustics, and ICT. Importantly, they constitute the mechanism for making tangible to teachers what needs to be known about good use of learning spaces. The typologies are, in essence, a teacher-friendly, practice-focused summary of the mass of theoretical knowledge we have collectively built about innovative learning environments.

The Teacher Transition Pathway offers the educational community a theoretical and practical resource that supports the building of spatial learning capacity in schools. By building teachers spatial competency to affect student learning, this paper provides a propitious opportunity to direct meaningful and sustainable improvements in teacher practices and student learning in a socially just world.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: W201 Lecture Theatre

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

Abstract

The importance of children's relaxation in their early years is recognised in research and Australian ECEC policy and regulations. However, the research landscape has been dominated by bio-medical approaches to conceptualising relaxation, and children's own understandings of relaxation have been ignored, despite this being at odds with Australian ECEC policies which prioritise children's agency and meeting each child's personal relaxations needs.

Our study, funded by the QLD Department of Education: Education Horizon Grant scheme, sought to address this gap in knowledge by asking: how do children experience relaxation in ECEC? This research was informed by an interpretivist approach which posits that children are competent social actors and experts in their own experiences. We used a child-centric methodology and conducted drawing-prompted, semi-structured group interviews with 46 child participants aged 3-5 years old across six ECEC services at two time points. Children were asked about what it means to relax and what they do to relax.

Children described sensory-rich conceptualisations of relaxation which predominantly pertained to bodily temperature and positive emotions. Three key themes emerged from children's accounts of relaxation: play, people and place. Children often referenced play as relaxing although the forms of play were diverse: some children emphasised playing alone while others described playing with friends. While most children reported sedentary play as relaxing (e.g. building Lego, listening to music, making puzzles), some children made references to physically active play (e.g. football). Some children relayed that certain people, typically friends and parents, helped them to relax. Finally, place was key in shaping children's relaxation experiences. Children frequently discussed nature as a place where they could relax.

Young children are capable of understanding relaxation and communicating relaxation preferences. While ECEC policies emphasise children's agency and meeting children's individual relaxation needs, our study indicates that such policy aspirations are not always being met in current practices. The ECEC services we visited had places and play resources which children used to relax, but children could only access these resources within the confines of adult generated schedules. Improvements to ECEC practices could include allowing children access to relaxing resources and places throughout the ECEC day and educators engaging children in conversations about their relaxation preferences. Further research is need into how children experience relaxation in inner-city ECEC services where access to nature is limited.

Presentation

30 minutes

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

Abstract

Research investigating the ECEC workforce highlights the intense physical and emotional work of ECEC educators. Educators experience high levels of stress that can lead to burnout, decreased job satisfaction, and a reduction in program quality. Relaxation may help to alleviate stress and promote educator wellbeing through distraction and recovery. Yet, little is known about educators' experiences of relaxation.

The importance of educator wellbeing is three-fold. First, wellbeing influences the quality of life for educators themselves. Second, educator wellbeing affects retention, engagement, and stability in the ECEC workforce, and finally, wellbeing affects the ECEC program quality. Therefore, educator wellbeing is essential to the individual, to children and families, and society as a whole.

We aim to describe how educators conceptualise and experience relaxation. These descriptions and experiences can inform workplace strategies to support educators' relaxation, and to recognise that relaxation is not solely an individual's problem. Consideration of the social contexts that educators experience is also important when supporting their relaxation.

This study was funded by the QLD Department of Education: Education Horizon Grant scheme to investigate educators' experiences of relaxation. Their perspectives and experiences of relaxation were gained through interviews (n=8) and a 'y' chart activity (n= 33) completed during a professional development workshop. The 'y' chart activity required educators to write down what their personal experiences of relaxation looked like, sounded like, and felt like. To explore educators' perspectives and experiences, we applied inductive content analysis.

Findings reveal that educators mostly conceptualise their relaxation as an outside of work experience where they 'switch off' from work and family demands. Additionally, our results identify the barriers to educators' relaxation, and when they do experience relaxation, educators' experiences of and preferences for relaxation are diverse.

The implications of our study locate within work contexts as an opportunity to support educators' relaxation. The context in which educators are employed restrict educators' ability to relax at work, for example, staff-child ratios. Workplace and societal strategies to support educators' relaxation must consider educators unique work contexts to find ways to respond to individual educators' preferences for relaxation. Future research on workplace strategies and initiatives that support educators' rest and recuperation is recommended.

Presentation

30 minutes

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

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

Abstract

The quality of early experiences for children, families and the economy in ECEC has been a key policy goal of the Australian government across the last decade. Professionalisation of the workforce, including increasing credentials and accountability, has been a central strategy. These demands have not been met with commensurate improvement in pay and conditions. Staff turnover in the Australian ECEC is high at 30-50% per annum depending on geographical location. For those who stay conditions of work are stressful. This paper focuses on the stressors and factors that support educators to function well and remain in the sector.

Educators work environments are children's learning environments. Emerging international evidence identifies staff well-being as associated with the quality of educator-child interactions and child outcomes. Educator turnover is often a personal loss for those who 'love' their work, represents a loss of skill and experience in the workforce and is a disruption to attachment relationships with children that affects child well-being and leanings. Understanding factors that can support educator well-being is important.

Identification of factors that support the retention and well-being of educators in the ECEC workforce in a time of high demand and low recognition.

This study was funded by an ARC Linkage scheme and adopted a mixed method approach. A survey of 1200 educators was analysed to identify factors that moderate the relationship between demographic and work factors and intention to leave. Three composite moderators (1) Work conditions (pay flexibility, hours worked, stability of tenure) (2) Work type (complexity of the community served, profit vs not profit, organisational supports and demands) and (3) Workplace (leadership, collegial supports, management) were examined. Detailed interviews with 98 educators from a representation of centres in remote, regional and urban sites were undertaken to provide rich data on factors affecting workplace well-being and intention to stay.

The ethos within the workplace was a significant moderator of staff well-being and intention to leave or stay. Interview data revealed that single women experienced financial stress and young educators were unable to live independently. Financial supports, such as reduced childcare costs for educators' children, aided retention. Additionally, a positive workplace that supported career development and minimisation of 'paperwork' sustained staff well-being and engagement.

Pay and work conditions are central to a long-term solution in supporting the growth and well-being of the ECEC workforce. In the short-term, the role of leadership in building a positive and supportive workplace is critical.

Presentation

30 minutes

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 Wright](#)²

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

Abstract

Teacher identity is integral to the teaching of languages, indeed, prominent researchers in the field of applied linguistics make the claim that 'language teaching is identity work' (De Costa and Norton 2017, p. 8), and more generally, that 'learning to teach is an identity making process'

(Beijaard 2019, p.1). In this paper, to better understand teachers of languages we focus on and explore how they and others view their professional identities.

Several decades of neoliberal reforms in NSW schools, and in Australia more generally, have produced, particularly at the secondary schooling level, an hierarchical schooling system in which children from higher SES have access to a different and more privileged academic curriculum in comparison with children from lower SES backgrounds. Not only does this set up different knowledge and resource contexts but there is also research indicating that teachers view their professional roles differently according to teaching context, including whether their students are high achieving or low achieving (Ben-Peretz, Mendelson and Kron 2003).

This paper focuses on the experiences and sense of identity of languages teachers in the teaching contexts of this highly differentiated schooling system. This paper is based on semi-structured interviews with secondary languages teachers collected for the larger study. It will be presented through a series of vignettes of language teachers' backgrounds and experiences, comparing teachers' professional identities constituted in the context of academically selective secondary schools where languages as academic subjects are valued, and where languages teachers enjoy high status and those of languages teachers in low SES comprehensive high schools.

The languages teachers' experiences and professional identities varied largely according to teaching context, and in particular, whether they were teaching high achieving students in high SES academically selective or independent schools or underachieving students in low SES comprehensive high schools. The differences in the teachers' experiences and professional identities were marked, and yet, in terms of their personal socio-economic and educational backgrounds, including university and teaching qualifications, they were very similar. For some languages teachers in the selective high schools there appeared to be a seamless transition from being high school students of languages to selective high school teachers of languages. This contrasted with the struggles that teachers in the comprehensive schools in our study had to maintain their professional identities as languages teachers and valued teachers in their schools.

Presentation

--Individual Paper--

535 -

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

Linda Tsung

University of Sydney, Sydney, Australia

Abstract

Chinese is one of the oldest community languages in Australia, with Chinese immigration to Australia dating back to the earliest days of British colonisation in 1788. This paper examines how Chinese language shifted from a largely unknown and, in some circles, denigrated language under the White Australia policy to a prestige language. How the two constructs of Chinese as a 'community' language and as a high status language have been played out in NSW, Australia. The study explores why 95% of students learning Chinese at school drop the subject for their HSC study. The data discussed in the paper were drawn from interviews and observations conducted with teachers, school principals, parents and students from Chinese community languages schools and government and independent primary and secondary schools where Chinese is currently taught. The findings indicate the complex relationship between Chinese language as linguistic and cultural capital for the maintenance of heritage values and the global market. The paper identifies the NSW HSC matriculation ranking system as a major cause of students stopping the study of Chinese in their senior years of schooling. In addition, Chinese community languages schools show a shift to students' studying in Mandarin as the standard language at the expense of Cantonese and other dialects spoken at the home.

Presentation

--Individual Paper--

440 - Social Inequality and languages in secondary schools

Ken Cruickshank

University of Sydney, Sydney, Australia

Abstract

Students in low-SES schools have limited access to the study of languages in most contexts where languages are not a central part of the curriculum. There is a growing body of research in the UK and North America but the issue has received little attention in Australia. This is surprising because the social inequality is more marked. This paper explores the marginalisation of languages, especially community languages in secondary schools in NSW. It draws on findings from an ARC Linkage grant 2011-2016. We collected cross-systemic data over a five year period; we conducted a large scale survey of staff attitudes to and experiences of languages

learning; and we carried out case studies in 42 schools, involving interviews with teachers, school principals and executive, parents, students and classroom observations.

The key findings in terms of secondary schools were that languages teaching in many lower-SES schools had contracted to teaching the 100 mandatory hours in Years 7 and 8; that there is often a sole languages teacher with few elective languages classes; that community languages are being marginalised out of mainstream schools.

The paper will present data from our study explaining these findings and why so many initiatives aimed at reversing the decline in languages have not succeeded. We explore the impact of factors such as growing division in schooling, cultural diversity, tertiary ranking and the urban/ regional divide. We will also look at secondary school languages programs - lighthouse schools - which have continued to thrive and the implications of these programs for finding solutions to this problem.

Presentation

--Individual Paper--

439 -

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

Linda Tsung

Sydney University , Sydney, Australia

Abstract

Chinese is one of the oldest community languages in Australia, with Chinese immigration to Australia dating back to the earliest days of British colonisation in 1788. This paper examines how Chinese language shifted from a largely unknown and, in some circles, denigrated language under the White Australia policy to a prestige language. How the two constructs of Chinese as a 'community' language and as a high status language have been played out in NSW, Australia. The study explores why 95% of students learning Chinese at school drop the subject for their HSC study. The data discussed in the paper were drawn from interviews and observations conducted with teachers, school principals, parents and students from Chinese community languages schools and government and independent primary and secondary schools where Chinese is currently taught. The findings indicate the complex relationship between

Chinese language as linguistic and cultural capital for the maintenance of heritage values and the global market. The paper identifies the NSW HSC matriculation ranking system as a major cause of students stopping the study of Chinese in their senior years of schooling. In addition, Chinese community languages schools show a shift to students' studying in Mandarin as the standard language at the expense of Cantonese and other dialects spoken at the home.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N518 Lecture Theatre

856

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

Marie Brennan, Lew Zipin

University of South Australia, Adelaide, Australia

Abstract

Current university course programming typically presents a relatively static world, where issues and problems can be addressed largely by transmission of past disciplinary knowledge, sometimes alongside professional work placements. Broad-based crises – such as capitalism reaching limit points; climate change, species extinction and other ‘Anthropocene’ effects; new kinds and degrees of ‘race’-ethnic conflict and violence; shifts in patriarchal abuses against women; rising socio-economic stratification within and across countries; and more – tend to be addressed piecemeal within atomised subjects, under-emphasising (if not ignoring) deep-structural underpinnings, as if we can count on existing networks of knowledge ‘expertise’ to make progress towards ‘solutions’. Yet communities across the world experience what Lauren

Berlant terms ‘glitches’ in the infrastructure of daily life, manifesting broader/deeper structural crises, differently and unevenly experienced in diverse locales and social/geographic positions. Sometimes these glitches are recognised as part of ‘urgent’ patterns – e.g. underfunding of schools or hospitals, or increased homelessness; and some are treated as ‘emergencies’ – e.g. floods, fires, droughts, famines, or pandemics. Rarely is university knowledge-work brought into pro-active connection with such issues.

This paper works in dialogue with Boaventura de Sousa Santos’ recent book on ‘decolonising knowledge’: *The End of the Cognitive Empire: The coming of age of the epistemologies of the South*. Santos argues that global social justice is not possible without global cognitive justice. We translate this to mean that universities can/should play crucial roles through curricular pro-action that links: (a) local glitches to global crises; and (b) knowledge labours to ethical impulses. Santos suggests that the central task of learning is to build ‘mutual intelligibility’ and reciprocity across diverse knowledges, with Indigenous and local knowledges carrying as much agency and status as ‘expert’ knowledge. Such exchange of knowledge-abilities can generate ‘ecologies of knowledges’ to address complex social needs, aspirations and struggles. Taking up this challenge, our paper defines curriculum as pragmatic-radical praxis that brings academics into connection with local communities and wider networks in action on **emergent** problems that matter – and that, in mattering, gather diverse relevant knowledges to them – thereby generating newly emergent knowledge and options for action. Drawing on concepts of ‘pragmatism’ from both Santos and Isabelle Stengers, and Berlant’s conception of infrastructural ‘glitches’ in relation to structural ‘crises, we identify areas for university curriculum to extend pro-actively, and pedagogies to further such cognitive-social-ethical-political labours.

Presentation

--Individual Paper--

888

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

Noni Keys, Mary-Rose Adkins

University of the Sunshine Coast, Maroochydore, Australia

Abstract

As teachers in a first year, whole of university, compulsory course we are committed to supporting students in transitioning to university life, developing skills for academic communication, and exploring disciplinary identities. Drawing on transition literature and student reflections, we argue that the most prevalent inductionist approach to transition pedagogy can be extended to a connectivist one (Gale & Parker 2014) by providing opportunities for students to explore ‘troublesome knowledge’ around social and environmental justice issues in Australia. The paper describes a case study of teaching and learning experience with ‘Communication and Thought’ (COR109), a course modelled on principles of transition pedagogy where curriculum is understood to include all the academic, social and support aspects of the student experience to provide a sense of engagement, belonging and support, while navigating the process of ‘becoming somebody’ (Ecclestone 2009). This aspect of personal and interpersonal development of becoming somebody aligns with notions of fostering authenticity where students are supported to see themselves as ‘members of a wider community’ to which they feel responsibility (Kreber 2013). It requires a focus on graduate attributes that not only focus on ‘doing’ (technical skills) but also ‘being’, the self-authorship of becoming a ‘democratic citizen’ (Kreber 2013). COR109, therefore, aims to deliver an integrated system of curricular and co-curricular supports for first year students focused on academic literacies. Academic literacies should be considered to include literacies that support learning not only within but across disciplines and offer a framework for ‘connecting academic discourse/learning to life beyond the university’ (Young & Potter, 2013:4). Underlying this approach is a commitment to develop students’ capacity to engage with change and to succeed in their journey through their degrees. We conclude that a university transition course can offer opportunities for first year students that extend beyond conforming to existing institutional norms, by collaborating across disciplines and exploring social justice issues that defy resolution within any one discipline. Our paper has implications for the development or renewal of transition courses that aim for a more holistic concept of students becoming engaged citizens of academia and beyond.

Presentation

--Individual Paper--

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

Abstract

The term ‘interculturalism’, referring to exchange and dialogue between cultures outside the nation state, has become more frequent in the literature reflecting shifts in cultural patterns arising from increased globalization and population movements. In recent decades such shifts have resulted in significant changes in worldwide education systems, influenced by policies and practices of neoliberalism (Mullen et al. 2013). A corresponding process of internationalization particularly in higher education (HE) has seen greater student diversity in HE classrooms following the outflow of students moving from their countries of origin to the ‘market’ of international universities, and a corresponding pattern of inflows of international expatriate faculty into rapidly developing nation states. Recent studies attest to a ‘cultural divide’ that occurs when pedagogies reflect the dominant culture and policy environment and students’ own cultural perspectives are ignored, misunderstood or undervalued (Hatherley-Green, 2012). This paper critically analyses the application of theoretical perspectives to the development and implementation of elements of an actual graduate leadership program in an intercultural context in a middle eastern tertiary institution. The authors brought a significant level of intercultural competence to their work and aimed to approach leadership development in a way that would allow graduates to critically analyse and use leadership practices that were appropriate and just in their own social and cultural context. Thus the planning of the courses was informed by McLoughlin’s (2001) view that dimensions of task design, communication channels and structuring of information must be closely aligned to the cultural needs of learners. The pedagogical approaches evolved from a social-constructivist perspective exemplified in Lave and Wenger’s (1991) view of learning as an active and collaborative social phenomenon, and the content drew from both western and Arabic and Islamic research and literature. The program was based on a Habermasian perspective where it was important for the students to engage in critical conversations and discussions to compare and contrast ideas and to adapt them to their own leadership context. Both the nature of the dialogue, what Habermas (1984) termed ‘communicative action’ between the western teachers and Emirati students, and the affective aspects of the learning context were important here. The second section of the paper reviews the successes and challenges of the graduate program and draws on theoretical views of cultural difference, intercultural education, and Habermas’s concept of communicative action, to examine the ‘fit’ between theory and pedagogical practice in an intercultural leadership development context.

Presentation

--Individual Paper--

146

Achieving values-led higher education for a socially just world

Alison Owens, Duncan Nulty

Australian Catholic University, Sydney, Australia

Abstract

Australian universities articulate graduate attributes that characterise graduates of their programs. At least one, often several, of these graduate attributes pertain to ethical behaviour and/or the affective domain contributing to graduate competence. Personal values are an important component of the affective domain and provide principles for behaviours that may be judged as ethical or unethical in a social context. Ethical or affective competence draws on personal values that are well-integrated with (and potentially transformed by) cognitive and procedural learning. The development or transformation of personal values through education is therefore critical to achieving a socially just world. As humanity faces increasingly complex and globalised challenges to sustainable living, the ‘giga-challenges’ (Jones & Millar, 2010) of climate change, energy depletion, migratory crises and terrorism, ethical global leadership has become more critically important than ever. As the educators of future leaders, university teachers are well-positioned to help develop such ethical graduates. Influential adult learning theorists emphasise the importance of the development of the affective domain to successful learning (e.g. Krathwohl et. al., 1964; Perry, 1975). While teachers in Australian schools have been provided key principles and resources to develop a national values education program in schools (MCEETYA 2005), an explicit focus on teaching for affective qualities is an underdeveloped focus in Universities and is often excluded from an already-crowded curriculum in an increasingly marketized sector. This AARE Roundtable addresses this issue through, firstly, exploring university teacher perceptions of the personal value(s) that they prioritise as

most critical for their graduates relevant to the (affective) graduate attributes of their institution and their discipline. Secondly, participants will be asked to describe a brief scenario relevant to their discipline field where a graduate might demonstrate the relevant value(s). A guided discussion will then occur on the topic of teaching for affective development including consideration of the competing values of humanist and neo-liberal models for higher education. Pending an approved ethics application (ACU), the outcomes from the Roundtable exercises and discussion will inform a longer-term project intending to develop an inventory of personal values linked to graduate attributes explained/modelled through brief scenarios from discipline-based professional practice. This inventory will in turn inform the development of an open-access, self-assessment tool (and accompanying resources) to support the capacity of university teachers to identify, explain and develop in their students the personal values that are embodied in graduate attributes and which support social justice.

Presentation

--Roundtable Paper--

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

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

Abstract

Since the federal Australian Labor Party's (ALP) 'education revolution' reforms of the late 2000s, the Australian federation has witnessed a broad suite of new national reforms in schooling policy. These reforms have been underpinned by arguments that better aligning the policies and processes of subnational (state and territory) schooling systems will help tackle an array of apparent problems in Australian schooling, including concerns about 'teacher quality', lagging student achievement on international assessments, a lack of comparable data between jurisdictions, and inequalities of provision between schools and systems. Policy alignment has also been promoted as a fix to perennial issues in the federation such as overlap, duplication, fragmentation and inconsistencies between states and territories (Savage and O'Connor 2018).

Given the realpolitik of Australian federalism, national reforms have emerged through complex processes of intergovernmental collaboration and contestation facilitated by the Education Council, which forms part of the Council of Australian Governments(COAG). These processes have brought federal, state and territory governments together across previously more insulated political, system and organisational boundaries to forge shared goals and agendas.

The combined forces of national reform, intensified intergovernmental collaboration and federal intervention are radically reshaping how schooling policies are made and enacted in Australia's federal system. Indeed, the past decade of reform has seen the emergence of a new 'national policy assemblage' (Savage and Lingard 2018; Lingard 2018; Savage and Lewis 2018) that is generating vastly different conditions of possibility for the making and doing of schooling policy when compared with previous decades.

In this paper, we combine the concepts of 'policy assemblage' and 'scalecraft' to examine how boundaries between governments in the Australian federation are being reimagined and remade in contemporary schooling policy. Our central argument is that the national policy assemblage that now defines Australian schooling rests on and produces new forms of boundary *imagining*, *crossing* and *blurring*, which are generating complex tensions and issues for policy actors, central to which is contestation about growing federal involvement in steering national reform.

Drawing upon insights generated from in-depth semi-structured interviews with senior bureaucrats in federal, state and national policy organisations, we argue that new ways of imagining and seeking to govern schooling, *as a national system*, grate uncomfortably against the principles underpinning the design of federal systems and how policy actors perceive the ‘ideal’ division of roles and responsibilities in the federation.

Presentation

--Individual Paper--

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

Abstract

This paper seeks to contribute to a growing body of research on the increasing datafication of schooling, which in recent decades has become one of the most salient topics in comparative education and education policy research. Specifically, it addresses the rising scholarly concern about the meaning of (comparing) contexts as bounded localities facing an increasingly fluid and generative process of datafication. This concern is closely related to wider (and also older) calls to denaturalize space as a territory, to move away from seeing the social as a single spatial type and instead to approach space as relational and consisting of complex constellations of changing topologies. Topological theorizing brings to the fore spatial complexity and dynamism, but it simultaneously maintains that it is possible – and even necessary – to bridge topological and topographical perspectives and to understand their mutually constitutive nature in space-(re)making. The contribution uses the recent expansion of standardized assessments in Germany and Russia to illustrate this complex coming-together of topological and topographical space-making in datafication. The main focus is therefore on the role of datafication in (re)constructing topographically imagined contexts, particularly federal-national-subnational relations, but also on how datafication has been affected by these complex, evolving relations. We engage with the concept of data infrastructures to capture the dynamics of topological-topographical relation-making and, consequently, to deal with the growing ‘messiness’ of context in international comparative research on datafication.

Presentation

--Individual Paper--

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

Abstract

Our aim in this paper is to examine how standards-based reforms (SBRs) relating to teachers and teaching are being constituted in Australia and the US, with a specific focus on federally-driven government strategies and investments since the late 2000s. We seek here not to understand the specific impacts of policies as enacted practices in schools or teacher training institutions, but rather to compare the *dynamics of policy production* and examine how federally-driven policies have been assembled in each country. Such work is situated in relation to emerging research on policy mobilities, topologies and policy assemblages, which attempts to understand the dynamics of policy movement, mutation and uptake in the wake of new spaces and relations associated with globalisation. Bringing together Collier and Ong's (2005) notion of 'global forms' with the dual concepts of 'political rationality' and 'political technology' from governmentality studies, and drawing on policy documents relating to teaching standards in Australia and the US, we emphasise how reforms that are both *similar and different* have concurrently emerged in the two nations. We theorise SBRs as a type of 'global techno-scientific form' that coheres at the level of political rationality and which can be abstracted across contexts, but which also manifests in unique *place-specific* assemblages of political technologies. In so doing, we argue that even while reforms in both nations share deep similarities, and especially in terms of assumptions concerning the benefits of SBRs and a related desire to standardise core aspects of teachers' work, this has not translated into a standardisation of policies. In other words, while the global form of SBRs might well be capable of standardising how teaching and teachers are understood, this need not guarantee the *standardisation* of policy practices.

Presentation

--Individual Paper--

Multiple federalisms: Comparing federal educational systems in Latin America

Jason Beech^{1,2}, Axel Rivas¹

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

Abstract

Educational governance is defined through complex interactions between global networks, states, corporations, non-governmental organisations, educational institutions, families, and many other actors that contribute to define the type of education that is offered in schools. Analysing how knowledge, material and symbolic resources and power circulate through these networked interactions is key in understanding contemporary power relations in education.

Furthermore, policies are dynamic objects that move between different contexts. As policies move, they transform the contexts to which they move but at the same time policies are transformed by this context. Policies are interpreted and reinterpreted (Ball, 2015). Policies are ontologically unstable objects that have different meanings in different contexts at the same time.

In the case of federal systems, extra layers of complexity are added to the challenge of examining education policies and power relations in education. Federal systems challenge the use of the nation state as the taken for granted unit of analysis, since sub-national units can reinterpret national and global mandates differently, and can even produce their own initiatives independently from the federal level. Moreover, empirical evidence shows that federalism cannot simply be opposed to unitary systems. There are diverse institutional designs of federal systems that require detailed analyses of the effects that federalism might have on processes of educational governance. Thus, we argue that there are multiple federalisms, and that there is much work to be done in terms of mapping, interpreting and comparing the different ways in which federations govern education.

In this paper, we explore this argument by analyzing and comparing forms of educational governance in three federal systems in Latin America: Mexico, Brazil and Argentina. We suggest that federalism in these three nation-states has very different historical trajectories and institutional designs, resulting in particular ways of distributing power among governmental agencies.

Global policy flows in the 1990s promoted decentralization in school systems in Latin America, resulting in a wave of administrative transference of schools to sub-national agencies in most countries. This was mainly triggered by fiscal aims of budget restriction. However, in the last twenty years there has been a shift toward educational recentralization, with federal agencies

gaining control through policies such as tighter curricular standards, distribution of textbooks or computers, and high stakes assessments. We compare the dynamic forms of federalism in these three countries by looking at shifts in the distribution of fiscal, political and curricular power over education.

Presentation

--Individual Paper--

Inclusive Education

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

Abstract

This presentation reports on a school-based project conducted to build understanding and capacity for quality differentiated teaching practices (QDTP) that engage and support diverse students. Responses to student diversity by schools and teachers have historically involved making separate provisions for students seen as “different”. These responses have included the segregation of students with disabilities into special educational settings, separate classrooms for intervention or extension programmes, or ability grouping, tracking and streaming. They have also included the tiered provision of separate materials, instructional arrangements, and achievement standards for different students based on perceived ability. Research has found these practices ineffective for raising achievement, entrench disadvantage and inequality, and create a culture of low expectations which perpetuates and widens achievement gaps for disadvantaged students. Differentiation was developed as a framework for teachers to respond to student diversity in heterogeneous classrooms in recognition of these inequitable and ineffective practices. It is a pedagogical response by which teachers provide a variety of means for students to access information, master content, demonstrate their learning and work independently or with others. These options are generally provided in a flexible manner such as varying elements in the content they teach, the learning process or activities they design, the environments in which learning occurs, and the products through which they assess students’ learning. However, there remains inconsistency in how these are interpreted or implemented in practice, which has led to the perpetuation of inequitable practices in the name of differentiation.

The Universal Design for Learning (UDL) framework was used to conceptualise QDTP and align how high school teachers understand the design implications for engaging and supporting students in learning activities, environments and assessments. The findings show that the UDL framework supported the group to shift away a deficit-based understanding of student disengagement, and to view this as a professional challenge requiring a design response. However, the framework did not shift their understanding of diversity, which remained static. One set of teachers adhered to an understanding of student diversity relating to their perceptions of student ability which they viewed as fixed and deterministic. The other group understood student diversity to incorporate strengths, needs, experiences and behavior, and viewed student achievement as influenced by the design of teaching and learning. These two understandings of diversity drove different models of differentiated teaching, with the latter group adopting UDL design principles, and the former retaining a tiered approach based on perceived ability.

Presentation

--Individual Paper--

807

Is differentiation effective? A systematic literature review.

Carly Lassig, Linda Graham

QUT, Brisbane, Australia

Abstract

With the increasing diversity in our classrooms, schools are seeking pedagogical possibilities for enhancing access, engagement and equity for all learners. Within Australia, the Nationally Consistent Collection of Data on School Students with Disability (NCCD) has outlined a process for determining the levels of adjustments students with disability require to access education on the same basis as other students. The first level of adjustment, Quality Differentiated Teaching Practice (QDTP), refers to adjustments provided through the usual processes of quality teaching, learning, and resourcing. QDTP is designed to meet the diverse needs of all learners and is informed in large part by the philosophy and practices of differentiation. However, critics of differentiation question its efficacy. We conducted an analysis of a small subset of studies that investigated the effectiveness of differentiation identified through a scoping review of differentiation literature published between 1999 and 2019. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed to rigorously screen literature from seven research databases. In this presentation, we examine the effects of differentiation on students' reading, mathematics, science, attitudes, engagement, and overall achievement. Both qualitative and quantitative research was identified; the majority of studies used quantitative experimental designs. Studies with pre- and post-test assessments revealed positive effects on student test scores, many with significant effects. Schoolwide Enrichment Model interventions comprised the largest group of studies, and demonstrated significant positive effects on reading fluency, comprehension, and/or attitudes. Across the body of reviewed literature, the differentiation approaches varied; however, all studies included elements of tiering and differentiated supports or scaffolding. Other common differentiation elements were: use of student choice, flexible grouping, pre-assessment and/or ongoing assessment, differentiated assessment, curriculum compacting, and a differentiated learning climate. Implications for further research outlined in this presentation will include recommendations for the types of differentiation research and interventions that would enable quality research on effectiveness of this approach in catering for diverse learners.

Presentation

--Individual Paper--

Student Perceptions of Assessment Accommodations: An Analysis of PowerJuuso Nieminen

University of Helsinki, Helsinki, Finland

Abstract

This study investigates the issues of power that underlie assessment accommodations in higher education. Assessment accommodations, such as extended testing time or a personal room during testing, are commonly referred to simply as a 'menu of services'. However, these accommodations, even though often based on warm-hearted intentions, are also rarely built on evidence-based practice. Also, since they are known to be potentially controversial and even discriminatory, there is a need for analysis of the power structures that underlie them. Three contrasting notions of power (sovereign power, epistemological power and disciplinary power) were used to analyse the experiences of the students themselves. In this study, ten mathematics students with learning and/or mental disabilities shared their experiences of testing accommodations in a narrative interview. A data-driven thematic content analysis and a theory-based elaborative coding process followed. According to the results, the students had experienced unfair and shameful moments while participating in modified testing situations, a clear manifestation of unilateral sovereign power. Epistemological power could be identified in the ways in which the students normalised the idea of how mathematical knowledge should be tested. Also, disciplinary power could be seen in the ways in which assessment accommodations helped to construct exclusion through discourse rather than working as inclusive practices enabling equal access to assessment practices. This study suggests that it is crucial to hear the voice of the students who use the assessment accommodations administered for them in order to shed light on the power structures that might create inequity and injustice; a process that could be identified from these ten student interviews. To conclude, it is argued that there is a need to further understand power relations underlying assessment accommodations rather than framing them as simple, objective practices.

Presentation

--Individual Paper--

Health and Physical Education

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

Abstract

This presentation provides a context for the remaining three papers in the symposium by outlining recent discussions in Ireland around teachers being responsible for assessing their own students' work, and the subsequent impact such a perspective is having (or not) on the delivery and assessment of physical education in Ireland. The intention is to contribute to assessment considerations, while acknowledging the nuances of the Irish education context, and the positioning of physical education within such nuances. The presentation draws attention to the limited Irish assessment-related research being conducted in both primary and post-primary contexts in Ireland. Suggestions related to studying (pre-service) teachers' and students' exposure to assessment in order to understand how we could alter the balance of assessment purposes and uses in Irish schools are shared.

Berry and Adamson's edited text (2011) explores assessment reform initiatives in a number of countries and suggest that, "the nature of assessment that is prevalent in a particular system at a particular time reflects particular priorities, with some functions strongly emphasized and others neglected. Assessment is therefore a contested political terrain, encompassing a broad range of viewpoints, practices and values and characterized by power struggles, tensions and

compromises". The story evolves as one of government policy intent on promoting a teacher-led, learning-oriented assessment practice that has been actively resisted by the Irish post-primary teacher unions through their insistence that a centralised, externally-conducted assessment at this early stage of post-primary education is preferable to classroom-based, teacher-led assessments.

Acknowledging that a lack of trust between those involved in assessment reform and those with the responsibility for its enactment may be a constraining factor (Carless 2009), it is imperative that work be conducted to identify, from the perspective of all stakeholders, the apparent issues and problems in the phenomenon of classroom-based assessment and how these can best be resolved.

Berry, R., & Adamson, B. (Eds.). (2011). *Assessment reform in education. Policy practice*. London: Springer.

Carless, D. (2009). Trust, distrust and their impact on assessment reform. *Assessment & Evaluation in Higher Education*, 34(1), 79-89.

Presentation

--Individual Paper--

933 -

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

Suzy Macken

Marino Institute of Education, Dublin, Ireland

Abstract

Background: Recent research surrounding the enactment of assessment in primary schools in Ireland has found that primary teachers display a degree of uncertainty and clarity around the purpose of assessment and how to implement assessment in a way that leads to optimum benefits for teaching and learning. Furthermore, research on primary pre-service teachers' and teachers' enactment of assessment practices, in particular assessment for learning (AfL), has shown low levels of assessment literacy in the teaching of physical education.

Research design: This presentation focuses on the pre-service teachers' assessment literacy in the enactment of AfL in the teaching of primary physical education and revisiting such enactment one year after becoming a primary teacher. This study employed a longitudinal action research approach where data was generated using field notes from participant observation, semi-structured interviews, and pre-service teacher reflective journals. In addition, an overview of recent research on primary teachers' comprehension and application of AfL in primary physical education will be provided.

Findings and Discussion: The findings highlight the impact of the cognitive apprenticeship components of modelling, mentoring, and scaffolding on pre-service teachers' assessment literacy. Advancements were observed in four out of the five pre-service teachers who engaged in all opportunities available for cognitive apprenticeship to be employed. Furthermore, findings indicate that pre-service teachers benefitted from the use of cognitive apprenticeship when it was employed with primary school students than when enacted with their peers. The study highlights the structure that embedded AfL practices has provided for the pre-service teachers in their teaching of physical education, although enacting AfL in particular physical education strands/activities remains a challenge for the pre-service teachers.

Implications: The levels of assessment literacy displayed throughout this study highlight the importance of including experiences in initial teacher education programmes that allow for cognitive apprenticeship to be employed that supports pre-service teachers' enactment of AfL prior to the school placement components of their programme.

Presentation

--Individual Paper--

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

Abstract

Background: The introduction of a relatively new curriculum in 2015 in Ireland called the 'Junior Cycle Framework' (2015) comprises an element of continuous assessment in all subjects. The introduction of a dual approach to assessment in the Framework reduces the focus

on an externally assessed examination as a means of assessing students and gives increased prominence to classroom-based and formative assessments. Classroom-based assessments (CBAs) allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. Another aspect of the Framework that directly impacts school physical education in Ireland is the introduction of Wellbeing as a new area of learning in which physical education now resides. Physical education is now required to provide evidence on the extent to which students are supported to make positive responsible decisions relating to their health and wellbeing and the wellbeing of others. Schools are required to report on students' achievement in Wellbeing and a CBA in physical education is one way of providing such evidence.

Research design: This presentation draws on the author's experience of negotiating such assessment changes as a physical education teacher, a professional development provider, a teacher educator and a researcher. Using auto ethnography as the methodological framework, she explores what she brings to the assessment context and what she takes from it.

Findings and discussion: Initial findings suggest that occupying a number of roles as a 'boundary spanner' can inform both initial teacher education (ITE) programmes and professional development delivery with respect to assessment practices. Through her involvement across a number of roles, the presenting author will share how the knowledge and insights she has acquired in these respective roles informs the process by which a physical education teacher education programme considers, enacts and advocates for recent and current school physical education assessment developments.

Implications: There is a need to embed nationally-supported and required assessment practices in initial teacher education programmes in order for pre-service teachers to be prepared to engage and deliver CBAs when teaching school physical education.

Presentation

--Individual Paper--

937 -

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

Dylan Scanlon

University of Limerick, Limerick, Ireland

Abstract

Background: Irish post-primary students complete post-primary education (typically aged 15 - 17 years old) by undertaking Leaving Certificate examinations, a set of summative and terminal end-of-year examinations. Leaving Certificate Physical Education (LCPE), a certificated examinable physical education subject in a high-stakes environment, was introduced in Irish post-primary schools in September 2018. This is the first time formal assessment has been a requirement of physical education in Ireland. LCPE constitutes three assessment components; a physical activity project (20%), a performance assessment (30%) and a written examination (50%).

Research design: This presentation will draw on ongoing studies with teachers teaching LCPE and students studying LCPE. The perspectives of the two respective populations are tracked throughout the first year of LCPE through semi-structured interviews and focus groups interviews. The presentation will share the realities of teaching examinable physical education from the teachers' perspective and the individual and collective experiences of the students from their perspective.

Findings and discussion: Given the delayed publication of the assessment guidelines for the three assessment components of LCPE, teachers struggled with teaching to the specification learning outcomes. In particular, knowing how to judge the depth in which to engage with each learning outcome was a specific challenge. The students wholeheartedly supported the practical/performance assessment components and particularly the formative nature of such assessments through the use of digital technologies.

Implications: These 'new' forms of assessments in physical education at school level in Ireland raises implications for teacher education programmes in preparing pre-service teachers to facilitate these types of assessments for post-primary students.

Presentation

--Individual Paper--

Educational Leadership

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

79 -

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

673 -

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

David Turner

Queensland Association of State School Principals, Fortitude Valley, Australia

Abstract

The complexities and challenges of the twenty-first century impact school Principals in many ways. Social, technological and economic change, as well as a political environment focused on performance and accountability, are the daily reality for school leaders. This environment has implications on the wellbeing of those working in school leadership roles, on the recruitment and retention of school leaders and for finding new ways of seeking solutions to complex problems. Solving such problems is ultimately for the benefits of all students.

A common suggestion for thriving in such complex environments is to be agile, antifragile, responsive to threats and opportunities and in establishing new ways of approaching knowledge production. While individual research endeavours may not be able to solve the big complex problems of our age, collaborative arrangement between the research community and practitioners may generate new ways to finding solutions.

This symposium introduces a new collaboration between a university, a professional association and individual school leaders. Over a twelve-month period, the Queensland Association of State School Principals (QASSP) conducted four weekend workshops for school leaders focused on developing skills related to the research process. The output will be an edited collection outlining the issues or problems the practitioners sought answers. What subsequently developed is a collaboration with CQ University that sees these school leaders now commencing Doctor of Education degrees.

Some of the practitioner researchers in the QASSP cohort will outline their proposed doctoral studies in this symposium. The collaboration itself will be the subject to evaluation by tracking participants in this first cohort through their RHD journey to develop an effective model for school leader practitioner research.

Presentation

--Individual Paper--

697 -

Leading with and Inquiry Stance

Zoe Smith

CQU, Brisbane, Australia

Abstract

There is a growing support in the education community for the need for change to enable schools to face the challenges and opportunities of schooling in the 21st Century. Our schools were created in the industrial age, where the prevailing norms were standardisation and compliance and relied on command-and control systems and leadership. Kaser and Halbert argue for change by suggesting schools need to create conditions where ‘curiosity is encouraged, developed and sustained, which is essential to opening up thinking, changing practice, and creating dramatically more innovative approaches to learning, teaching and leadership’(2017).

The concept Inquiry As Stance, a way of knowing and being in the world of educational practice, was introduced by Cochran Smith and Lyle (2009) as a powerful influence on school change with the potential to enrich both educational practioner and student learning needs for the next generation. The approach calls for school leaders to position themselves as inquirers, intentionally studying site based, locally significant issues and problems, collaboratively with others, in order to create intellectually demanding, rich learning environments for adults and children. However, the approach has not been substantially developed since its introduction to the educational literature.

This paper will introduce a proposed doctoral study that will explore this gap in the literature. The study will provide school leaders a deeper and precise understanding of the mindsets, knowledge, skills and dispositions required to enable them to know how to lead with an inquiry stance. The further development of the concept of Inquiry as Stance in school leadership will be achieved through the identification and examination of pockets of international educational

practice, with the ultimate aim the development of a set of leadership practices that meet the needs of 21st Century leading, teaching and learning.

Presentation

--Other--

708 -

Collaborative Pathways to Success: Building Capability

Claudine Moncur-White

QASSP, Brisbane, Australia

Abstract

‘Sense-making in school leadership is about giving a meaning to unclear experiences while dealing with ambiguity... Seeking to address this complexity, they [leaders] shift from management by command and control to management by collaboration and teamwork’ (Queensland Department of Education, 2018).

School leaders work in environments that are constantly changing and continuously increasing in complexity. It is generally acknowledged that they face unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a faster rate of technological innovation and developments.

In the current environment of heightened professional accountability and intense focus on student performance, the role of school leadership has become a key issue in school improvement agendas. While the greatest effect on student achievement is the quality of teaching students receive the leadership of the school, and its capacity to building teacher capability, has become a primary consideration for principals. However, there is evidence that the complexity and accountability pressures are impacting on principal wellbeing and, it can be argued, the role is no longer sustainable by a single leader.

In recent times the importance of leadership teams in addressing the complex nature of schools and lifting performance has been emerging in the literature. Research also supports a new conceptualisation of a school as a learning organisation with a high level of collaboration and shared practice among teachers, and coherent approach to professional learning.

This paper outlines a proposed doctoral study with the research question ‘In what way do effective leadership teams help build principal wellbeing and staff capability in a complex environment?’

Presentation

30 minutes

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

Abstract

This paper is concerned with how teaching improvement is achieved through observation, feedback and coaching. Teaching improvement has been identified as one of the key drivers influencing the rate and extent of school improvement (Hattie, 2016). School leadership teams are held accountable for ensuring the professional growth of teachers is at the forefront of any explicit improvement agenda. Formative teacher evaluation processes, for the purpose of identifying professional growth needs, play an important part in informing the progress of any school against the particular education system’s stated achievement standards.

Classroom teachers who are able to establish a positive learning environment are able to engage students more effectively which leads to improved academic outcomes. Teachers who are aware of their strengths and weaknesses are able to clearly articulate where they need to improve.

However, the correlation between teachers’ self-reported ability and their actual practices is not strong (Kaufman & Junker, 2011). Classroom observation and feedback is one way to achieve critical examination of pedagogical practice and allows teachers to become aware of things they might not otherwise have been aware. This knowledge has the potential to improve their practice.

This paper will outline a proposed doctoral study that examines Classroom Profiling (CP), as a formative teacher evaluation process. While practitioners who experience feedback through CP report a positive impact on teacher efficacy, classroom practice and student engagement, and it

has been used for over twenty years and is currently being practiced in schools, little research into its actual impact on teacher practice has been undertaken.

Presentation

90 minutes

809 -

Increasing Teacher Commitment to Continuous Improvement

Kylie Todhunter

QASSP, Fortitude Valley, Australia

Abstract

This paper is about school leadership and its role in creating the conditions for continuous improvement in schools. More specifically, it investigates the actions of school leaders that lead to continuous improvement in teaching and learning. The proposition is that school leaders can influence teachers' commitment to continuous pedagogical improvement, and therefore improve student outcomes.

School leaders achieve this through a focus on developing teacher capability and commitment to change processes. Commitment solely cannot result in improvement, especially when the focus is misaligned or not pedagogically sound. Without such commitment, systems, policies and procedures for continual improvement will not impact pedagogical practice and reach students. Likewise developing teacher capability, through professional learning and development, is not sufficient without the commitment to effectively implement newly acquired knowledge.

The paper outlines a proposed doctoral study in which the problem explored is related to what specific actions school leaders can take that increases teacher commitment to continuous capability development and therefore improvement.

The aim of the study is to identify key actions that school leaders perform that contribute to teachers' increasing commitment to continual improvement. This knowledge will allow others to implement and embed these in schools attempting to improve teacher commitment to continuous improvement.

The study has two Research Questions 1) How can school leaders identify and measure teacher commitment to continuous improvement? And 2) What actions of school leaders positively influence teacher commitment to continuous improvement?

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: E152

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

Abstract

This introductory paper sets the scene by exploring the inaugural “Australian Curriculum: English” and its potential to support the development of students’ identities, cultures and societal interconnections. We also consider the professional learning needs of primary and secondary English teachers for supporting their students to “appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue” and “understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings” (National Curriculum Board, 2009, p. 5). At the time the “Australian Curriculum: English” was being developed, the National Curriculum Board (2008) made reference to teachers’ professional knowledge bases for

the new curriculum, in particular dealing “head-on with commonly expressed concerns about ‘the loss of literature in primary English’ and ‘the loss of language and literacy education in secondary English’” (p. 19). Our research work thus explored multi-site face-to-face and virtual makerspaces where primary and secondary English teachers came together over a six-month period to develop creative writing projects, write like a writer, and celebrate their writing achievements in front of a live audience of their peers and other interested guests. Our research focused on two dozen primary and secondary English teachers as they experienced a culture of creating writing and being a writer, as opposed to a culture of being taught how to teach writing via a lock-step approach. Our research explored the affordances and challenges of a dialogic approach to teacher professional learning as it was experienced in these makerspaces. This project produced new findings about face-to-face and virtual professional learning delivery for English teachers and the impact of this professional learning on teachers’ pedagogical practices and students’ learning. We found that teachers’ professional knowledge bases were evoked, shaped and re-shaped and negotiated in and through the discursive sites of the face-to-face and virtual makerspaces and that the teachers drew on their experiences with different levels of intensity according to the demands of their current teaching context. The research highlighted the teachers’ capabilities to reflect on professional learning events to advance their own practice and their students’ learning. The research reinforced that teachers’ pedagogical content knowledge for teaching writing is not a static concept but rather context specific and as such, residing in the teacher.

Presentation

--Individual Paper--

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

Abstract

Although there is a growing body of research that attends to the teaching of writing, we argue that the emotional experiences of teaching and learning to write are an underexplored dimension of three established and interlinked bodies of work: teachers’ identities as writers, the ‘emotional labour’ of teaching (Hochschild, 1983) and teaching writing. Working from Shapiro’s (2010)

assertion that ‘emotional identity is fundamental to our understanding of professional identity and the interactions it may generate or preclude’ (p.616), this presentation offers an empirical account of the emotional work that is an integral part of teaching writing.

In our ethnographic study of teachers-as-writers in the primary classroom, we found that whilst institutional and interpersonal factors influenced the writer-teacher/ teacher-writer identity positions adopted in the classroom, intrapersonal factors were also significant (Cremin and Baker, 2010; 2014). Moreover, the teacher-participants’ relationships with their unfolding compositions and their emotional engagement/disengagement with their writing were highly salient in influencing their situated sense of self as writers in this context, and this contributed to the emotional struggle experienced by the teachers as they sought to adopt the dual identity positions of teacher and writer.

In this presentation, we offer analysis of one teacher — Jeff — and his emotional engagement as a ‘spontaneous’ writer in front of 33 pupils in a primary teaching classroom. Our analysis of his emotional positioning shows that, if teachers choose to position themselves as fellow ‘authentic’ writers, they submit themselves to the emotional risks involved in public composition (which need to be recognised and supported). However, despite the risks of performing such vulnerability, teachers who engage in spontaneous composition can also work towards building communities of writers that are attentive to the social and affective nature of writing and being a writer.

Presentation

--Individual Paper--

837 -

Teachers as literary writers in English: from formulas to freed expression.

Bree Kitt

Central Queensland University, Rockhampton, Australia

Abstract

Teachers’ writerly identities are influential in shaping writing practice in the classroom. Specifically, their own confidence and perceptions of capability, derived from their prior learning and leisurely pursuits, creates a disparity in how writing is enacted in English. Understanding this relationship is vital given how dynamically the 21st century has repositioned secondary English subjects, emboldening acts of writing and rewriting, which encourage

students to be creative and critical learners. Whilst traditionally the role of a secondary English teacher has been a critical one more akin to editorial work, there is increasing recognition of their valuable role as writer or co-writers in the classroom. The analytical and creative processes of composition require students to think about and experiment with diverse forms of writing; an enterprise that is inherently more achievable when modelled by a teacher writer.

This paper, drawing upon teachers' perceptions of literary writing in the senior years of English, explores the nuanced ways in which teachers' writerly identities influence writing practice. Whilst the research focused on the senior years of English, teachers' reflections encompassed a broader view of writing across the secondary years. Four themes emerge across their narratives. The first of these themes articulates how teachers' self-perception as writers impacts how they structure and participate in writing discussions; the role of the distant critic is contrasted to that of collaborating authors. The second theme focuses on teachers' perceptions of themselves as critical writers or essayists, elucidating a discourse around formulaic approaches to writing and the implications of these on critical responses to literature. Thirdly, the narratives describe how teachers' own writing histories impact on share aloud and modelled writing. The final theme explores how teacher writers can develop a culture of critical and creative authorship in English. Collectively these perspectives elucidate the influential and valuable role of the teacher as writer in secondary English.

Presentation

--Individual Paper--

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

Abstract

The "Makerspaces for Teacher Writers" research project involved volunteer teachers from six Queensland schools (primary and secondary) in professional learning designed to develop their own creative writing. Some participants participated in face-to-face professional learning, and other participants participated in online professional learning. Follow up teacher interviews were undertaken to focus on the teachers' accounts of shifts in their disciplinary content knowledge for teaching creative writing, and their pedagogical orientations when teaching creative writing.

Samples of student writing were collected which provided the stimulus for the interviews with the teachers. This paper critically analyses the research journey across these multiple modes of professional learning and the teachers' multiple sites of practice, and considers the challenges and affordances of developing and managing collaborative relationships in the research process. An important aim of this research was to influence educational policy at a systemic level and contribute to the discussion when professional learning models of practice were under consideration.

The research focus underpinning the "Makerspaces for Teacher Writers" project had four aspects.

First was the development of writer-teachers through shared creative workshops with the members of the research team. Participating teachers engaged with six writing workshops led by the research team. These workshops were undertaken either face-to-face or in synchronous virtual on-line makerspaces. The research paradigm was one of "engagement, reciprocity and doing" (Brereton, Roe, Schroeter & Hong, 2014) and the process culminated in a shared public performance of self-selected writing refined during the six-month professional learning program. Impacts on teachers were ascertained through an ethnographic reciprocity lens of effects upon teacher practice in their own writing and in the English classroom. Second, the pool of teacher interview data and student examples of writing collected over six months was analysed through multi-methodologies as the project team of five experienced researchers individually brought to the process a different qualitative lens. This process strengthened claims about the findings of this complex phenomena and offered a holistic approach to the study. Third, the Teacher as Writer process was explored by the autoethnographic reflective-reflexive practices of the team. Reflexive researcher journals allowed consideration of assumptions, prejudices, subjectivities and beliefs and provided opportunity to acknowledge the intricacies of the range of classrooms associated with the project. Finally, the collaborations within and across the research team and the collaborating teachers are interrogated as the researchers and the teachers journey through the dis/comforting processes of creating writing together.

Presentation

--Individual Paper--

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

Abstract

Although there is a growing body of research that attends to the teaching of writing, we argue that the emotional experiences of teaching and learning to write are an underexplored dimension of three established and interlinked bodies of work: teachers' identities as writers, the 'emotional labour' of teaching and teaching writing. Working from Shapiro's (2010) assertion that 'emotional identity is fundamental to our understanding of professional identity and the interactions it may generate or preclude' (p.616), this presentation offers an empirical account of the emotional work that is an integral part of teaching writing.

In our ethnographic study of teachers-as-writers in the primary classroom, we found that whilst institutional and interpersonal factors influenced the writer-teacher/ teacher-writer identity positions adopted in the classroom, intrapersonal factors were also significant. Moreover, the teacher-participants' relationships with their unfolding compositions and their emotional engagement/disengagement with their writing were highly salient in influencing their situated sense of self as writers in this context, and this contributed to the emotional struggle experienced by the teachers as they sought to adopt the dual identity positions of teacher and writer.

In this presentation, we offer analysis of one teacher — Jeff — and his emotional engagement as a 'spontaneous' writer in front of 33 pupils in a primary teaching classroom. Our analysis of his emotional positioning shows that, if teachers choose to position themselves as fellow 'authentic' writers, they submit themselves to the emotional risks involved in public composition (which need to be recognised and supported). However, despite the risks of performing such vulnerability, teachers who engage in spontaneous composition can also work towards building communities of writers that are attentive to the social and affective nature of writing and being a write.

Presentation

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

Abstract

My doctoral study examined the intertwining of dance, its teaching, and choreography with particular focus on how teaching dance in an online environment can be pursued. This is an idea that fundamentally challenges typical conceptions of best practice in the preparation and delivery, appropriateness and effectiveness of dance teaching and learning experiences in teacher education. The project focussed on dance teaching and learning for students of an Initial Teacher Education (ITE) program, who were generalist pre-service primary teachers. It explored the uses of online technologies for the communication and development of their dance experience.

The study was essentially two-fold. Firstly, as participant researcher, I explore my own choreographic practice as a way of understanding the challenges and opportunities of using digital technology creatively. Secondly, I explore the ways in which ITE students engage with and learn about Dance through choreography. This process included understandings of engagement with online material and students' development of choreography using digital technology. Investigating both practices, and using digital technology as a focus, contributed additional dimensions and complexities, whilst offering to redress the dearth in literature in this field.

The theoretical framework employed within the study combined a theorising of the practice of choreography with A/r/tography, as a theory methodology nexus. This notion of the inter-related

identities of the artist/researcher/ teacher, alongside the yet to be named, were pivotal. A/r/tography enabled investigation of the educational phenomenon through artistic and aesthetic praxis events with respect to the inter-related identities and practices of four artists/ one researcher/ and twenty-five pre-service teachers. The data was both collected and created by the artist/researcher/teacher participants and involved the analysis of reflections and originally choreographed dance works all informing on both educational and artistic responses to the experiences. A rhizomatic analysis approach was useful for the a/r/tographic methodology given the non-linear and intertwined approaches to data collection, generation and analysis. Rhizomatic analysis provided opportunities for understanding based on establishing connections and disconnections between seemingly disparate data and data events.

In this presentation two of the research propositions that emerged from the study will be explained and explored. They are that, learning and choreographing, and learning about choreography does not happen in a straight line, rather it is rhizomatic and entangled; and that using digital technology enhances understanding of choreography.

Presentation

--Individual Paper--

205

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

John Nicholas Saunders

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

Abstract

For the last two decades a growing body of research has articulated the transformative potential of learning in, about and through the Arts. In particular, it is clear that there can be a powerful relationship between drama-based pedagogy and the enhancement of student literacies. At the

same time there has been a need to equip educators with the knowledge, confidence and expertise in the use of drama as critical, quality pedagogy.

This paper reports on Saunders' PhD research that has examined the process and outcomes of one teacher professional learning program, the *School Drama* program. *School Drama* is a teacher professional learning program developed through a partnership between Sydney Theatre Company and The University of Sydney's School of Education and Social Work. The program's dual aims are to provide primary classroom teachers with the knowledge, understanding, skills and confidence to use drama-based pedagogy with quality children's literature and to improve student literacy in a designated focus area such as inferential comprehension, confidence in oracy, descriptive language or creative/imaginative writing. Based on a co-mentoring professional learning model (Ewing, 2002, 2006), a teaching artist works alongside a primary classroom teacher to co-plan, co-teach and co-mentor each other during seven weekly in-class workshops over a term using quality children's literature and process drama-based strategies.

The *School Drama* program has been operating for ten years (from 2009 to 2019) reaching over 30,000 teachers and their students across Australia. This research aimed to investigate the impact of the program on students. An analysis of all data collected in 2017 from a range of participating schools, teachers and students provides a top-level meta-view of the program's outcomes. A fine grained analysis of three case study classrooms in diverse school contexts followed. A range of data was collected from students, the class teacher and the teaching artist/researcher including: student pre- and post-program literacy benchmarking tasks; student pre- and post-program surveys; student focus groups; teacher interviews; and teaching artist/researcher observations and journals.

While the findings suggest positive shifts in student English and literacy outcomes in the selected focus area, particularly in less able male students, perhaps even more importantly there is strong evidence that quality drama-based pedagogy enhances student confidence, collaboration, imagination, engagement and connection to character. A model is proposed to explain how drama-based pedagogy enables more holistic outcomes for students.

Presentation

Technology and Learning

Technology and Learning

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: E151

162

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

Doris Choy, Yin Ling Cheung

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

Abstract

The purpose of this study is to explore the perceptions of Primary Four students' self-directed learning (SDL) and collaborative learning (CoL) with the use of ICT tools in their writing lessons. About 400 participants from four local schools in Singapore with diverse academic capabilities were invited to participate in this study.

In order to facilitate the development of 21st century skills, different studies discussed the implementation of ICT in teaching and learning. This study focused on the development of students' writing of narratives using the Social-cognitive and Motivational and Learning approach and their perceptions on how self-directed learning and collaborative learning have taken place during their learning process with the support of ICT tools. Socio-cognitive approach was defined as "bringing together elements of cognitive process models of writing and social-cultural views including genre-based approaches to writing instruction" (Chandrasegaran, 2013).

During the intervention to the experimental groups, students planned and developed the first draft of their narratives through the use of graphic organizers. Next, they evaluated the first drafts by using online ICT tools, such as Grammarly, to check, review and improve their narratives. At the end of the self-assessment, they revised and developed the second draft. These

narratives were then uploaded to online collaborative platforms to invite peer review from their group members. Students learned to provide constructive peer feedback to their peers' narratives online with some scaffolding. Throughout the process, ICT tools played an integral role in harnessing the ICT affordances for self-directed learning and collaborative learning. For the control groups, they did not use the ICT tools to review and improve their narratives.

A validated MSDLCL questionnaire was used as the instrument to collect quantitative data related to areas such as Extrinsic Motivation, Task Value, SDL and CoL with and without ICT. Other sources of data, such as writing samples and lesson observations, were also collected to answer the research questions. Preliminary findings showed that the perceptions of students in the experimental group about in collaborative learning with the use of ICT (3.70) was significantly higher than the control group (3.20) out of a 5-point Likert scale. The overall perceptions of collaborative learning and extrinsic motivation were positive for both groups, ranging from 3.85 to 4.33. Further discussions of the findings will be presented at the AARE 2019 conference.

Presentation

--Individual Paper--

207

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

Anthony Jones

University of Melbourne, Melbourne, Australia

Abstract

Social equity, social justice and human rights share concepts but have different meanings. For this presentation social equity will be taken to mean overcoming disadvantages in “social life, including health, education, housing, culture, work and transport” (Melbourne Social Equity Institute, <https://socialequity.unimelb.edu.au/#front>)

This paper reports on projects that aimed to provide educational equity to young Australians who were unable to be typical students. The first project investigated ways of using ICT to connect students with a chronic illness to their schools, classmates and teachers. More recently two projects were carried out in suburban primary schools where socially disadvantaged students, most of whom did not speak English at home, were introduced to computer use and coding. Data was collected through observation, video-recording, student focus groups and teacher interviews.

The Royal Children's Hospital (RCH) and the Monash Children's Hospital annually treat thousands of young people – some have one visit while others spend weeks hospitalised. For many of these young people schooling is reduced or put on hold. Since the mid 1990s the RCH Education Institute has collaborated with Melbourne University and other institutions to research ways of utilising technology to reconnect hospitalised young people to school learning. The ARC funded 'Link-n-Learn' project contacted schools and teachers of hospitalised students to establish online connections, allowing students to maintain contact with schools, to participate in lessons, and to receive information, tasks and feedback.

The coding related projects aimed to improve the English language knowledge and use of students through listening and speaking to peers and teachers about Scratch coding projects. Teachers made conscious efforts to write tasks on the board and then, through discussion and student input, to annotate and clarify the meaning of the task. In one class a triple-read approach was used – the teacher read aloud what was on the board, then students read it to themselves, and finally the class read it aloud together. This was effective as it is not unusual for primary students to be confused when coding symbols or language are used.

These projects were designed to augment social equity for students who endured inequity when compared to the majority of Australian students. Technology was the tool used but was not the major focus or aim. In Link-n-Learn technology was crucial, but all students and many teachers were technologically competent. The use and meaning of words was the focus in the coding projects.

Presentation

--Individual Paper--

Teaching and Learning with Cloud Platforms in the Primary School Classroom

Kristy Corser

Queensland University of Technology, Brisbane, Australia

Abstract

Cloud computing has become a way of life and is the latest development of technologies being introduced into the classroom. It involves centralized, on-demand internet access and is particularly important for educational institutions for learning through collaboration and beyond the traditional classroom. Many educational institutions, however, for various reasons such as data storage are reluctant to offer cloud-based services for teaching and learning. Schools have been using technology for many years including computers and laptops and more recently tablets, but this has been with limited or no access to 'the cloud'. The purpose of this qualitative case study is to explore teaching and learning in one primary school classroom in Queensland, Australia, with access to cloud platforms, specifically focusing on teaching and learning with Google's G Suite for Education and Chromebooks. Classroom observations, interviews with teachers, focus groups with students, student produced artifacts and policy documentation are analysed using an approach that draws on Actor Network Theory, a sociomaterial cultural analysis and Communities of Practice theory. Data revealed the importance of education departments considering the effect of digital ecosystems within the educational sector as well as the need for educational policy to recognize the social construction of technology access. Analysis also revealed that cloud computing along with effective pedagogy impacts teaching and learning in the classroom. This research has the potential to impact future cloud computing educational policies, curriculum development, and teachers' pedagogy as well as contribute to the current limited research on cloud computing in educational contexts.

Presentation

--Individual Paper--

57

Say goodbye to ‘Teacher Influencers’ and hello to ‘Educational Data Advocates’

Janine Arantes, Rachel Buchanan

University of Newcastle, Newcastle, Australia

Abstract

The use of apps and platforms in K-12 Education has seen the role of the teacher change. In the last decade, predictive analytics have become an increasingly common tool within the apps and platforms that teachers use on a day to day basis. This has changed the platform from being a tool that the teacher uses, to the teacher being a tool that the platform uses. ‘Teacher influencers’, who act as brand ambassadors for platforms are part of the educational ecosystem and a powerful marketing conduit for commercial platforms. The ‘Apps in Australian Classrooms’ Project, collected data from 214 surveys and 23 semi-structured interviews with K-12 teachers across Australia. One of the common themes in the Project evidenced that K-12 teachers are resisting the notion of teacher influencers and expressing interest in what will be called here, ‘Educational Data Advocates’. An educational data advocate speaks on behalf of the teacher and debates how big data and analytics may impact educational practice from an immanently ethical viewpoint. The goal is to create a position that acts as a shared tool between the commercial platform, the teacher and the designers of the analytics. Using the example that explores the difference between ‘personalized learning’ and ‘personalization’, the paper will present how immanently ethical differences are impacting the role of the teacher and how educational data advocates could reshape the current educational ecosystem.

Presentation

--Individual Paper--

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: B222 Flat Classroom

110 -

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

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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

Abstract

Declining numbers of students electing to study mathematics and science is a significant issue as our society increasingly relies on workers in Science, Technology, Engineering, and Mathematics (STEM) fields (Kennedy, Lyons, & Quinn, 2014). Many students become less engaged in mathematics and science in the early years of high school (Plenty & Heubeck, 2013; Watt, 2004), suggesting that this is an important time in which to investigate student attitudes towards these subjects. Factors previously implicated in subject selection include confidence (Brown et al., 2008;), student enjoyment (Dowker et al., 2016), perceived value (Wang & Degol, 2013) and experiencing engaging teaching (Woolnough et al., 1997).

Person-centred data analytic approaches are important in the study of attitudes towards STEM education, as different subgroups may have particular needs, strengths, and outcomes (Wang & Degol, 2013). Such subgroups may go unobserved in variable-centred approaches. Therefore, in this study we investigate (i) what attitudinal profiles exist in Australian early adolescents towards mathematics and science, and (ii) how these attitudinal profiles vary by gender, parental education, and academic achievement. Data for this study come from the Trends in International Mathematics and Science Study (TIMSS, 2015), a major international comparative study of student achievement and attitudes. In 2015, 10,051 Australian Year 8 students answered the TIMSS survey with complete data on the six variables measuring 1) confidence in the subject, 2) liking of the subject, and 3) valuing of the subject, in both mathematics and science. Data were examined simultaneously for mathematics and science using three-step latent class analysis in MPlus and SPSS.

While most students were at least attitudinally receptive to both subjects, there were a number of students who either resisted both or expressed a strong preference for one over another. Positive attitudes towards both subjects were mutually beneficial – better attitudes towards both was associated with higher achievement in each – but boys tended to be more positive towards both subjects and so benefitted from this relationship more than girls. These findings contribute to our understanding of student attitudes and experiences in mathematics and science, and emphasise the practical role teachers play in supporting positive outcomes. The study also demonstrates how large-scale person-centred quantitative analyses can help researchers and educators to more thoroughly understand and support the needs of specific groups of students.

Presentation

--Individual Paper--

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

Abstract

Introduction

This paper reports results from an ongoing longitudinal study conducted in a Southeast Asian country. Students were tested at four time points from 2015 to 2018 on three outcomes: literacy, mathematics, and socio-emotional development, at the start and end of kindergarten, and end of grades 1 and 2. Contextual questionnaires and qualitative case studies provided additional insight into potential factors affecting students' development.

Anticipated significance

This study is of methodological and substantive significance. Methodologically, the study uses a mix of quantitative methodologies to yield growth trajectories of students' learning. In addition, the use of qualitative case studies is able to add richness to the quantitative data.

Substantively, the study offers insights into the skills and knowledge of students entering school in a newly established kindergarten year, and the factors that support or hinder their achievement and growth.

Objectives

This study addresses three research questions:

1. How do cognitive and social-emotional skills develop in different contexts?
2. How does participation in pre-school relate to cognitive and social-emotional skills in school?
3. How do factors related to a child's home, classroom, and school affect their cognitive, and social-emotional development?

Methodology

Participants

Schools were sampled from nine divisions related to one of three main language groups in the country. Initially, 65 schools were selected at Round 1. Due to concerns about attrition, an additional two schools were selected at Round 2.

Instruments

The literacy and mathematics tests assessed the skills set out in the country's curriculum for the relevant grades. The Social and Emotional Development Survey measured skills such as cooperation, empathy and resilience.

Results

A number of variables had significant effects on students' learning outcomes and growth trajectories at the end of round four. For example, students who lived in disaster/urban-poor regions achieved the highest scores on average, compared to those in conflict-affected regions, although these students had the fastest estimated rate of growth.

Implications for further research

Results indicated that the effects of students living in more disadvantaged areas or in families with low cultural capital may be counterbalanced, to a degree, by educational policies.

Future research in subsequent rounds of this study will indicate whether initially disadvantaged students have caught up with their peers before the end of primary school and what mechanisms have further contributed or hindered their growth.

Presentation

--Individual Paper--

896 -

Pre-service primary teachers' attitudinal profiles towards Science learning and their outcomes in an introductory Science unit

Deborah Pino-Pasternak^{1,2}, Simone Volet²

¹University of Canberra, Canberra, Australia. ²Murdoch University, Perth, Australia

Abstract

This paper reports on associations between primary education pre-service teachers' attitudinal profiles towards science learning (n=108, 86% female) and their learning outcomes in an introductory science unit. It expands on previous work on this cohort that identified four attitudinal profiles at the start of the unit (i.e. Optimal, Promising, Vulnerable, and

Uncommitted) and qualitative transitions in these profiles from the beginning to the end of the unit (i.e. Stays favourable, Stays unfavourable, Migrates to favourable, and Migrates to unfavourable). Initial profiles and transitions were calculated using clustering methods (Quinnell, May and Peat, 2012) based on survey results conducted at the start and at the end of the science unit (see Pino-Pasternak & Volet, 2018).

The present study addressed two research questions: RQ1. To what extent do students' initial attitudinal profiles lead to different learning outcomes in an introductory science unit? RQ2. To what extent do transitions towards more and less favourable attitudinal profiles lead to different learning outcomes for the students? Two one-way multivariate analyses of variance (MANOVA) were conducted to test differences in learning outcomes by initial attitudinal profile (RQ1) and by transition patterns (RQ2). The following assessment components of the unit were considered as dependent variables: Total assignment mark (70% of the final mark); Final exam mark (30%), and Number of quizzes completed (n=5), the latter considered an indicator of student commitment to the unit.

The results indicated that students who started the unit with optimal and promising profiles achieved better outcomes and engaged more with unit assessment than those who started the unit with uncommitted or vulnerable profiles. In reference to RQ2, the results showed that profile stability resulted in more noticeable differences in students' outcomes than profile migration. More specifically, starting and staying in a favourable profile led to the most successful outcomes, with the opposite being the case for students who started and stayed in the least favourable profiles. These findings suggest the importance of the early identification of students whose attitudes towards science may show vulnerability or lack of commitment so targeted interventions and suitable adaptations to curriculum and classroom environment can be put in place.

Presentation

--Individual Paper--

898 -

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

Roy Smalley

Monash University, Melbourne, Australia

Abstract

In Australia, student under-participation and disengagement are persistent problems in secondary mathematics classes. Academic help-seeking is a unique self-regulated behaviour that is important for cognitive engagement in mathematics classes and involves complex social interactions with others. The aim of this study was to investigate and identify salient psychosocial features of the classroom learning environment that influence students to avoid seeking help in secondary mathematics classrooms.

The objectives of the study were to investigate if a direct relationship existed between the social climate and avoidance of help-seeking in secondary mathematics classes. Based on theory and previous empirical findings, it was hypothesised that student's self-efficacy (academic and social) and self-theories of intelligence would mediate the relationship between the students' perceptions of the social environment and avoidance of help seeking.

Students' perceptions of the social climate, academic and social self-efficacy, self-theories of intelligence, and help-seeking goals and intentions, were assessed for a sample of 600 Australian students in 54 classes from eight secondary schools and two TAFE institutes. Confirmatory factor analyses were used to assess the validity of the measurement model. The measurement model for social climate was reduced from seven to four factors (Task Orientation, Teacher Support, Cooperation, Investigation) to address issues of multicollinearity. The resulting mediated structural equation model (SEM), informed by theory and previous empirical studies, was then assessed using Mplus. These results were then integrated into a single structural model and the indirect paths in the model were tested by constructing bootstrap confidence intervals.

The structural model accounted for 29.6% of the variance for Help-seeking Avoidance. The social climate factors accounted for 10.2% of the variance in the Self Theory of Intelligence factor, 36.7% for Academic Self-Efficacy, and 47.0% for Social Self-Efficacy with Peers. The findings supported the hypothesis that students' perceptions of the social climate of the mathematics classroom have a direct effect on their intention to avoid seeking help when needed. The findings provide further support for the importance of teachers establishing classrooms with clear learning goals and where students are encouraged to cooperate rather than compete with each other.

Presentation

--Individual Paper--

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

Abstract

The Teachers as Researchers and Practitioners (TARP) professional learning course was designed to assist teachers to better understand what is happening in their own classrooms. This course is underpinned by the work of Lawrence Stenhouse, a British researcher and academic who believed that teachers should investigate their teaching in the laboratory of their classrooms, in order to improve it.

All schools and classrooms share similarities. Juxtaposed to this, schools also have unique cultures and contexts, related to geographic location, community expectations, student learning needs, leadership, teacher quality, and socio-economic status.

In this course teachers reflect on their particular teaching contexts. They are supported in identifying a current problem of practice that they investigate, as outlined by Lawrence Stenhouse and others (Elliott & Norris, 2012; Ruddock & Hopkins, 1987; Kemmis, 1985, 1995, 2005).

Teachers are supported in learning about the rudiments of effective research and in reviewing the relevant literature that addresses their identified problem. They identify practical teaching strategies from the research which address the learning needs of their students. Teachers learn valuable research skills that they are encouraged to share with their students. Throughout the TARP Course participants draw on research to collaboratively inform practice and determine future directions for learning.

Presentation

--Individual Paper--

183

"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

Abstract

In the past quarter century, teaching has made great strides in building more professional collaboration... (Hargreaves, 2018). Collaboration is a term bandied about in all aspects of our work, both in schools and universities. During 2018 the authors participated, alongside other NSW DoE officers, in a literature review on collaborative teaching practice, which investigated what is collaboration, why we collaborate, its benefits and how it is applicable to teaching and learning.

Our current understanding of professional collaboration was stretched during Hargreaves' recent visit to Australia in which he extended the concept to embrace "collaborative professionalism". He outlined tenets of collaborative professionalism that distinguishes it from earlier understandings of professional collaboration.

The presenters compiled a workshop based on this work in which we reflect on a framework that outlines the progression from professional collaboration to collaborative professionalism. No profession can serve their communities effectively if its members do not share what they know. Collaborative professionalism is more than working collaboratively.

In this workshop we draw on audience members to unpack the tenets of collaborative professionalism and reflect on what participants can incorporate into their practice that will grow their collaborative professionalism.

Presentation

60 minutes

63

In defence of methodological pluralism in educational research

Robert Stevens

Marrickville, Sydney, Australia

Abstract

This paper argues against hierarchies of research methodologies in education. It is not the case that some methodologies are better than others in any absolute sense but some methodologies are better suited to answering some research questions than others. Methodologies (like pedagogies) need to be fit for purpose. Addressing practical problems in education requires looking at a range of research questions within a range of disciplines including Philosophy, History, Psychology, Sociology Technology and Architecture. Addressing the big issues in education policy and practice requires bringing together knowledge from a range of disciplines employing a range of methodological tools. Robust education research depends on methodological pluralism rather than monism and a favouring of “both...and” thinking to “either...or” thinking.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: E258

220

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

Zhang Lixin, Yuan Yuan

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

Abstract

At present, rural preschool education is still a shortcoming of the national education system in China. Strengthening the building-up of the ranks of kindergarten directors is the key to making-up of the shortcoming. It is prerequisite to clarify the current situations of the professional competence of rural kindergarten directors to strengthen the building-up of the ranks of rural kindergarten directors. As part of the “Research on the Construction of High-quality Kindergarten Directors in China”, a major project funded by Philosophy and Social Science Research Foundation of the Ministry of Education of China, this study developed a questionnaire based on “Professional Standards for Kindergarten Directors” issued by the Ministry of Education of China in 2015, and investigated the professional competencies of 187 rural kindergarten directors. It was found that the professional competencies of rural kindergarten directors is not balanced on different aspects. To be more specific, they are better in optimizing the internal management, leading the growth of teachers and leading the nursery education, while relatively weak in building education culture, adjusting external environment and planning kindergarten development. In particular, the directors of rural kindergartens are the weakest in planning the development of kindergartens and adjusting to the external environment. Therefore, this study recommends that the preschool education law should be promulgated as soon as possible to protect the rights and interests of rural kindergarten directors in professional development, strengthen the access mechanism for rural kindergarten directors, improve the training and promotion system for rural kindergarten directors, and stimulate the motivation for their professional development. We should actively create an environment to support the professional development of rural kindergarten directors, and establish a mechanism in which excellent urban kindergarten directors can provide one-to-one support for rural kindergarten directors in a long-term manner.

Presentation

30 minutes

244

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

Angel Mok, Sue Elliott

University of New England, Armidale, Australia

Abstract

Leadership is much debated in early childhood education (ECE) and crucial to the provision of high-quality ECE services. In Australia, demographic and geographical differences, varied service management and funding models, as well as state/territory and federal policies have resulted in huge sector diversity, and these complicate the context for understanding leadership roles and responsibilities. Introduced in 2012, a key target of the National Quality Framework (NQF) was to improve the quality of the ECE workforce by raising the qualifications of the early childhood educators. Services are now required to employ a 4-year degree qualified Early Childhood Teacher (ECT) when enrolments of 25 children or more occur. This requirement means new ECT graduates are most likely to take up leadership responsibilities soon after they are appointed. Since 2017, ECTs have been required to seek professional accreditation at the *proficient* level according to the Australian Professional Standards for Teachers (The Standards). We have identified that while university studies have prepared them to be accredited as *proficient* teachers, in fact, their ECT position often requires them to take up leadership responsibilities as *lead* teachers, the highest level in The Standards. This anomalous gap, plus our experiences with pre-service students in ECT degree courses and concerns about sector diversity and student demographic inequities led to a pilot study implementation. Data were collected from an online professional development program, questionnaires and online focus groups.

Here we report on our findings about leadership perceptions and understandings among final-stage pre-service ECTs and current ECE directors in regional NSW, Australia. Further, we

elicited final-stage pre-service ECTs' concerns which included: 1. Despite undertaking two university leadership units, the students had great concerns about the leadership roles they would assume upon graduation; and, 2. Ongoing mentoring support to build their leadership capacities was sought and perceived as highly desirable. By referring to The Standards as the framework for discussion, we interrogate the gap between the expectations of new ECT graduates and the actual leadership responsibilities they may assume in ECE settings. We aim to highlight the often unrealistic expectations for new graduates as *lead teachers* and argue that increased support from both federal and state/territory government levels and management bodies generally is urgently needed to promote the leadership capacities of early career ECTs and a sustained ECE workforce providing high-quality ECE services.

Presentation

--Individual Paper--

130

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

Andrea Nolan, Tebeje Molla

Deakin University, Geelong, Australia

Abstract

In Australia, inequality in early childhood education continues to be a persistent challenge. Australian governments recognize that for some children, early childhood education and care outcomes are poor with a widening gap. Unequal participation in early childhood education can be an outcome of a range of characteristics, including local area variation, socio-economic characteristics of families, Indigenous background of families, non-English speaking background (NESB) of families, and children with special health needs. In response, in the second half of the 2000s, Australian governments embarked on a reform process to improve issues related to governance, quality and equity. In this presentation, we examine three major equity policies in the Australian early childhood education and care sector. To do this we draw on critical frame analysis, identifying and problematising devices that policymakers apply to name and frame policy issues in ways that resonate with priorities and aspirations of the

public. In mapping out framing and reasoning devices of the policies, our analytical interest is to highlight the representation of inequality as a problem and unmask underlying assumptions of the equity responses. A policy problem is a discursive construction, and the way in which the problem is framed determines both the nature of the policy instruments and the possibility of resolving it. The findings show that disadvantage in Australia's early childhood education and care sector has been framed as a lack of access, limited navigational capacity and cultural exclusion; and the framings are informed by economic, educational and social rationales. Targeted funding, teacher professionalization and performance monitoring serve as instruments in the enactment of the initiatives. The analysis also reveals problematic categories, issue-omissions, and conceptual shifts within the texts. Practical implications of the frame contradictions and silences are highlighted. We propose that through examining the framing of inequality in early learning, and how such a framing has come into existence, further research can shed some light on what kind of politics operates behind specific policy pronouncements and implications for transforming the problem.

Presentation

--Individual Paper--

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

Abstract

In this paper, we discuss how positioning Aboriginal community educators as experts in delivering professional learning for preservice teachers contributes to decolonising education through:

- Challenging western knowledge systems as superior and/or exclusive
- Privileging Aboriginal voices
- Mobilising Country as teacher

Preservice teachers participate in Learning from Country experiences in the Sydney CBD and inner-city fringe in order to experience, understand and reflect on what Country means in urban landscapes and how they might embed this into their own teaching. Relationships of power are repositioned as Country, through Aboriginal community educators, the land, culture, spirituality and history, reveal inspiring as well as difficult knowledges that challenge, teach and nurture preservice teachers to reorientate their thinking around teaching and learning, the role of Aboriginal families and communities in education and indeed the purpose of schooling.

Applying Guenwald's (2003) critical pedagogy of place as a theoretical framework orientated towards decolonising schooling, data analysed from interviews, focus groups and surveys revealed the significance of place-based real-life experiences in challenging preservice teachers to understand the historical, cultural and political significance of where, how and why they teach. The preservice teachers cognitive and affective responses indicated a transformative impact on their conceptualisation of quality teaching, and many expressed a deep commitment to position the principles of Learning from Country front, centre and foundation in their future teaching careers.

The implications here are that Aboriginal community educators should be leading teacher professional learning across the country, not only because it is the ethical and accountable position to take, but because of the potential to decolonise schooling through significant Aboriginal influence over quality teaching in Aboriginal contexts.

Presentation

30 minutes

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

Abstract

The voices of Aboriginal students, families and their communities have long been largely silenced in debates on the purpose and function of schooling. Even though, as recently conceded by Prime Minister in the 2019 ‘closing the gap’ report, current educational strategies have failed to have any meaningful impact on Indigenous student academic outcomes. The appalling, yet sustained, failure of schools to effectively address the needs of Indigenous Australians is yet to prompt national debate about challenging the foundations of schooling, the preparation of teachers, the place of local culture and language, nor its cumulative impact on student well-being and identities.

This presentation outlines the overarching principles that will underpin the establishment of a whole-of-community model of culturally nourishing schooling for Aboriginal and Torres Strait Islander students. This work has emanated from the three-year Aboriginal Voices project, a wide-ranging systematic review of Indigenous education in Australia, and relatedly, four further interlinked case study style investigations focused on identifying a theoretical model of culturally nourishing schooling. The systematic review revealed an evidence base that reiterates the import of genuinely involving parents and community in educational decision-making and practices. While the case studies considers the centrality of ‘Country’ in designing school curriculum and pedagogies, cultural inclusion in the everyday business of schooling, the role of mentoring by Aboriginal teachers and community educators, and the complexities underpinning robust and successful teacher professional learning. The new model of culturally nourishing schooling for Indigenous students being outlined is urgently required, we argue, if education in is to genuinely work with and for the needs and aspirations of the diverse Indigenous communities around the nation, and beyond this, to close the so-called education achievement gap for experienced by Indigenous students.

Presentation

30 minutes

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

Abstract

In this paper we discuss the representations of power that exert influence in schools for remote First Nations students. The purpose is to see the dynamics of the various forms of power through a critical theoretical lens to help explain the complexity of the remote education and why for decades, systems have failed to achieve the results they might have expected. We also aim to show how community representations of power have similarly failed to achieve what might have been hoped for.

To discuss these representations, we first draw on elements of theory from Apple, Gramsci, Bourdieu, and Foucault, viewed through a Critical Race Theory filter. Our purpose in using their frames of reference is to better understand how applications of power intersect with each other.

Based on three exemplar studies from our research, we describe representations of power as they are expressed through their instruments. In particular we focus on a selection of policy instruments (such as attendance and pedagogical strategies), curriculum (for example in the Framework for Aboriginal Languages and Torres Strait Islander Languages and the Aboriginal and Torres Strait Islander cross-curriculum priority, boarding schools and scholarship programs and community-led education initiatives (e.g. Bilingual and first language programs). Through these various instruments we observe various models of influence, from assimilation/acculturation to coercion and subversive resistance/activism through to selective appropriation. We unpack each of these models to discuss the potential impact of each in relation to the other.

Presentation

30 minutes

458 -

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

Abstract

One of the key findings of the Aboriginal Voices Systematic Reviews (2019), identified evidence of schools having a positive impact on Aboriginal students' social and educational outcomes when principals actively and genuinely engaged with their local Aboriginal communities and clearly articulating a two-way partnership arrangement to support teacher development and student success at school. However, while these reviews identified that this model was an exemplar approach to school leadership, it also identified that as effective as this model could be in shifting students' schooling experiences, it was an aberration in current leadership practice rather than the norm. These findings, along with evidence in other international jurisdictions (NZ, Canada and U.S.) have identified the need to develop a whole-of-school model of community and school leadership that focuses on power-sharing, active leadership of curriculum and pedagogic change and the need to embed local cultural programs that enhance both the cultural and learner identities and the well-being of Aboriginal students.

This paper outlines a leadership model focusing not only principals but middle leaders such as teachers and Aboriginal Education Officers (AEOs, who have shown their capacity to affect change in Aboriginal education through their knowledge, passion, and commitment to their students and communities. This model will include:

- Leading to embed 'Learning from Country' and working with Aboriginal people to establish and resource sustainable models of authentic Aboriginal cultural immersion
- Leading pedagogic change, including a model of experiential, project-based epistemic mentoring by Aboriginal educators
- Leading professional change and engagement through facilitated observations of teaching, relationship building, and community dialogue
- Critical, self-reflexive co-leadership to affect the schooling of Aboriginal students through leadership professional learning, critical engagement and school-based research.

This holistic approach is designed to immerse principals and middle leaders in a range of supportive and nurturing cognitive and affective strategies to enact, embed and embody significant and sustainable change in their schools.

At its centre, this is underpinned by a critical Indigenous standpoint that acknowledges the devastating and on-going impact of colonisation and that actively works to problematise, challenge and disrupt this ever-present process by placing Aboriginal voices at its centre and as the foundation for school reform. This position foregrounds Aboriginal community cultural wealth, a distributive power-sharing approach to leadership and a commitment to changing the practices schooling.

Presentation

30 minutes

265 -

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

Abstract

In this paper we discuss the representations of power that exert influence in schools for remote First Nations students. The purpose is to see the dynamics of the various forms of power through a critical theoretical lens to help explain the complexity of the remote education and why for decades, systems have failed to achieve the results they might have expected. We also aim to show how community representations of power have similarly failed to achieve what might have been hoped for.

To discuss these representations we first draw on elements of theory from theorists and philosophers such as Apple, Gramsci, Bourdieu and Foucault, viewed through a Critical Race Theory filter. Our purpose in using their frames of reference is to better understand how applications of power intersect with each other.

Based on three exemplar studies from our research, we describe representations of power as they are expressed through their instruments. In particular we focus on a selection of policy instruments (such as attendance and pedagogical strategies), curriculum (for example in the Framework for Aboriginal Languages and Torres Strait Islander Languages and the Aboriginal and Torres Strait Islander cross-curriculum priority, boarding schools and scholarship programs, community-led education initiatives (e.g. Bilingual and first language programs). Through these various instruments we observe various models of influence, from assimilation/acclulturation to coercion and subversive resistance/activism through to selective appropriation. We unpack each of these models discuss the potential impact of each in relation to the other.

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: B409

107 - Questioning the Quant, in Educational Testing

1042 -

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

Samantha Low-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

Abstract

Researchers currently find themselves within a social-media fuelled galvanisation of nearly a century of debate, which is outlawing certain “shortcuts” and superficial approaches to statistical thinking. Some researchers have been advocating a Bayesian approach as one solution to the logical inconsistencies of null hypothesis testing and/or assessing significance by thresholding p-values. Against this backdrop, our paper, in the special issue of *The Digital in Education* (2017, Educational Media International), showed how Bayesian statistics can help bridge, in at least five ways, with qualitative research method.

The motivation was analysis of a study with interwoven quantitative and qualitative components. A well-designed experiment was conducted to detect whether stereotyping behaviour was evident in decision-making by teachers, in a hypothetical situation. In parallel, teachers were also interviewed about their perceptions on stereotyping, and how it might influence their decision-making in general, and in the experiment. The online tool that linked the quantitative and qualitative components also prompted teachers to explain any decisions that were not aligned with the grades of hypothetical students. Potentially these were influenced by stereotyping according to gender or ethnicity.

The five bridges spanned practical and theoretical considerations. Initially, *feasible computation* dictated a Bayesian approach to quantitative analysis: the data structure rendered it unsuitable for analysis using classical item response theory. We soon identified other benefits. Bayesian modelling *privileges the model*, so that a conceptual model can be directly mapped to a statistical model. The rich information resulting from Bayesian inference allows *drilling down*—about individual teachers, hypothetical students or stereotyping issues—in a way that allows a direct link between the qualitative results (interviews) and model results. In later studies we can exploit *the cycle of Bayesian updating knowledge*: these results can define a “prior” model, updated by new data, to produce new “posterior” inferences. As noted earlier, a primary reason for Bayesian inference is that by “inverting” classical probability it is *more intuitive*, communicating the plausibility of any hypothesis, rather than the likelihood of the data under any specific hypothesis. This paper is one of the first to comment on ontological, axiological and epistemological aspects of mixing-in Bayesian and Qualitative approaches.

Presentation

30 minutes

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

Abstract

As part of the global education reform movement, many countries are adopting standardised tests as a common approach to evaluate students’ outcomes. Two examples of these instruments are the Australian National Assessment Program – Literacy and Numeracy (NAPLAN) and the American National Assessment of Educational Progress (NAEP). They compare students’ ability to answer correctly against the average ability of all students who set the same test. In addition, standardised tests are also used to compare educational attainment across countries, for instance via international tests such as the Programme for International Student Assessment (PISA). For all these types of tests, Item Response Theory (IRT) is used. The reported results are normalised with a particular mean and standard deviation. There are many options of IRT models. For instance, NAPLAN scores are calculated fitting the simplest one, the Rasch model, which

focuses on the relative difficulty of each item (questions). The PISA scores are calculated mainly fitting a more complex model, which also considered the capability of the items to discriminate students with low and high abilities. For NAEP an even more complex model is used. The choice of these IRT models can affect how the students' abilities are calculated. Thus, given the same test responses different scores could be obtained depending on the chosen model. Hence, it is important to check if the model used is fitting the data well. Therefore, following the trend from other disciplines, such as psychology and science, and also highlighting the danger of relying solely on summary statistics (as illustrated by the "Datasaurus", Matejka & Fitzmaurice, 2017), this paper proposes a similar approach to the "Datasaurus" in order to test the reproducibility of the reported educational data, using NAPLAN as an example.

Matejka, J., & Fitzmaurice, G. (2017). Same stats, different graphs: Generating datasets with varied appearance and identical statistics through simulated annealing. In Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems (pp. 1290-1294). ACM

References:

Lash, T. L. (2017). The harm done to reproducibility by the culture of null hypothesis significance testing. *American journal of epidemiology*, 186(6), 627-635.

Matejka, J., & Fitzmaurice, G. (2017). Same stats, different graphs: Generating datasets with varied appearance and identical statistics through simulated annealing. In Proceedings of the 2017 CHI Conference on Hu

Presentation

--Other--

1044 - NAPLAN ontologies and axiologies diffracted through the media

Judy Rose

Griffith Institute of Educational Research, Mt Gravatt, Australia

Abstract

This paper examines media reportage post publication of a systematic, quantitative review of NAPLAN (National Assessment Program – Literacy and Numeracy) literature. This literature review identified four main discourses of NAPLAN including big data and datafication, social justice, emotion and affect, and accountability and performativity (Rose, Low Choy, Singh and Vasco, 2018). The ensuing media reports produced on the radio, print and online media diffracted these debates into shards of discourse. One shard reflected the communicative problems surrounding NAPLAN that fails to adequately explain its wider purpose. Another shard addresses the issue of parent’s voice and agency in regard to children’s participation in this high-stakes test. Yet another splinter positions NAPLAN as a relative of other large-scale standardised tests, including PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study). These large-scale standardised testing programs operate within financial and economic media as a commodity that has currency within globalised educational markets. These shards intersect the other discourses of NAPLAN. This study highlights how the ontologies (meanings) and axiologies (values) around NAPLAN, as taken up by the media, are an ongoing diffraction in action.

Presentation

--Other--

1045 -

Additional Discussants

Stephen Heimans¹, Parlo Singh²

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

Abstract

Additional Discussant for Symposium: **Questioning the Quant, in Educational Testing**

Presentation

--Other--

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 Taylor¹, Penelope Serow¹

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

Abstract

Primary teachers in rural Australian schools experience a range of challenges that limit their access to high quality Professional Learning (PL) in STEM. Travel distances, related costs and unavailability of relief staff make effective PL inaccessible for teachers. Other factors such as high teacher attrition and staff turnover, lack of experience, shortage of resources and equipment, and low levels of confidence in relation to STEM disciplines further highlight the need for effective PL opportunities tailored to deal with these peculiar rural complexities.

In this study, the researchers developed, implemented and assessed a novel model of PL to support primary STEM teaching. This model addresses the aforementioned challenges as it can be delivered online via videoconferencing, and during normal class time. The model also aligns with the AITSL criteria for effective PL: it provides tailored activities that meet specific teachers' needs, enables exchange of professional classroom teaching capital in schools, and establishes collegial networks among teachers and schools.

The model features two PL components. University educators and teachers co-design tailored STEM activities that respond to teachers' identified needs (e.g. a challenging science idea). This constitutes the first component of the teachers' PL. These activities are then delivered by one teacher in their own classroom and broadcast live via videoconferencing to another classroom where (1) students actively participate in the lesson, completing the same activities and

interacting via the screen and (2) the teacher acts as a learner/observer during the lesson. This constitutes the second component of their PL.

Participatory action research, PAR, framed the design of this research. Researchers collected data from both students and teachers to (1) investigate the effectiveness of this setup in enhancing teachers' professional learning, (2) examine the impacts on students' learning and (3) Identify barriers and enhancers to the effective implementation of this PL model in regional NSW, Australia. Instruments comprised semi-structured focus group interviews, questionnaires and surveys. Four schools participated in this study over the course of 18 months.

Findings suggest that both teachers and students involved believed this model offers an excellent opportunity for meaningful STEM Learning. While technological issues were identified as the main challenge to the success of this model, teachers and students alike pointed out the importance of "trust" as an essential precursor for success. The authors argue that future research must address ways to facilitate and foster sustainable networking and trust building between teachers.

Presentation

--Individual Paper--

663

Exploring the value of primary teachers' online Professional Learning Network (PLN) activities for professional development in science education.

Ruth Fentie

University of Technology, Sydney, Australia

Abstract

This doctoral study explores the value for primary teachers in using online PLN activities to develop professionally as teachers of science. Research inspirations are: addressing the historic

issue of needing confident, effective primary science teachers and; teachers of primary science requiring personally relevant, accessible, effective professional development. Recent government initiatives, to counter the social injustice of low female participation in science-related higher education and careers, and improve student learning, have highlighted the need for primary teacher professional development in science education.

Advances in science content and technological innovations intensify teachers' needs for career-long access to professional development. Primary teachers whether generalist-educated or science specialists seek ways to update and develop science content and pedagogical knowledge. Some teachers use online PLNs for self-initiated, affordable professional development with the democratising impact of accessing expert advice, help with ideas, resources and collegial support through multiple, diverse online in/formal networks. Using PLNs could have significant value for time-pressed, primary teachers accessing knowledge of ways to develop their science teaching and contribute to professional accreditation maintenance.

Researched benefits of PLN activities include; pre-service teachers, some academics and niche discipline-specific groups like specialist maths teachers, languages teachers, high school English teachers and special needs teachers sharing their teaching development of content and practice. Few limitations, such as questioning suitability for all teachers and some online transient contexts inhibiting deep, reflective discussion, have been found. In addition to factors of general effective teacher professional development (TPD), for example, an active process of sustained duration; science-specific TPD, requires a comprehensive science professional knowledge base, self-efficacy and professional identity. Unlike previous studies focused on Social Network Analysis, or one social media platform, in/formal networks, this research embraces the value from multiple contexts (polycontextuality) in a PLN for primary teachers' professional development in science education with potential implications for student learning.

This doctoral research adopts an interpretivist perspective to explore views of primary teachers' internationally about their online PLNs and specifics of their interactions in developing professionally as teachers of science. The study consists of a three phased, multi-, mixed method research (sequential explanatory) approach for data collection and analysis with integrated interpretation of findings. International online survey and follow-up interview findings will be presented and have import for ways primary teachers develop their confidence and competence in science teaching to achieve valuable aspects of ongoing professional development and improve student learning in science education.

Presentation

--Individual Paper--

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

Abstract

Science literacy is often described as the ability of an individual to access scientific information relevant to one's life, make sense of the information and use it to make informed decisions. Accordingly, science education in schools aims to develop science literacy and provide students with opportunities to develop knowledge and skills they need to reason with scientific data and engage fruitfully, as adults, in a scientifically and technologically enhanced society. Current measures of science literacy surveys for adults predominantly assess scientific opinions and factual knowledge rather than examining understanding and use of scientific information. Moreover, the main source of information for the public about science and technology is the internet and social media, which is prone to bias and error. This raises the need for examining peoples' ability to reason with authentic scientific information on online media, evaluate its trustworthiness and determine its relevance to daily contexts.

Building on a previous study by Drummond & Fischhoff (2017), we describe here the development and validation of a research tool – a scientific reasoning scale based on day-to-day science-related dilemmas. We measure adult scientific reasoning aimed at improving our understanding of its implementation in everyday experiences. The scientific reasoning scale is formulated around a common theme- nutrition and weight loss which is a relevant topic of broad public importance. It describes an overweight man who wants to find a research-proven method to lose weight and asks responders to assist his decision by answering 11 true or false questions which underscore various scientific concepts.

Our pilot study sample, which consisted of 64 responders, indicated the developed scale was successful in predicting scientific reasoning, as scores correlated with an analysis task examining reasoning about science-related news. Our findings also highlighted certain scientific concepts which were more widely understood by responders (such as random assignment to condition) and concepts which were more difficult to understand and make use of (such as double-blind).

Larger dissemination of the survey is currently underway, examining reasoning and understanding the scientific concepts among a wide and varied population. These results will allow an in-depth understanding of how scientific principles are employed by the public when engaged with science in real life. They can further be used for science education serving to inform the development of science curriculum for enhancing science literacy.

Presentation

--Individual Paper--

25

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

Alberto Bellocchi

Queensland University of Technology, Brisbane, Australia

Abstract

This study focuses on a group of high school students co-constructing knowledge about forces forms. It explores the fluctuating status of relationships, or social bonds, between these students during the course of a physics science inquiry project. The study reveals the interplay between social bonds and the process of constructing knowledge about Newton's Laws of Motion. Despite existing understandings of the role that affective factors such as emotions and social bonds play in teaching and learning generally and science education more specifically, direct investigation of the relationships between knowledge construction and social bonding remains under-researched. Past survey research has found that social bonds correlate with student achievement, engagement, and positive learning outcomes. Although this previous body of work identifies possible connections between learning and social bonds, the dynamic nature of these phenomena as they unfold during classroom interactions requires more direct methods of data production and analysis that move beyond self reports. Multiple data production methods used in this study included video recordings of classroom interactions, a social bond diary, and researcher observations. Data sets generated through these methods facilitated access to students' first-person perspectives about their social bonds and the researcher's third person theoretical interpretations of social bonds and knowledge construction in the student group. The

fluidity and ambiguity of young people's relationships and how they must navigate these ambivalent experiences while seeking to understand and apply science concepts during inquiry projects is presented. Although school science focuses on preparing students to design valid investigations and learn important science concepts, this study raises questions about what informs young people's understanding and ability to manage social bonds to support intended learning outcomes. Implications are shared for a viable research agenda that is likely to benefit and enhance science learning and teaching, while supporting the development of social cohesion and solidarity amongst high school students.

Keywords: social bonds, conceptual understanding, Newton's Laws, social relationships, science inquiry, learning progressions

Presentation

--Individual Paper--

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

Abstract

Bodies sensing ecologically is a concept I am using in order to imagine how children can engage/communicate with the more-than-human-world prior to language acquisition. Meaning

through bodies; sensual knowing emerges as the means for making sense of things in the act of sensing. A childbody finding ways to be with nonhuman animals; plants; the weather; water; and materials through their bodies. Indeed, through this research you could say I am attempting to map a child response to entities sensorially. The theoretical framing of this research is supported by a diffractive theorising drawing on a relational ontology. As a 're-turning' like composting I am diffracting data drawing on an emerging 'posthumanism and vital materialist turn' that supports a shift in focus, from culture as outside of nature, to a re-orienting of relations where the human and more-than-human world are recognised as existing in an ecologically 'messy entanglement'. By attending to Haraway's notion of relational natures of difference, I use a diffractive lens to be responsive to patterns that map not where differences appear but rather to map where the effects of differences go. Postqualitative methods and posthumanist approaches feature as central, diffractive analysis explores difference as connections and relations within and between different bodies, affecting each other and being affected. To embark on this research with children there is a need to be attentive to the very subtle encounters and sensitivities of a child with her/other bodies. Where child-worlding bodies attune me to the ongoing. The relationality of an everyday multiple knowing as childhoodnature. A present and past body sensing as entangled matter. There is a moment, a pause, a silence, recognition of ecological kin tracings, like tendrils of a floating sea jelly, rising and falling in the waves they pulsate in the everyday. Worlding of Childhoodnature imaginaries.

Presentation

--Individual Paper--

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

Abstract

In the last ten years there has been a rapid resurgence in supporting 'open free nature play' in education settings. The justification of this resurgence has been triggered largely by the works of Richard Louv (2011, 2016) who alleges that children (particularly in Western contexts) suffer from 'nature-deficit disorder', and the introduction of 'forest kindergarten' models emanating from predominantly Scandinavian countries.

The absence of nature in children and young people's lives links to alarming childhood trends in western society: obesity, poor wellbeing, learning difficulties, severe anxiety, attention deficit disorders and depression so childhood experiences in nature are important for building positive environmental and emotional dispositions.

There is increasing research evidence in early childhood education which shows that young children do not easily learn scientific concepts through open or free play-based learning alone, intentional teaching is important in supporting young children's learning about these big ideas and concepts. An important question, therefore, is what is the balance between free nature play as opportunistic child-centered learning and intentional pedagogical practices to enhance children's scientific concepts?

Nature play is a core feature and tradition of early childhood education, as is open-ended play which requires adult interaction and guidance to support children's learning. While there is a wealth of research into the role of play in early childhood, progress is yet to be made with respect to nature play and children's consequent development of scientific concepts [fundamental STEM concepts].

The authors report on a research study to test the importance of nature play in children's associated acquisition of scientific concepts in early childhood education. The project utilises cartography; an educational research methodology of creating visual maps focused on the relations between people, places and objects from observations, ideas and pedagogies for nature play. The key questions the project asks are: What are early childhood educators' conceptions of nature play and its associated scientific concepts? What are young children's conceptions of nature play and its associated scientific concepts?; and How can nature play pedagogies best support young children's learning of scientific concepts?

Louv, R. (2011). *The Nature Principle: Human Restoration and the End of Nature-Deficit Disorder*. Chapel Hill, North Carolina: Algonquin Books of Chapel Hill.

Louv, R. (2016). *Vitamin N: The Essential Guide to a Nature-Rich Life: 500 Ways to Enrich Your Family's Health & Happiness*. New York: Algonquin Books.

Presentation

--Individual Paper--

964 -

Larvae imaginaries: an othered(wise) inquiry

Tracy Charlotte Young

Swinburne University of Technology, Melbourne, Australia

Abstract

This adventure takes shape with mo(ve)ments of affect in the middle of this doctoral inquiry as Elizabeth St. Pierre unveils the history, purpose and rationale for postqualitative approaches at the 2014 AARE conference. An opening appears enabling larvae to move through, smoothing and disrupting the road ahead as companion, guide, and provocateur. Larvae imaginaries articulate feasible futures where immanence comes from the flows of life. Larvae interjects the presupposition of ideas, making demands for what has been generalised, missed or trampled; simultaneously de/re/territorialising the territory where children and animals dwell. Larvae, as an othered(wise) entity mediates collective life, shaping possible pathways, helping to see and seek the unseeable and name and speak the unspeakable. By unspeakable I refer to the thoughts, actions and events of the data assemblage that venture towards troubling paths and ethical encounters with childhoodnatures.

This presentation explores how thinking with the ‘posts’ in educational research matters as we face precarious ecological times that demand new ways of engaging with human and more-than-human relations and new ways of knowing. The purpose of these posts, (posthumanism and postqualitative) is not to clutter and complicate the research landscape, but rather to slow it down and awaken ‘post’ ontologies that strengthen ecologies of thought in the inquiry assemblage. The othered(wise) inquiry (Srinivason, 2018) is one of the analytical tools adopted in this inquiry to bring forth the silenced speakers who are ‘wise’, with the knowledge of how power relations operate to essentialise subjects and their performances. Larvae displaces and disrupts alterity as the other “is always already there” ([Braidotti, 2012, p. 53](#)) with the polyvocal impact of the othered(wise) who is humble, ethical and multiple. Being earth-bound, human-bound and methodology-bound I wondered what might spring forth if I could transcend being tied to a body, in one space and time as a kind of energy field, rather than being contained within a PhD.

Presentation

--Individual Paper--

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

Abstract

Every book comes to be through the flourishing of an initial spark or idea released into the universe and let to follow its own line of thought while being guided by a host of many. Assembled in a forest in the hinterlands of the Gold Coast, Australia in 2015 20 scholars gathered for an international colloquium on childhood nature. The intent of the Colloquium was to act as a meeting place for researchers working in the fields of childhood and nature, to consider a cartography of the field as an ever evolving movement and to consider the central tenets of the field in order to support imaginaries for potential. The concept of childhoodnature and the Research Handbook on Childhoodnature was imagined and began to be realised.

In this paper presentation, the editors of the first International Research Handbook on Childhoodnature present a cartography of this seminal research collection and the critical insights learned. At present no such handbook or major work of this breadth and depth of theoretical and applied thinking and research in the field exists. The handbook includes 10 distinct sections with 22 editors – a total of 81 chapters. The handbook also includes a childhoodnature Companion authored by children and young people. The companion is located in the middle of the handbook signifying its centrality. It operates as a milieu akin to Deleuze and Guattari's (1987) conception of milieu that is vibratory, chaotic yet relational. The companion vibrates through/in/as the handbook where children are nature.

Uniquely, this handbook brings together existing research themes and seminal authors in the childhoodnature field alongside new cutting-edge research and researchers drawing on cross-cultural and international research data. From the onset, the underlying objectives of the handbook were two-fold:

** Opening up spaces for childhoodnature researchers in what we have termed a childhoodnature collective; and*

** Assembling Childhoodnature Research into one Collection that informs education and the social sciences.*

This presentation will continue this ‘opening up’ of spaces for/with childhoodnature researchers in considering the critical insights learned from the handbook/companion and future research potentialities.

Presentation

--Individual Paper--

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

Abstract

This paper revisits a famous case of censorship in Queensland from the late 1970s, the banning from Queensland’s government schools of the social studies curriculum packages MACOS (*Man, A Course of Study*, written by a team led by the US psychologist Jerome Bruner) and SEMP (the *Social Education Materials Project*, compiled by the Australian Federal government’s Curriculum Development Centre). Part of a broader program of research that aims to excavate histories of reactionary or socially conservative activism in Australian schooling, the paper focusses on the figure of the woman who is most usually seen as the leading player in the success of the campaign to ban MACOS and SEMP, Rona Joyner. The main facts of the case are well known: for example, MACOS was also opposed by Christian conservatives in the US; the

authoritarian premier of Queensland, Joh Bjelke-Petersen, bypassed school teachers and Queensland Education Department bureaucrats to personally progress the ban, going to far as to threaten teachers with dismissal if they persisted in using them. But we argue that there is more to be understood from this event. The analysis brought to bear in this paper is a feminist one, centring on Rona Joyner, whose well documented identification as a newsworthy character by the mass media reinforced her direct lobbying and advocacy work, and amplified her self-representation as uber-mother. We situate the figure of Rona Joyner, and other socially conservative women of the 1970s and 1980s (for example, members of the counter-feminist women's organisation 'Women who want to be women', WWW), in a longer history of conservative ideological labour, whereby mothers, or those who presumed to speak for and as mothers, took their maternal duty to extend beyond the immediate home and family and into the front line of a moral fight against overly liberal school curricula, and other forms of risky public culture.

Presentation

--Individual Paper--

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

Abstract

Scope of the Study

Australian schools are conservative, heteronormative spaces where teachers fear broaching gender and sexuality diversity (hereafter GSD) for fear of parental/carer (hereafter parents) backlash (Smith et al., 2011). While policy directives vary slightly between states/territories, educators are often advised to include GSD topics only if they sense such inclusions would be aligned with their school community ethos. As no national dataset exists, this ARC-funded research (Ferfolja, Ullman and Goldstein; 2018-2020) sought to survey parents of K-12 students attending government schools to gather data on their attitudes towards GSD-inclusive education.

Since no established and validated measure of parental support for and barriers to GSD inclusivity in schooling has been published, the research team developed a new multidimensional measure. Pilot testing enabled the validation of this measure prior to its employment in their national survey (Tarrant, 2014) such that the most valid, reliable, and succinct version of the scale was released.

Aims of the Research

This research intends to inform curriculum, policy development, and classroom approaches in relation to GSD inclusion. The development of a new instrument to multi-dimensionally measure parental support for and barriers to GSD inclusivity and the validation of such a measure prior to the national survey was necessary to ensure that the body of data collected was a robust platform from which educational knowledge, curriculum, and policy developments could be informed.

Research Design

Parent participants meeting the recruitment specifications for the pilot phase of the research (e.g. parenting a child attending primary or secondary school) were recruited via the online crowdsourcing platform, *Prolific*. Emerging research (e.g., Palan & Schitter, 2018) has supported the use of *Prolific* as an accurate, high quality, and cost effective alternative for participant recruitment.

Findings

Analysis of the pilot data revealed eight discrete factors, each with excellent reliability estimates (Hills, 2011). Support factors included supporting student wellbeing, GSD issues as personally relevant, and a rights/equity orientation. Barriers included religious attitudes, ideas of youth suggestibility and concerns about the age-appropriateness of GSD topics. The underlying factor structure of the instrumentation was validated using Exploratory Structural Equation Modelling (Marsh, Morin, Parker, & Kaur, 2014), with standard goodness-of-fit indices (Marsh, Hau, & Wen, 2004) used to assess model fit. Factorial invariance testing (Marsh, et al., 2009.) was used to establish stability of the factor structure across critical sub-groups within the sample (e.g. gender, religiosity, age), with findings showing strong measurement invariance.

Presentation

--Individual Paper--

816

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

Michelle Jeffries

Queensland University of Technology (QUT), Brisbane, Australia

Abstract

While *family* is a pervasive and powerful term central to our culture, it “represents a highly unstable and contradictory space” (Robinson & Diaz, 2016, p. 67). This idea is supported in the United Nations document entitled 'Protection of the Family', where the statement is made that “there is no definition of the family under international human rights law” (p.7), this being due to variety of conceptions of family throughout society at local and global levels. In Australia, census data reveals that family diversity is ever-increasing. For example, data collected as part of the Longitudinal Study of Australian Children (LSAC) reports that two in five children under 13 years of age live in “non-traditional” family structures. Despite this, idealised notions of the 'nuclear' family as normal, natural and ideal continue to persist in many areas of Australian society including in schools. These notions of family drawing on a mum/dad binary are evident in educational contexts, even though schools cater to children living in a wide range of family structures.

This paper draws on narratives of same-sex attracted and gender diverse parents to consider ways in which the nuclear family is produced as normal, natural and ideal through the mum/dad binary in primary school settings. The paper will provide insights into how this binary works to reinforce the notion of family as nuclear by excluding other variations of family, including single parent families, polyamorous families, and same-sex parent families. Drawing on the works of Judith Butler, I explore numerous narratives which story how the mum/dad binary is (re)produced in schools, including through language/discourse, gendered normativities, notions of intelligibility, and censorship/exclusion. Additionally, I will explore counter-narratives that queer the mum/dad binary to open up possibilities of resignification of “family” so that diverse family constellations are acknowledged. This paper reports on the analysis of data produced as part of a larger doctoral study exploring the experiences of same-sex attracted and gender diverse parents in primary schools.

Presentation

620

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

Tania Ferfolja, Jacqueline Ullman

Western Sydney University, Sydney, Australia

Abstract

Background

Australian schools are conservative, heteronormative spaces where teachers fear broaching gender and sexuality diversity (hereafter GSD) for fear of parental or public backlash (Smith et al., 2011). Research on the school experiences of Australian GSD youth highlight the specific challenges faced by trans/gender-diverse students (Jones & Hillier, 2013; Ullman, 2017). However, little Australian research examines the experiences of parent/carers of trans/gender-diverse children.

Drawing on Foucault's (1978) theoretical work with particular reference to concepts of discourse, knowledge, power, subjectivity and their intersections, we view bullying as a form of gender socialisation (Pascoe, 2013) inherent in the 'gender-regime' enforced in schooling (Connell, 1996). Recognition of GSD in Australian schools has been highly politicised and denigrated by conservative media. Unsurprisingly, the in/visibility of trans/gender diverse subjectivities remains the norm, producing a difficult climate for their parents/carers to navigate.

Design

This paper reports from ongoing engagement with Australian parents around the inclusion of GSD content within school curriculum and policy, with questions of visibility and access central to our enquiry. We draw from two periods of data collection: one which recruited 22 parents of school-aged children across six focus groups (Ferfolja & Ullman, 2017) and another which engaged parents/carers of GSD school-age children attending government schools in individual interviews. We employed semi-structured, individual and group interviews to understand participants' experiences of navigating school for their child(ren) and undertook thematic analysis (Saldana, 2009) to ascertain the discourses in operation.

Findings

Focus group participants highlighted the limitations of relegating GSD-inclusive content to conversations framed as anti-bullying education. They discussed the constraints of properly challenging transphobic behaviours when bullying policy frames these interactions as individual incidences while leaving no space for interrogation of cis-normative discourses.

Parents of trans/gender diverse students similarly spotlighted the shortcomings of reactive policy frameworks, in lieu of whole-school approaches to education and visibility of gender diversity. Rather than unpacking large-scale questions of social power and gender conformity at the whole-class/school level, educators reportedly placed the burden of gender identity and relationship management on the child. Where these mothers detailed positive schooling experiences for their child, they described school cultures where gender diversity was affirmed by school leadership and where GSD perspectives were incorporated into teaching and learning and whole-school events.

Findings underscore the importance of policies which aim to shift entrenched paradigms surrounding GSD identity and encourage educators to positively shape school culture.

Presentation

--Individual Paper--

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

Abstract

In Australian schools, it is common practice to draw on performance outcomes to inform and legitimise the differential provision of learning opportunities for students. As part of this process students are systematically shifted, sorted and streamed into different categories on the basis of ‘ability’, ‘merit’ and ‘potential’. A leading assumption underpinning these practices is the notion that measured achievements (and failures) communicate ‘knowable’ truths about students, truths that are thought to reflect who students ‘are’ and ultimately who they can ‘become’.

Accordingly, performance-focussed schooling regimes are likely to have significant implications for the identity formation of young people. A point of contention and subsequent focus of the present research is that performance outcomes unquestioningly differentiate the provision of opportunities (and thereby future identities), with little-to-no regard of the circumstances – beyond ability and effort – that impact upon the measured outcomes of students. To gain a more nuanced understanding of the relationship between competitive performance, academic opportunities, and student identity, this critical ethnographic study sought to engage with some of the personal meanings students attribute to their experience of pursuing a competitive academic pathway.

This presentation will advocate the value in drawing on poststructuralist notions of ‘self’ for critiquing the meritocratic ideology underpinning the current practices of schooling under neoliberal regimes. To contextualise this study, the Independent Public-School initiative that has taken hold in Western Australia in recent years will be discussed, with particular emphasis placed on the impact this initiative has had on the performative pressure now endured by Western Australian public-school students. Preliminary findings drawn from interviews and focus group discussions with ten ATAR students (in years 11 and 12) currently enrolled in an Independent Public School in the Perth Metropolitan area, will be presented to highlight some of the challenges confronting these students as they strive to achieve their academic goals. By considering these students’ experiences against a critique of the normative practices of competitive schooling arrangements, my aim is to imagine a more hopeful and humanising kind of education for young people. My central argument is that young people are always in the process of becoming; they have an unfinished reality which makes learning possible. Viewed in this way, *all* students have a right to an empowering education that promotes and encourages the continued development of the capabilities and skills that will help them achieve their imagined futures.

Presentation

838

A figuration of school violence: Enacting affirmative schooling

Leanne Higham

The University of Melbourne, Melbourne, Australia

Abstract

Violence, it seems, takes many forms, when understood within the specific paradigms of the many disciplines involved in violence research. Violence of an intense kind, with its sense of urgency, attracts much of the attention. In schools, violence is commonly understood as a problem between individuals, such as bullying, and therefore a problem to be addressed individually. Yet through such narrowly defined approaches, we lose sight of other forms of violence; for example, microaggressions, symbolic, and structural violence. Bullying is more than an individual act causing harm to another, *it is violence against difference*, a mechanism of social control (Walton, 2011). Taking up Braidotti's (2013; 2017) *posthuman critical theory* shifts the focus from *what violence is*, to *what violence does*. It accounts for people *and* the worlds in which they live. Taking up this relational approach enables examination of the operation of violence as it relates to schools, their environments, and those within them.

Posthuman critical theory is underpinned by an affirmative ethics, emphasising combination of critique with creation of alternatives through *figuration*. Figurations enable us to be critical about actual conditions while being creative in bringing about more affirmative possibilities. They account for the capacities of a situation, affording an understanding of how social, material and discursive processes can be *limiting*. Attending to substance over form—*how violence works rather than what it looks like*—enables previously unnoticed modes of school violence to become perceptible, *violence of a micropolitical kind*. Such cumulative violence in schools can create and entrench social and cultural norms or transform them over time; an examination of what violence does in schools is inextricably linked with subjectivities in becoming. Focusing on constraining school practices, in addition to school violence as more conventionally understood, opens up education research to the possibility of understanding other ways of enacting violence in (and through) schools. Yet here, critique is not the end in itself; figuration not only exposes constraint, but actively pursues *affirmative* alternatives. Understanding a violently constituted

constrained school subject as a dynamic entity in an ongoing process of transformation enables alternative reconfigurations to be imagined and, hopefully, realised.

Through vignettes from my PhD fieldwork, I examine how violence works to constrain subjectivities in schools, and how affirmative practices can sustain them. I suggest approaching school violence in this way affords the possibility of re-figuring constraining practices as they play out in schools.

Presentation

--Individual Paper--

430

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

Saul Karnovsky

Queensland University , Brisbane, Australia

Abstract

This presentation will argue for using a post-structural theoretical orientation to understand pre-service teacher emotional conduct. Drawing upon Foucauldian scholarship, my research seeks to re-examine the ‘truths’ about human emotions and the role such experiences have in learning to teach. A significant aspect of the modern emotional culture of the West is the mastery of an ability to manage one’s emotions in workplace situations. This presentation will examine the ways in which preservice teachers engage with and negotiate the ‘emotional rules’ of teaching, encountered as both tacit expectations and codified requirements during their course of professional preparation. My research seeks uncover how the Western history of setting emotions against reason provides a discourse of ‘truth’ and authority about what emotions *are* and what they *do* in education. I will argue that the ways pre-service teachers come to work upon their emotional conduct is inextricably intertwined within relations of power and knowledge. The presentation draws upon qualitative data gathered through a case study of pre-service teachers in a large Australian university. I will offer an analysis of the ethical practices by which pre-service teachers engage with the emotional rules of teaching to govern themselves as emotionally authentic and competent teachers. I will focus on illustrating the extent to which individuals who

engaged with the inquiry draw upon particular discourses of emotion when they explain that mastering the technique of 'appropriate' emotional self-control is a necessary requirement for professional teachers. This emotional work is done so in terms of that which the pre-service teachers seek to govern in themselves; the position they take in the face of professional, social and cultural norms and imperatives; the means by which they propose to construct their preferred self; and the mode of professional existence they envision.

Presentation

--Individual Paper--

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: B222 Flat Classroom

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

Abstract

I am a teacher researcher and my research interest has related to developing new methods in examining students' experiences in classroom context. When developing these methods I have for example used photographs and diamond ranking (e.g. Woolner et al., 2010, 2012, 2014; Clark, 2012; Clark et al., 2013) as a method in collecting my students' experiences.

My latest interest has been, how to use digital devices in collecting data from children. In this study I developed a new digital and visual method in capturing students' perspectives. The data of this presentation is based on pictures that I took in my own classroom (4th grade) during lessons from August 2018 to October 2018. After taking the pictures I uploaded them (n=136) to school's intranet and the students (n=23) had an access to the pictures. Then, I, together with the students talked about how to make a visual artefact from pictures by using iPads with an application they wanted to use. The only limit was to keep on expressing the most positive experiences, the medium experiences and the experiences of the practices that needed improvement. The students were also supposed to give me advises to improve these practices they considered something they wanted to improve (Author).

The students ended up using three different applications in expressing their experiences Book Creator (n= 20), iMovie (n=3) and PowerPoint (n=2). It took altogether 90 minutes to finish artefacts. The applications used made it also possible for the students to record a self-interview in which they were able to reason for their choices. All data was collected as part of normal school day and all activities were something that fulfill the goals of the Finnish national core curriculum (Author).

The methods that I used let me gain knowledge from my students' experiences of pedagogical relations and helped me to understand how they perceive pedagogical practices used in the classroom and join them in the process of developing these practices.

In this presentation I will discuss how classroom context provides the students with a natural platform to learn participatory skills. By giving them possibilities to express their experiences and by supporting them to make suggestions we can educate constructively critical citizens. I will also discuss how this method developed in this study can be transferred also to other contexts and how it can be used as a tool that supports socially just education.

Presentation

--Individual Paper--

Design-based methods for qualitative research with teenage girls

Roberta Thompson

Griffith University, Gold Coast, Australia

Abstract

The presentation describes a design-based ethnographical approach employed to observe and investigate Year 8 girls' online interactions and social media practices with friends. Girls in this age group are prime candidates for cyberbullying and sexting pressures and are more likely than any other demographic to experience emotional distress in relation to these experiences.

Understanding the nature of these problems is needed so protocols can be put in place to support their online safety. However, there is difficulty in encouraging girls this age to participate in research that asks them to share personal experiences about topics that are significantly sensitive such as cyberbullying or taboo like requests for nude images.

The research discussed addressed these concerns by using principles of design ethnography to develop a school-based social media project. The school project was completed in Term 2 and 3 in 2018 by 160 Year 8 girls from two high schools in Southeast Queensland. The participants worked in pairs or small groups to co-create social media resources and self-help materials for other girls their age. The design process encouraged explicit interaction between girls about the topic and provided a safe space for them to share realistic and in-depth examples of their social media practices. The method was successful in providing opportunities to observe girls' interactional processes, hear stories about their social media practice, ask questions as the stories unfolded, and collect artefacts that consolidated the girls' everyday experiences into concrete evidence. Artefacts from the girls' projects provided an effective point of reference for follow-up focus groups discussions where rich in-depth stories about social media were shared. The approach was not without challenge (e.g., time constraints, participant commitment and mixed styles of teacher mentorship), however, the method proved to be effective for mapping representative patterns of teenage girls' social media experiences with friends. The mapping process resulted in a generic framework for advancing a safe and positive social media mindset in teenage girls. This work is particularly salient given antibullying campaigns have not successfully reduced the prevalence of cyberbullying and sexting practices among girls aged 12 to 14. The method is offered as an innovative qualitative approach for research investigations involving teenage people and sensitive and/or taboo topics.

Presentation

--Individual Paper--

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

Abstract

This paper reports my action research experience of using role-play as a classroom strategy in a Pakistani religious education (RE) context. It is aimed at exploring the impact of role-play in students' understanding of the History curriculum. Therefore, I looked at students' perceptions, feelings and experiences regarding role-play by using three data collection methods. These tools include pre and post-research focus group interviews, reflective journals of students and classroom observations, followed by my own reflections. The findings revealed that different forms of role-play influenced students' levels of engagement with the curriculum in the classroom. I found many advantages in its use as a classroom strategy, namely deeper understanding of the content, development of historical empathy as well as the application of their learning and understanding in their daily lives. While there were challenges in the process of teaching and conducting research, overall, both the students and I felt the positive impact of role-play on our learning.

Presentation

--Individual Paper--

Global Contexts for Education

Global Contexts for Education

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: B2225 Flat Classroom

Abstract

Background. In a fast-changing world, Global Citizenship Education (GCE) is a modern notion, supported by multidisciplinary scientific literature. The need to analyse, define and operationalize the concept of GCE is linked to the opportunity to build a common global consciousness and to connect national, international and transnational dimensions. GCE can be identified as the possibility to prepare students to live together in contexts of change, interdependence and diversity. In this framework, a classroom environment, which fosters positive interactions and a free, open, and respectful exchange of ideas, plays an important role in preparing students to become citizens, at the local, national and global level.

Scope of the study. This study aims at describing teachers' views on possible goals and practices on GCE in two different contexts: Central Italy (2017-2018) and Queensland (2019), Australia. To this end, the research analyses teaching strategies devoted to promoting dialogue among students and between teachers and students. The research specifically focuses on how secondary schools' teachers promote the development of knowledge and skills related to GCE, in their verbal and nonverbal interactions.

Research design. The study follows a qualitative methodology, adopting classroom observations in secondary schools and interviews to teachers focused on GCE aims and learning activities. In addition, in Italy a set of video-analysis was carried out in order to retrieve data for the documentation and representation of non-verbal interactions between teachers and students. Findings indicate opportunities and challenges teachers face in dealing with topics related to global citizenship. The data referring to Italian context were collected in 2018. In Australia data will be collected throughout 2019.

Relevance of results. On the short term, this explorative study intends to provide: (a) Insights on GCE teaching practices and relative constructs possible operationalization; (b) Support teachers' professional development through critical reflection. On the medium-long term, the study could have an impact in: (a) Building or reinforcing networks between schools and Higher Education institutions, both at a national and at an international level; (b) Promoting in Italy educational change and disseminate innovative teaching knowledge and practices; (c) Outlining possible pathways to improve GCE teaching practices both in Australia and in Italy.

Presentation

--Individual Paper--

1005

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

Maria Lobytsyna^{1,2}, Robyn Moloney^{1,3}

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

Abstract

This paper aims to introduce for critical discussion a comparative study of teacher education in Australia and Finland, using case study institutions in both countries.

This particular paper presents both the educator's and the teacher's voices in the way in which foreign and second language education can enable development of different 'dispositions' when engaging with that which is other (Andreotti, Biesta & Ahenakew, 2015) or 'imagine new possibilities for social justice' (Lanas, 2018).

The focus of the 2017-2019 research was on the teacher education and professional training of teachers in both countries, in regard to their understanding and practice of intercultural capability in the curriculum with a specific focus on social justice.

This capability is not only a part of language learning, but also, in both countries, positioned as a curriculum 'general capability', a recognised educational goal and social responsibility of teachers. The study intends to create a cross-case dialogue to make practice in both places visible. It was found that in the Australian participants the intercultural capability in the context of social justice was conceptualised as a personal developmental process whereas in the Finnish context the main focus was on ability to articulate social and political issues.

This process has important implications for students' ability to build relationships and understanding across cultural differences in a world shaped by global, political and socio-cultural factors.

The presentation will discuss the differences and commonalities in the two environments between teacher educator priorities, preservice teachers' aspirations, teachers' practice, and the social contexts which have shaped them.

Presentation

--Individual Paper--

414

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

Lesley Friend

Australian Catholic University, Brisbane, Australia

Abstract

This paper examines how children make meaning through their sociomaterial worlds in an early years classroom in Dubai. The classroom, culturally diverse in nature, operates through a western ideological approach to learning, including curriculum, learning activities and resources. Its cultural makeup mimics many classrooms across the world—places where global flows of people, educational knowledge, practices and materials converge to constitute classrooms in particular ways. This convergence has implications for how children participate in learning, and in this study, how culturally diverse children participate in the classroom sociomateriality.

The research aim is to examine how culturally diverse children, in a school in Dubai, participate in the classroom sociomaterial action. Sociomateriality, a rapidly emerging field of inquiry, proscribes a communicative relationship between human and non-human things and so binds humans and materials in a recursive entanglement of meaning making. Children make meaning through materials, like play dough and math manipulatives, which play a prominent and regular role in teaching and learning in early years classrooms. Unfolding throughout this analysis is that these materials critically shape the children's social action in the classroom.

The research design utilised a multifaceted approach to interrogate a variety of data—field notes, semi-structured interviews, images, symbols and interactions—gathered over a period of eight weeks in a foundation classroom where an Australian teacher taught children from ten different

nations. A multidimensional approach was used to analyse data—discourse analysis located the sociomaterial action in a broader global context of the social institutions in which the classroom was embedded while a multimodal interactional analysis examined children’s actions as they engaged with materials as part of play.

The findings of this study show that in this classroom some children are privileged while others are marginalised in the educative process of play. This privileging and marginalisation, influenced by culturally derived skill sets that children bring to classrooms, manifests in children having different degrees of access to participate in learning. It was found that some children were equipped with skill sets that supported them to translate meaning across a variety of modes and media, thus enabling them to articulate rich meanings across multiple sources. The study’s findings have implications for the work of teachers in increasingly globalised and diversely peopled and resourced classrooms. Paying attention to the way cultural diversity manifests in classroom learning affords a place where all children have greater access to communication and learning.

Presentation

--Individual Paper--

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

Abstract

In the past couple of decades there has been an increased interest in how content is construed, communicated, evaluated and renovated within different disciplines such as science, history or literature. Research on discipline specific reading and writing has shown that students need to be explicitly taught these specialized ways to read and write within the context of a certain discipline in order to grasp the differences. However, there are few studies focusing on how such abilities are visibly emerging in early school years and even fewer on what specifically characterizes subject specific reasoning in early school writing. The purpose of the presented research is therefore to propose a text analytical method informing an in-depth understanding of subject specific reasoning in early school writing. To this end, the paper provides a suggestion, based on text analytical tools inspired by Systemic Functional Linguistics, of how to examine how children make use of linguistic resources for reasoning in early literary and scientific texts. Drawing on results from previous conducted studies, the presentation will expand on how reasoning in literary texts in primary school can mean both to explore a diverse world in text, as well as more uniform ones, while reasoning within scientific texts, seemingly homogenous, are construed through the use of a variety of linguistic resources. The results thus makes evident that there's a diversity of linguistic resources in use, pointing to the potentiality for development of broader writing repertoires of children in early school years. Finally, the results point to the need for research regarding the nascency of other subject specific reasoning, as well as how, and what aspects of text written in early school years are valued by assessing teachers.

Presentation

--Individual Paper--

539 -

Representation and reasoning in social networks

Naomi Barnes

Queensland University of Technology, Kelvin Grove, Australia

Abstract

In this paper, I explore the problem of representation and reasoning in social network analysis. Drawing on the work of de Certeau, I detail how quantitative representations of the social currently lack reference to the mundane and tactical aspects of everyday life that leave impressions on the network but are rarely represented by it. I draw on ten years of education social media research, including a current collaboration with a big data analytical team, to explain how I use heuristic approaches to hypothesise about outliers in representations of education networks. In this paper, I specifically consider the changes in meaning that occur when reasoning shifts from the inductive to the abductive.

Presentation

--Individual Paper--

547 -

Teacher Explanations in Science Education

David Geelan

Griffith University, Gold Coast, Australia

Abstract

Explanation of scientific concepts is the central activity of science, and an activity that also occurs, albeit in a different way, in the learning and teaching of science. Harrison and Treagust (2000) have outlined similarities and differences between scientific explanations and science teaching explanations, drawing on a large philosophical literature as well as empirical examples.

Explanation is sometimes conflated with argumentation, but the former is intended to facilitate the development of understanding while the latter aims to persuade the listener to accept or adopt a position. While argumentation has received considerable research attention in science education, research consideration of explanation, particularly on the part of science teachers, is at a relatively early stage.

This presentation will bring together recent work with collaborators in Chile and Germany and consider the forms of pedagogical reasoning and professional judgement required on the part of teachers to develop, deliver and modify effective science teaching explanations. Further, it will consider the activities in teacher education best able to facilitate the development of the relevant knowledge and skills on the part of beginning teachers.

Presentation

--Other--

698 -

Reasoning in Education: Bringing together four ways of thinking

Charlotte Pezaro

The University of Queensland, Brisbane, Australia

Abstract

For many people, the most significant way in which higher order thinking and reasoning are used is in argumentation. The process of argumentation reveals the beliefs and opinions people hold about important social and scientific issues (Kuhn, 1992), as well as political, economic, professional, and personal ethics and values. Everyday argumentation requires individuals to reason along illative norms, drawing conclusions or making judgments that are based on circumstantial evidence or prior conclusions rather than evidence derived from direct observation of phenomena, or along formal deductive or inductive logics (Legrenzi, Girotto, & Johnson-Laird, 1993). In ways very similar to decision-making, argumentation is constrained by the knowledge, reasoning skills, and cognitive dispositions of the interlocutors engaged in it. Decisions are made within bounds of knowledge and reasoning skills; argumentation serves to support decisions made. The two are interrelated (Johnson-Laird & Shafir, 1993). In the research presented in this symposium, boundaries to decision-making, including reasoning, were observed before and after students experienced one of two types of learning interventions. The findings challenge some of the assumptions about the value of inquiry learning, and suggest that if the goal of any intervention is improved decision-making, such experiences need to be complemented with opportunities to engage meaningfully in argumentation.

Presentation

--Other--

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

Abstract

In a time when many rural communities are facing economic uncertainty and the world of work is rapidly changing, careers education and pathways advising is becoming increasingly important. Pathways advisors are meant to assist students in successfully transitioning from school to work. In a rural school, this role becomes a potentially influential and powerful position as their advice may affect not only their students' futures, but that of the local workforce and so the community's sustainability. However, there is relatively little known about the work these advisors do in schools such as the support they may receive, their preparation and ongoing professional learning, and the various tasks and responsibilities of the role. With renewed calls for rural students to be better prepared for their transition to work (see *Independent Review of Regional, Rural and Remote Education- Final Report*, 2018) and the ongoing restructuring of rural Australian communities, it seems timely to explore the role of these advisors.

This paper is based on the findings of a PhD study using narrative inquiry into the experiences of six rural Victorian careers advisors. Participants reflected on the various aspects of their role and their narratives were explored through a conceptual framework using Reid et al.'s (2010) rural social space model and Cuervo's (2016) pluralised conceptualisation of social justice in rural schools. A number of issues of social justice were highlighted that affected the work of the advisors which may impact how careers advising is understood, enacted, and supported in rural communities. Some of these issues included lack of sufficient/relevant resources for rural students and their advisors; the frequent need for students to relocate to cities or larger towns for work or study and the impact of this on rural communities; and a lack of respect and understanding of advisors' work. Implications of this research include the need for more professional learning opportunities for pathways advisors that are tailored to suit their community. There is also a need for greater communication between pathway advisors, families, and their wider local community about the changing nature of work facing their youth.

References:

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Reid, J., Green, B., Cooper, M., Hastings, W., Lock, G., & White, S. (2010). Regenerating rural social space? Teacher education for rural-regional sustainability. *Australian Journal of Education*, 54(3), 262-276.

Presentation

--Individual Paper--

1018

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

Cheryl Glowrey

Federation University, Churchill, Australia

Abstract

In June 2019, the front page of the Victorian newspaper, *The Age*, reported the widening achievement gap between rural and urban students completing the Victorian Certificate of Education (VCE). Declining results were attributed to issues of equity and access, the assumption being that young people should leave their communities for universities and employment at the end of school. The media report positioned rural students as feeling inadequate compared to urban students, isolated by distance from Melbourne with parents unable to fund university education, apparently blind to the opportunities for young people staying in regional places.

Globalisation, automation and sustainability issues related to climate change are reshaping regional and rural places in Victoria. In keeping with a rural social space perspective, each place, with its unique demography, geography and history responds differently to these forces. From a rural standpoint the widening gap between rural and urban school results is more about

relevance for young people choosing to stay in their communities. In this globalizing society, many rural young people have a stronger connection to place, see interconnections between other rural places, regional centres and urban centres and possess social capital that differs from that presupposed by school and education authorities. For some, informal learning out of school is more relevant to them and their families than the formal learning required in school.

However, not all rural young people have access to the experiences and social capital to succeed in a changing community. The role of teachers and schools in strengthening social capacity, building community connections and developing skills for future work is vital and needs to occur well before the final year of school. This research examines the critical place of curriculum in years 7 - 9 in rural secondary schools as the means for engaging students in the local community. It looks at the impact of curriculum accountability on the ability of schools to engage in learning outside of the classroom. Interviews with leaders, students and teachers in one rural community articulate a stronger role for the local secondary school in connecting to place and highlight the current challenges to achieving this.

Presentation

--Individual Paper--

1035

Seeking social justice and viable futures for rural and remote students and their communities

Pam Bartholomaeus

Flinders University, Adelaide, Australia

Abstract

There are many ways to view social justice in education and decide what social justice might look like for a particular cohort of students. In Australia, the further students' communities are located from metropolitan or large regional centres the poorer their results in literacy tests and other measures of educational success. However, education in many rural schools is complex with diverse student populations where some students thrive and are valued at school, but plan to leave their rural community on finishing school, while others want to remain in their rural

community. There are also young people who will leave for a while and then return to their community.

There has been a significant shift of population from rural communities to metropolitan centres over the last couple of centuries, and a continuing movement in this direction. With a shrinking rural population comes a range of problems, particularly in an era of neoliberal economics where services and infrastructure are provided on the basis of usage and the economics of provision. With population decline some businesses close or relocate with further loss of population and reduced employment opportunities for those who remain. These trends highlight the need for more self-sufficiency in rural communities. Such futures require leaders to emerge able to identify novel solutions and then argue for their implementation.

This paper will draw on research using futures methodologies to argue that socially just education for students in rural locations needs to focus on more than measures of success such as high scores in tests and universal achievement of senior school credentials. Education needs to do more than prepare young people to leave their communities for brighter lights in metropolitan locations. Rather, a socially just provision of education for rural communities should be about equipping students to live well in their community, able to contribute to prosperity and wellbeing no matter what the future may present.

Presentation

--Individual Paper--

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

Abstract

Access to higher education remains an enduring concern in improving university participation rates of students from rural backgrounds in many parts of the world. In Australia, substantial research has focused on barriers and enablers that shape rural student aspirations for university.

However, relatively little research has investigated the role of local communities in influencing and increasing participation. Despite some research on aspirations utilising concepts of ‘place’, ‘community’ and ‘neighbourhood’, few studies have investigated the broader role of community in supporting student aspirations for higher education. The purposes of this paper are to: 1) better understand community influences on the educational aspirations of students; and 2) bring new insights to ameliorating the under-representation of rural students in higher education. We draw on data from a mixed method study involving more than 1,700 students, teachers and parents which investigated the occupational and educational aspirations of rural school students in New South Wales, Australia. This paper narrows the focus to two schools in one rural agricultural community, Ironbark (pseudonym), utilising extended interviews with 19 participants. We employ Bourdieu’s concepts of habitus and symbolic violence to provide a rich account of how rural students’ aspirations are shaped. We found that student aspirations for university are shaped by a collective community habitus that normalises post-schooling pathways that prioritise work over education. Our data paint a picture of agency; where direct routes into well paid are available and the question ‘why would you go to uni?’ appears rational and self-determined. We also found that the typical discursive construction of rural communities as either left behind or booming contributes to the symbolic violence experienced by young people who do not pursue higher education. If we are to better support more rural students’ to aspire to university, outreach programs and government policy aimed at ameliorating their under-representation must recognise heterogeneity within and between rural communities and the powerful influences of symbolic violence and collective habitus.

Presentation

--Individual Paper--

History and Education

History and Education

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: B302 Collab Learning Space

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

Abstract

Psychiatrisation and psychologisation of education is increasing both locally and globally. Educators are said to be on the front-line in identifying mental health issues and recommending treatment pathways for migrants and refugees (e.g. Barker & Mills, 2018).

We investigate whiteness and colonial imaginaries in educational mental health services for migrants and refugees both locally and globally, and ask how migrants and refugees involved in mental health services are influenced by and answer to it. In Finland, which is considered to be a non-colonial country, mental health care sector is overwhelmingly white. Previous studies have shown that as whiteness is the norm in mental health services, the experiences of racism and racialisation of are not easily taken into account in the treatment.

Through an investigation of ‘psychoeducation’, a practice that is increasingly used as a treatment for mental health for migrants and refugees, the chapter critically explores psy-interventions as part of integration process into Western societies, in this case Finland. The origin of psychoeducation is in the treatment of schizophrenia where the idea is to provide education and resource, such as re-learning of emotional and social skills, for patients in an empathetic and supportive environment (e.g. Anderson et al., 1980). Critics of the “global mental health” have linked these kinds of Western mental health interventions to colonial projects (e.g. Mills, 2014).

We aim to challenge the silence around race and racism in contemporary Finnish society in general, and within the Finnish education and mental health care system in particular. We examine how colonial imaginaries of mental health travel and circulate around the world, whereby migrant and refugee bodies and appearances are linked to certain stereotypes and images of mentally ill “others”.

References

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Mills, C. (2014). *Decolonizing Global Mental Health The psychiatrization of the majority world*. Routledge.

Presentation

--Individual Paper--

679 -

Producing “New” Localities: Imaginative Practices of Place-Making in the Northern Philippines

Elizer Jay de los Reyes

The University of Melbourne, Melbourne, Australia. St. Louis University, Baguio City, Philippines

Abstract

This paper explores how locality is produced by young people who are constantly exposed to “mobilities” (Sheller and Urry, 2006) of labouring bodies, gift boxes, and social remittances such as narratives and ideas in popular media and policy reforms in the villages of the northern Philippines. Contextualised within the “global care chains” (Hochschild, 2000) – the transnational extraction of intimacy – and the K to 12 reform implemented since 2012, this paper examines “practices” (Ortner, 2006) of grappling with the facticity of mobilities – by left-behind children of women domestic workers, and those whose mothers are moored in the villages – that disrupt hegemonic and taken-for-granted imaginaries of time and space. As such, this paper examines young people’s imagination of their villages as locality through forms of affective grammar and embodied practices (in relation to banal mobilities) that unsettle the universality and constancy of time (e.g. speed, duration/roundaboutness/synchronicity) and space (e.g. distance, proximity, boundedness). By foregrounding these ruptures, and the dialectics of temporalities and spatialities in the context of mobilities, this paper demonstrates how locality becomes a “new and different sort of place” (McKay and Brady, 2005), as neither remote, or “here” and present, nor different from globality that is out there or in the future. This paper argues for a more nuanced understanding of locality as a sense of sociality, as a specific configuration of convergent, bracketed, and dialectical temporal and spatial relations that are produced in everyday social practices.

Presentation

--Individual Paper--

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

Abstract

This paper discusses temporal and spatial incongruities and consistencies in an elite school's performance of the aims of India's 'Right of Children to Free and Compulsory Education Act, 2009' (RTE) towards equity in and through education.

The RTE is a contemporary driver for social justice/reform impacting schools, particularly private schools, in India. Impelled by the 'Education For All' global initiative and aspiring to bridge distinctions, including between global, national and local interests, the RTE is a policy that enacts Indians' constitutional rights and authorises affirmative action strategies.

One of these strategies, Section 12(1)(c), is highly controversial. It requires all private, unaided schools to give 25% of their entry-level seats, fee-free, to children from disadvantaged sectors in their neighbourhood. Ripon College, an elite, independent, private school, is subject to this provocative policy. It is also the setting for my case study which utilises data collected periodically at Ripon, using ethnographic methods, over the RTE's first decade of implementation.

Drawing on a legacy of aristocratic lineage traceable back centuries, Ripon regards itself as emanating from beyond its foundation 150 years ago. This trick of temporality reinscribes global and local distinctions and consolidates the perception of Ripon as ruler of its domain. As ruler, it is thus sanctioned to play host to those invited across its threshold. However, the RTE is an event (Wagner-Pacifici, 2017) that threatens Ripon's role and rule. Thus, the policy disrupts the rhythm of the (re)production of privilege that is Ripon's everyday practice.

Working with Derrida's notion of hospitality, I explore Ripon's ensuing and ongoing struggle with the RTE as the school attempts to straddle global/national/local aspirations and discourses while protecting and projecting its eliteness. Amidst Ripon's discourse of denial and resistance, hegemonic relations of hospitality become disordered. The complexities and connections of these shifting and nuanced relations are glimpsed through an examination of the disturbances to, and overlays of, time and place occurring as the event unfolds.

By examining Ripon College's navigation of the reconfigurations of hospitality stimulated by RTE's Section 12(1)(c), this paper reveals a continuing process of engagement across, and through, intersections of time and of place as the future is made present (Koselleck, 1985/2004) for an equity policy at this elite school.

Presentation

--Individual Paper--

Abstract

The concept of affect is increasingly mobilised to characterise a wide variety of interactions and reactions, variously defined as encompassing feelings, intensities, psycho-social motivations and embodied, visceral responses. In whatever ways the concept of affect is nuanced, it is never only to do with experiences in the present; as Walkerdine and Jiminez (2012) propose, affect also references intergenerational and temporal dynamics. Anxieties felt in the present, for example, are experienced individually but also arise in terms of their relation to spatialised experiences of past generations. Mayes et al. (2019) argue that ‘elemental states of affection linger and sediment across temporal territories [...] relational patterns in the present are continuous with inter-generational sedimented patterns of relating, coping and surviving that live within individual bodies’ as well as communities. Moreover, we argue that beyond bodies, traces of the past persist within places, and in the multiple and diverse ways in which those places are constructed, felt and ‘lived affectively’ (Seddon et al. 2018, 14). With these debates as background, in this paper we explore the different ways in which young people attending an inner-urban school tell stories about and represent their school and its surrounding suburb and community, looking at how affective and temporal dynamics intersect. The narratives are drawn from a four-year qualitative longitudinal and intergenerational study of three contrasting school communities which followed students over the final years of secondary school and the year immediately after. The paper focuses on reflections from students attending Collingwood College, located in a much-mythologised part of inner-city Melbourne, Victoria. We examine students’ feelings and interpretations of place within the wider social history of the suburb of Collingwood, its discursive construction and social remaking over time, notably in relation to constructs of insiders and outsiders. Working beyond binary concepts of the local and the global, this includes consideration of its changing reputation and representation in response to gentrification and the recasting of place, and to waves of migration that reconfigure conceptions of and attachments to the local. The paper shows the lingering traces of this history in how students perceive their school and suburb, looking at how this is mediated in concerns about safety and security, and the racialized and gendered ways in which these are lived and felt.

Presentation

--Other--

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

Abstract

The symposium structure will allow a variety of presenters and formats, with extended time for discussion.

Planned structure:

- Introduction from invited cultural-historical activity scholar who is active in social justice activism and research. (20 minutes)
- Response from Peter Renshaw. (10 mins)
- Video compilation of three-minute talks in the style of Famelab/3minute thesis. (10x3 mins). Because this is recorded this can range beyond the conference attendees. The videos can just be narrated PowerPoints. Each need to address the following two questions: What is the social justice issue you are addressing? How have Cultural Historical Activity Theories helped?
- Commentary and discussion (30 mins).

We will have the video compilation online and broadcast the introduction and discussion with text line open for questions and comments from the rest of the world.

Presentation

90 minutes

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

Abstract

A student's disengagement or disconnection from school has implications for their academic outcomes, school and classroom inclusion, and emotional wellbeing. There has been much research on student disengagement more broadly, however, much of the attention has been directed at the more visible signs of disengagement: classroom disruption, truancy, and school dropout. Passive disengagement is more subtle and remains under-researched, leading to a gap in the research literature and a problem in practice. In this thesis, I investigated the concept of passive disengagement in the classroom through a conceptual framework that integrated psychological and ecological understandings of student disengagement. The research used a new visual ethnography approach, the School Engagement Photo Technique (SEPT), to investigate the experiences of disengagement with middle years students. Participating students suggest that their disengagement with classroom learning is fluid and is affected by student-teacher relationships, pedagogy, and their own value of time. Student insights also indicated that their mood, including feelings of being tired, were contributors to levels of (dis)engagement. Finally, the findings also informed the development of some *Middle Years Pedagogical Guidelines* designed to support the research site's future decisions around curriculum, pedagogy and assessment during this phase of schooling.

Presentation

30 minutes

397

Beginning in the Middle

Kerry Renwick, Tony Edwards

University of British Columbia, Vancouver, Canada

Abstract

Within the MYs of schooling young people are increasingly critical of the classroom/school experience while also being selective and self directed about what they are prepared to engage with. A common theme in teacher education and the MYs is the importance of connection and a challenging, exploratory, integrative, and relevant curriculum across subject areas.

Understanding the MY student requires a teacher to appreciate both the formation of and changes in identify within young people at this stage of their lives while also working with them to shape their ideas about their futures.

Preparation of teachers to work with young people in the MYs has received varying degrees of attention including assertions that this is a forgotten space in education. This paper reports on research undertaken on teacher preparation program in a Canadian province, specifically to determine the extent to which preservice/teacher candidates are prepared for working in middle schools and with 10 – 14 year olds.

Presentation

--Individual Paper--

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

Abstract

Low participation rates of students studying science during the senior years of compulsory schooling are of international concern. Students most likely to aspire to science careers are those whose families have high ‘science capital’, defined as “science-related qualifications, understanding, knowledge (about science and ‘how it works’), interest and social contacts (e.g. ‘knowing someone who works in a science-related job’)” (Archer and DeWitt 2016, 3). There exists very little research which explores how familial relationships and place-based knowledges may influence students’ understanding of, and engagement in, science. We are interested in how familial relationships and place, specifically rural and urban communities, make visible the interrelated nature of both identity resources in the formation of ‘science capital’ and ‘science identity’ and what this means for students’ beliefs about the nature of knowledge and knowing (epistemic beliefs).

Drawing on interviews with 45 Year 8 students from two diverse locales (rural and metropolitan) in Australia, we analyse science-related forms of cultural and social capital with a focus on place-based knowledges which may help explain differential patterns of engagement among young people. In this presentation, we explore students’ experiences with science in both their family environments and wider communities. Such experiences raise significant questions about how science capital is acquired and how a science identity is fostered. We ask: To what extent is there a relationship between students’ beliefs about literacy and Science Epistemic Beliefs (SEBs) (the nature of knowing)? To what extent is there a relationship between students’ beliefs about literacy and SEBs, and their participation in science? And, to what extent are students’ beliefs about literacy and SEBs gendered and influenced by place?

Specifically, this presentation explores how geographies of place and familial relationships influence the formation of ‘science capital’ and a ‘science identity’, which are widely considered influential to sustained engagement in the sciences. The theoretical underpinning for our study is work on science capital and science identity. We then present the study, concentrating on student lifeworlds and familial relationships as identity resources, and exploring the differences in terms of place. The data compels us to question the dialectic of formal academic book knowledge and informal lifeworld knowledge, especially when considering how students construct their subjectivities in relation to what they see as more valued. Finally, we focus our

attention on implications for teachers' pedagogy, considering the role of 'science capital pedagogies' and a 'Funds of Knowledge' approach to science education.

Presentation

--Individual Paper--

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

Abstract

Abstract

This paper examines the fundamental idea of social justice in political theory by extrapolating the notion of John Rawls social justice principles and how is serving as a guiding principle for democratic societies in addressing socio-political challenges especially issues like corruption, liberty, equality and discipline. The paper argues that justice is the first and indispensable virtue of social institutions. This is because no matter how efficient or well-arranged a social institution is, it must be reformed or abolished if it is unjust. The paper argues that social justice mostly in democratic societies cut across all institutions that is political institutions, the principal economic and social arrangement. This means that the legal protection of freedom of thought and liberty of conscience, competitive markets, private property in the means of production. The paper, found that for any democratic societies to achieve political stability and social justice, the two principles of Rawls justice must be applicable in order to regulate public

institutions in regard to liberties, basic rights and opportunities and ensure that the political system is a fair system of social cooperation among free and equal persons characterised as persons who are cooperating with each other over a life time. The paper concludes that it when these principles are put into practice that those societies be-devilled by serious social and political problems that seek changes and aspire to attain a just social system could resort to the employment of existing theories and models with potential to govern and moderate their institutions.

Keywords: Democracy and Social Justice, Democratic Societies, Political Institutions and Nigerian State

Presentation

30 minutes

939

Challenging the socially just disposition of educational practices through building the secret weapon of the powerful - infrastructure spaces.

Jennifer Clutterbuck

University of Queensland, Brisbane, Australia

Abstract

The great accomplishments that have altered our world can be traced back to those infrastructures that connect: roads, telegraph poles, submarine cables bridges and more. Such infrastructures connect people not only physically but also economically, politically and socially. Infrastructures have their own stories, their own dispositions and agency, their own power, and their own matter. This paper focuses on such characteristic within infrastructures that are prefixed by data and digital.

In particular I focus on OneSchool, a school management system, and its governance of educational practices in Queensland's state schools. I argue that data infrastructures while governing educational practices globally, do so in ways that constitute, maintain and challenge inequity. While the technical governance of data is often viewed as the panacea to all problems, the role of infrastructures to provide equitable and socially just governance is contested.

Unquestioned governance has problematic silencing and constitutive effects, and these effects are explicitly recognized and discussed.

This research is unique, for rather than a purchased system; the very department that has used it for more than a decade built OneSchool. Additionally my insider status facilitated access to the 60+ interview participants from across all hierarchical areas of the government's educational department. It also provided a lived-experience perspective to the previously unreported genealogically-inspired history of the development and nature of this data infrastructure.

Two OneSchool stories are presented to illustrate the ways in which infrastructures both govern practices and reflect the disposition of infrastructure builders and users. Firstly, I discuss how broken code in the Student Protection Module in OneSchool in 2015, created ruptures in the data and highlighted the political and social disposition toward child safety data rather than child safety. Secondly, I discuss the compliant activist disposition of teachers as they recorded reading data into OneSchool - up to the set target for the year level. As a school leader explained: 'It was like this is where we have to be, so now we can stop' as data showed 'that the main cohort had level nine but no further'. These stories are shared to highlight the dispositions and agency of the human and non-human components of the Datafied Policy Space; a topological space constituted by the intersection of data, policy and digital infrastructures.

Presentation

--Individual Paper--

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

Abstract

Peace education has a core mission to develop ethical standards and to end violence among adults. Higher education that sets up peace education as part of curriculum also involves an approach that breaks down barriers imposed by social conditioning around 'race', ethnic origin, and national orientations. In these cases we are dealing with adults and soon-to-be adults. As part of peace pedagogy, it is also crucial to introduce challenges to structured violence in childhood settings. There are several difficult elements to this, and a crucial element of peace education is the challenge to the borders of modern nation-states. Nation-states of various kinds make curriculum, and deliver policy, and in effect, also make choices for children about their everyday lives. Some of my previous work has focused on ways in which nationalism and childhood have difficulties as lived realities in the modern period. By its very nature, the curriculum of peace education (in a universal sense) challenges all of those things that nation-states use to create and foster power relationships. These power relationships often take the form of violence, political violence, and social violence that draws in children and childhoods at a number of levels that scale through social and political power structures. This includes recruiting child soldiers in some war-torn areas of the world, trafficking children for sexual abuse, illegal child labour, and micro-levels of domestic and institutional abuse of children. It is in this global culture of violence that peace education needs to develop forms of resistance, and at the same time deal with the current pushback from (populist) national curricula, while at the same time implementing the same form of normatively-based violence-ending socio-political forms of childhoods. As a research agenda, I seek to move the theory beyond some of the current instrumentalist rights based discussions and seek to build a Nordic-peace-based activity that includes a diversity of childhoods and makes nation-state 'power-container' based approaches both porous and (eventually) obsolete.

Presentation

--Individual Paper--

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

Abstract

Educational reform in Wales – the changing context for teacher education

Wales faces serious issues of inequality; almost a third of children live in poverty and the proportion of employees who are low-paid is higher in Wales than in the rest of the UK. According to the main performance measures used, the attainment gap between children of differing social backgrounds remains a national concern.

To address this issue, Wales embarked on a large scale ‘top down’ reform journey in 2011 which, as in many other countries, was characterized by a focus on ‘performativity’ and accountability; however, its piecemeal and short term approach was later criticised by the OECD in 2014. More recently there has been a growing appetite for the country to set out a new and fundamentally different vision for education; a vision that puts social justice and the needs young people rather than school performance at the centre. At the heart of the new vision is reform of the curriculum. Instead of narrowly focusing only on academic outcomes, that new curriculum is to have four equally important purposes that will serve the needs of *all* young people. It aims to achieve:

- ambitious, capable learners who are ready to learn throughout their lives;
- enterprising, creative contributors who are ready to play a full part in life and work;

- ethical, informed citizens who are ready to be citizens of Wales and the world;
- and healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Significantly, the Welsh Government has recognised that piecemeal reform is unlikely to succeed. A new National Education Mission Statement is guiding a more collaborative and integrated approach where curriculum, assessment, management and leadership, as well as research capacity development are all being changed at the same time. What links these different elements together is a fundamentally different conception of what it will mean to be a teacher in Wales. In future, it will be teachers who will have a key role in defining and implementing curriculum and assessment; it will be schools taking the lead role in professional development. In short, in comparison with other countries a top down approach has been replaced by curricular and professional subsidiarity.

But what are the implications for initial teacher education and on-going professional learning? This contextualising paper will set out the rationale for the broader changes to educational policy in Wales, and outline the challenges for teacher education.

Presentation

30 minutes

226 -

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

John Furlong

Oxford University, Oxford, United Kingdom

Abstract

In her new book, Marilyn Cochran-Smith makes an impassioned plea for an end to the performativity-driven forms of external accountability in ITE that now dominate the USA and,

to a lesser extent, Australia. Instead she pleads for a ‘democratic accountability’ that would allow local institutions to develop their own more explicit focus on key issues such as social justice in ways that would help to make change happen. But what would this actually look like in practice? Wales, perhaps, provides a case study that may help us to respond to that question.

In the last two years, Wales has seized on the opportunities provided by the national education changes to fundamentally reform ITE provision. The aim has been to ensure that universities and local school systems collaborate in partnership to provide the best learning opportunities for student teachers so as to embed changed practice.

A new accreditation procedure has been established which, in contrast to other countries, begins with a ‘vision’ for student teacher learning, recognising that learning to teach involves students drawing on a range of different forms of professional knowledge.

The vision is itself based on nearly 40 years of research, research that has focused on three fundamental questions about the process of learning to teach:

1. What forms of professional knowledge can only be learned in school – the importance of ‘embodied’ knowledge;
2. What forms of professional knowledge is Higher Education best placed to contribute – research, theory, knowledge of practice elsewhere;
3. How do we design programmes that ensure that ITE is rigorously practical and intellectually challenging at the same time?

In order to achieve the new vision, teacher educators in universities and schools are now required to work together to develop a much stronger role for schools in the planning, management and delivery of ITE, with a much stronger role for research and scholarship amongst all ‘front line’ teacher educators in both schools and universities. Universities have also been required to devolve significant funds to schools.

But will the new model work? Will it increase the ability of new teachers not only to understand but to address issues such as inequality in practice? This paper outlines the changes for ITE in Wales, the research underlying them and considers their likely impact.

Presentation

--Individual Paper--

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

Abstract

In ITE, new expectations have been established for partnership and shared responsibility between teacher educators in both universities and schools in Wales. These expectations are tied to the context of systemic change within a national education system concerned to ensure each and every learner grows as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges. In order to operationalise the ambitious vision for a teaching workforce enabled to contribute to socially just educational outcomes, new programmes of ITE have been devised, in partnerships between schools and HEI's. This paper looks at one such partnership which, building on the work of Mockler (2005) has adopted a transformative perspective.

The drive for reform in Wales directly addresses the roles and responsibilities of teacher educators situated in both HEIs and in schools. This paper briefly outlines the transformative nature of the new ITE programmes in one HEI and reports the findings to date from the ongoing 'Shifting Sands' research project that seeks to capture and explore the understandings of those involved in the partnership about the expectations, roles and responsibilities that are now required.

The analytical frame adopted in this paper is a developed form of Engstrom's activity triangle from Cultural Historical Activity Theory that includes notions of agency emanating from the work of Emirbayer and Mische (1998). The activity triangle allows us to analyse change by evaluating the forces or mediating factors which influence activity. It is a framework that examines the process and the purpose of practice within a specific environment. However, it has previously lacked the scope to consider, with breadth and depth, the agency of the individual as part of the change process. By including the chordal triad of agency in the analytical frame, we are able to consider the agency of the individual within the collective activity orientated towards intentional change.

Given that transformation requires a ‘rupture’ of the ordinary, we include critical consideration of the extent to which the apparent transformation of partnership relations represents a genuine rupture of the ordinary, and offer an early evaluation of the analytical frame.

Emirbayer M & Mische A (1998) What Is Agency? American Journal of Sociology 103 (4) 962-1023

Mockler, N. (2005) Trans/forming teachers: New Professional Learning and Transformative Teacher Professionalism. Journal of Inservice Education 31(4) 733-746

Presentation

30 minutes

308 -

Professional learning for social justice: policy intervention and professional autonomy

Ken Jones

Professional Development in Education, Swansea, United Kingdom

Abstract

Social justice is a high priority in Wales, and if schools are to be effective agents in combating social *in*justice, action will be necessary at all levels. Governments generate policies, but policies of themselves don’t generate change. Moreover, policy documents often provide discourses that may be little more than rhetoric.

Most countries recognise that a high quality teaching profession is the sine qua non of a self-improving, learner-centred, high quality education system. Wales is no exception and sees professional learning as a key vehicle for transformation. The current Welsh Government approach to policy-making claims to be co-constructive, collaborative, and aimed at “Developing a high-quality teaching profession” (Welsh Government, 2017) supported by a new National Approach to Professional Learning (NAPL) (Welsh Government, 2018). However, the enactment of policy through professional learning is neither linear (Jacobson et al, 2019) nor neutral (Sheikh and Bagley, 2018).

In Wales, the new NAPL focuses on individual professional autonomy and attempts to draw on aspects of current models of professional learning (Boylan, 2018). But to what extent should PL strategies be directed? Research into the views of social justice leaders in Wales which informs this paper concluded that school leaders may see performative approaches to professional learning as being justified if they result in reducing social injustice (Jones, 2017). But which approach, or combination of approaches, would achieve most impact?

This paper will consider the potential effectiveness of the new school-led, collaborative National Approach to Professional Learning in Wales in attempting to reduce social injustice in schools.

References

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Presentation

30 minutes

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N408 Flat Classroom

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

Abstract

The teaching performance assessment (TPA) is a tool undertaken by preservice teachers in the final year of their program to ensure that graduate teachers have met the relevant Graduate Teaching Standards (GTS). To comply with regulating bodies' requirements, many ITE providers have spent much time and resources on the design of a TPA, however, less focus has been given to how a TPA can shape or improve a teaching program. This paper presents the conceptual steps undertaken by ITE providers to implement such a high stakes assessment task. In the Life Course Model of project development, this study lies within the mobilisation stage, in which processes are developed for the successful implementation.

This paper presents a case study of how the University of Technology Sydney (UTS) set out to sequentially embed the four elements of the Assessment for Graduate Teaching (AfGT) into the Bachelor of Arts Bachelor of Education's practicum embedded units. The process was undertaken during the pilot and trial phases of the project. It analyses the processes undertaken by course and subject coordinators to ensure the progressive development of pre service teachers' teaching skills and capacity.

It also examines the challenges that ITE providers may experience as they examine best possible ways to integrate TPAs into existing programs. This paper explores some considerations that may arise from implementing a TPA as a summative tool, such as the impact on pre service teachers, teacher educators and school staff. We investigate how these issues can be addressed by reframing this high stakes assessment task as an ongoing, progressive and formative process. We

propose that efforts to scaffolding this assessment into teacher education programs can better prepare students to successfully undertake a TPA, hence making it a more equitable process for all learners.

Presentation

--Individual Paper--

876 -

Voices from the coalface - Student perceptions of implementing a TPA

Vilma Galstaun, Wayne Cotton, Patrick Brownlee

The University of Sydney, Sydney, Australia

Abstract

Using the Life Course model of project development, this paper is grounded in the implementation phase and considers the voices of our pre-service teachers as we move towards sustainable approaches to incorporate the AfGT into our initial teacher education programs. The current climate in teacher preparedness focuses on a final capstone assessment for pre-service teachers to demonstrate that they are classroom ready upon graduation. Voices of pre-service teachers (PST) in the introduction and implementation of a teaching performance assessment (TPA) are sometimes neglected as institutions move towards developing their organisational structures and systems to comply with the demands of accreditation for initial teacher education. Educational reform and high stakes assessments mandate standards for teacher quality, thereby designating assessments and initiatives that will assure standards that need to be attained. However, researchers such as Friedman, Galligan Albano and O'Connor (2009) claim that our pre-service teachers' voices are often excluded from the power-brokering conversations that mandate what they are to teach and how they model this teaching for their future classrooms. Many mandated initiatives see our PSTs as passive recipients of these changes (Cochran-Smith and Lytle 1994; Fullan and Hargreaves 1996), where they quite often feel afraid, incompetent and powerless in affecting the decisions that are made around the assessment of their teaching performance (Friedman et al., 2006). It is therefore important for pre-service teachers to be included in these processes for program change and implementation so that their participation in these activities are included and operationalised to assist in changing mindsets and minimising some of the resisting forces.

This paper explores the students' voices as they engage with the AfGT as a preparation instrument for achieving classroom readiness. The importance in hearing the voices from the coalface provides us with engaged and motivated students who are informed and respected as part of the process of our implementation activities.

Presentation

--Individual Paper--

878 -

Managing forces to achieve fair judgements in the AfGT

Val Morey, Rebecca Walker, Chad Morrison

Curtin University, Perth, Australia

Abstract

Within the Life Course model, the transition from mobilisation into implementation can bring with it some sharpening of the impact of resisting forces: it is at this stage that the realities of adjusting both perspectives and practices can create challenges as well as enable growth. Implementation of the AfGT affords opportunities to consider the nature of judgements and assessment practices within the evolving policy and professional contexts of this work. Consideration of the implementation environment, the nature of assessment practices required and the evolving roles and perspectives of those closely connected to AfGT resonate with the Life Course model.

Examining our broad ideas about the nature and processes of judgement provides valuable scrutiny of the inherent fairness of the ways in which we assess and moderate our pre-service teachers' AfGT submissions. Hawe (2002) discusses the need to recognise that experienced educators' judgements of pre-service and newly graduated teachers may be quite personalised and often emotionally invested. Thus, it is helpful to incorporate an understanding of the ways in which such considerations might play out as we seek to implement assessment and moderation of the AfGT in ways that are not only valid and robust, but fair and socially just. The Australian Professional Standards for Teachers as a framework, the Teaching Performance Assessment as a capstone assessment, or the AfGT specifically as an instrument might align with or might trouble personal views. Similarly, they may create complexities in ensuring inclusivity for all students and their contexts. The challenge for the professionals collaborating in standard-setting and moderation of pre service teachers work in the AfGT is to achieve coherence and fairness of

judgement at group level, when personalised perspectives or contextual considerations are confronted. Doing so requires the strategic application of leadership, targeted resourcing and the structures and systems as driving forces for change that are present in the consortium and which will mitigate the resisting forces.

This presentation examines the processes described and provides a window into how relevant resisting forces might be recognised but ultimately managed to enable implementation and eventual embedding of the AfGT in ways which are inclusive of and fair to all. The presentation utilises Academic Role Playing as an effective way to engage participants and observers in seeing how resolution and understanding can be achieved for real-life problems (Joyce, Weil, & Calhoun, 2009).

Presentation

--Individual Paper--

881 -

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

Kim Keamy, Mark Selkrig

University of Melbourne, Melbourne, Australia

Abstract

Initial teacher educators have an integral role in the AfGT in determining whether graduating teachers are ‘classroom ready’ (DET, 2015). They provide guidance and support to pre service teachers (PSTs) and are also responsible for assessing the PSTs’ assessments. They also liaise, either directly or indirectly, with school-based teachers and principals.

A number of focus group discussions with initial teacher educators from across the Consortium were conducted in order to learn about the educators’ experiences at different stages of the life course of the AfGT. Participants recalled their initial reactions to the requirements of implementing a TPA and spoke of the sometimes challenging and sometimes rewarding aspects associated with piloting, trialling and/or implementing the AfGT, depending upon where in the life course of the innovation they found themselves. Participants noted some changes in the type of work that they were undertaking and how they sought to maintain balance in their mix of teaching, research and service. Participants also reflected on the challenges and opportunities that being part of a consortium of institutions offered.

In this presentation, semi-fictionalised narratives are developed as a device (Whiteman & Phillips, 2008) to weave 'like' stories together in an anonymised fashion and are utilised in readers' theatre, or 'data as drama' (Donmoyer & Yennie-Donmoyer, 1995; Manathunga et al., 2017; Teaching Heart, 2008), as an alternative to traditional reporting approaches. Audience members will be encouraged to participate in the readers' theatre to provide illustrations of the changed and changing nature of our colleagues' work as a consequence of being part of the AfGT Consortium.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N413 Flat Classroom

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

Abstract

Recent developments in the societies, such as changes in the family structures, multiculturalism, and digitalization, present novel challenges to teacher education in many countries, like Finland, the context of the study. There is a global interest to develop a teacher education program to provide students with needed skills and competences in the 21st century, where teacher education

as well as the teacher profession are seen as a continuum. A burning question is how do we select the most suitable candidates to secure good quality teachers in the future?

Many European as well other countries across the world have some selection system concerning teacher education programs. In Finland, teachers as university-degree holders belong to a group of highly valued professionals and the study program is very popular amongst applicants. Once applicants are selected, pre-service teachers complete a five-year Masters' program; they are automatically qualified as teachers, with a license or certificate to teach. An increasing body of research has examined characteristics of teacher candidates, selection criteria as well dimensions of teacher competences needed in teachers' work.

There is an ongoing pressure and need for a research-based development of selection methods, as well as standardised and valid criteria for selection processes for teacher education in Finland and other countries. Therefore, this study deals with the selection of classroom teacher students in Finland. First, we examine how high-level student teachers' matriculation exams predict their study success during a five-year university degree program in classroom teacher education. Second, how does the entrance examination predict the candidates' study success in classroom teacher education? Two study cohorts (2010 and 2013) were chosen from the Department of Teacher Education at the University of Turku ($N=158$). Our results indicate that there is evidence for a two-phase selection. Then, high-level matriculation exam and entrance exam scores predict high-level study success. However, future studies can identify different student profiles to develop research-based student selection in a cumulative way.

Presentation

--Individual Paper--

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

Abstract

Teachers, and the quality of their practice, is integral in determining educational outcomes (Hattie, 2016; Darling-Hammond, 1997). To ensure teacher quality, one of the key strategic levers used by policy-makers is the selection process into initial teacher education (ITE)

programs. In Australia, there has been a renewed focus on selection driven by the Action Now report (TEMAG, 2014), which recommended a transparent and sophisticated selection process that considers both academic and non-academic characteristics of prospective pre-service teachers. This has been adopted at a national level through accreditation requirements (AITSL, 2015), with Victoria supplementing this with a state-specific framework that outlines the selection criteria that initial teacher education providers must use in their admission of pre-service teachers (VET, 2017).

This presentation will share how the TEMAG recommendation and Victorian Framework have been applied by a leading ITE provider in Victoria using a multi-dimensional research-based selection tool. The Teacher Capability Assessment Tool (TCAT) pre-dates both the Victorian State Government's framework and the Action Now Report (2014) but has proven to be sufficiently robust and comprehensive that it addresses all the selection criteria within both regulatory requirements.

Building on the notion that teaching is a complex and highly challenging profession that requires a mix of knowledge, skills, competencies, dispositions and personal characteristics, how do these factors play out in the high-stakes environment of initial teacher selection? Are some factors more important than others? Do these factors continue to predict performance as pre-service teachers journey through their initial teacher education?

Initial research investigating these questions will be shared, drawn from a case study of three cohorts (2015-17) of teacher candidates, selected using TCAT by a highly competitive ITE provider.

Implications for policy, ITE providers and potential teacher candidates will be discussed. In addition, future directions and potential development for TCAT to support the dynamic, highly intellectual and intricate work of teachers will be considered.

Presentation

--Individual Paper--

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

Abstract

Teacher impacts on increasing student learning has been documented for at least the past thirty years with research indicating that teachers account for largest amount of variance of in-school factors that influence learning. Given the importance of the teacher in achieving equitable learning outcomes for all students, there has been increased scrutiny on how teachers are selected for the profession with high performing countries articulating much more explicit requirements teacher candidates must meet in order to enter educator training programs. This seems to be especially important as we refine our understanding of the knowledge and pedagogy a teacher candidate must demonstrate to enter the profession and their preparedness to meet the complex demands of impactful instruction. More than a few recent education policy and research reports have articulated the importance of leveraging teacher expertise to improve student learning proficiency levels. This goal becomes central as we seek to increase equitable access and outcomes for all K-12 students.

Our efforts to improve teacher candidate selection at both Utah State University and Utah Valley University (the two largest publicly funded producers of teachers in Utah) led us to examine our selection criteria for admission into our programs. The result of this evaluation of our candidate selection process directed us to pilot the use of the Teacher Capability Assessment Tool (TCAT) with samples of our students. We selected this tool for the pilot since it is designed to provide data to assist in better understanding where our incoming students are at in their development towards impactful teaching based upon a range of teaching competencies, dispositions, and characteristics. In this pilot we assessed characteristics of two groups of students. The first sample was of students who were just entering our educator preparation programs. The second group was students who were at the mid-point in their preparation. We analysed data from these two groups to establish profiles of our incoming applicants contrasted with those midway through their programs. Our initial interest was to see if our programs were impacting candidate development of effective teaching characteristics. In this session we will share those data and our conclusions along with how this information impacts our decisions about teacher candidate selection at our institutions going forward.

Presentation

--Individual Paper--

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

Janet Clinton

The University of Melbourne, Melbourne, Australia

Abstract

This final section of the symposium consolidates the findings from the preceding papers to consider the impact of pre-service teachers (PST) selection procedures globally. The paper will present a reflection on the three case studies from Finland, Australia and USA while comparing and contrasting the characteristics of PSTs in relation to the different programs and teacher education approaches globally.

Focusing on pre-service teachers, this paper utilises data from the Teacher Capability Assessment Tool (TCAT) database to examine the needs of PST from the USA and Australia. A cohort of 300 PSTs from three groups of candidates sat the TCAT assessment; first, incoming applicants to the program who also completed the current entrance interview. Second, candidates who are in their first semester of the program and; finally, those who are in the third semester of the program. The data and student demographics were analysed to describe the candidates' cognitive and non-cognitive characteristics. Comparisons are made across the groups and with the TCAT database. Furthermore, analysis of student progress and available interview data provides a rich back drop to the pre-service teachers' professional learning journeys.

Faced with the global challenge of teacher shortage and high attrition rates, this paper contends that selection methods play a critical role, not only in ensuring the quality of teachers today, but also in promoting teacher efficacy and the different skills required by our teachers tomorrow. This requires a collective impetus towards fair, appropriate and rigorous methods of teacher candidature selection.

Presentation

--Individual Paper--

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

Abstract

The world is in the midst of an unprecedented technological revolution and changes are underway on a vast scale with digitalization transforming economies, governments and societies in complex, interrelated and often unpredictable ways. These changes are fundamentally altering how people live, interact and work and this process inevitably affects how we do our work requiring a transformation in design and delivery. Teaching is not immune from this revolution, in fact it must play a critical part to prepare young people for innovative, productive and socially just futures. Yet teaching is a highly complex profession. Australia's graduating teachers are entering the workforce at a time of unprecedented change, increased education opportunity, and over-whelming complexity. They start their teaching degrees wanting to contribute positively to learning and engagement with young people but are often overwhelmed with the complexity of their roles and can grapple with professional identity, poor school literacy and numeracy, and declines in student engagement in schools. We know that teaching is one of the most rewarding careers a person can encounter, yet it is one with increasing levels of workload; high levels of accountability, measurement, and administration; is experiencing new challenges in student and parent behaviours; and is a rapid ever-changing digital and global sector.

This paper argues for a re-think on teacher preparation that focusses on 21st century skills for an education system that prepares today's young people for New Work Smarts in 2030 and beyond. Research in Australia and Canada has been undertaken on how well teachers feel they are prepared to manage their work by sampling early career teachers, mid-career teachers and those in leadership roles. Participants completed an online survey which included a number of categorical questions, answered via multiple choice, items responded via *n*-point Likert scales and some questions included open-ended answers. All results generated descriptive statistics

(e.g. frequencies) displayed via bar plots and sunburst charts. The distributions of numeric data and averages are displayed via boxplots. Findings indicate that for children and young people to be well, to achieve at school and to be prepared for the future, teachers must also be well. A well-educated population is a key to a nation's prosperity, peace and human flourishing and thus, high-quality teachers must be attracted to and retained, and the extent to which this is achieved is highly dependent on their wellbeing.

Presentation

--Individual Paper--

96 -

Pre-service teachers' perception of wellbeing

Mathew White

The University of Adelaide, Adelaide, Australia

Abstract

The 2018 Mission Australia Youth Survey Report highlights that 43 per cent of young people believe mental health is the top issue in Australia today. Consequently, over the past decade, Australian schools and education systems have responded in a myriad of ways. These strategies include the introduction of wellbeing education, targeted interventions, policy reforms and the uptake of positive education. Initial teacher education has been hesitant to integrate wellbeing across the pre-service teacher education program, courses, and pedagogy. In 2018 the University of Adelaide developed the Adelaide Wellbeing for Learning Framework applying Gilly Salmon's Carpe Diem process. The outcome is a research-informed Wellbeing for Learning Framework integrated across initial teacher education programs. This framework, the first of its type, was accredited in 2018 by the Teachers Registration Board of South Australia. First, this paper outlines the Carpe Diem process by Gilly Salmon adopted by the School of Education to create the Adelaide Wellbeing for Learning Framework. Second, initial findings of 54 Bachelor of Teaching and Master of Teaching students' perception of character and wellbeing in education will be critiqued. These responses were collected before explicit teaching based on the Adelaide Wellbeing for Learning Framework, which will also be discussed. The paper will outline the online survey creation, which included several Likert scale questions, categorical questions with drop down responses, and open-ended questions. The survey generated descriptive data displayed by bar plots and open-ended responses. The paper will examine the respondents understanding of the relevance of student wellbeing and academic accomplishment, the

importance of teacher wellbeing to engage and motivate students, and where wellbeing education for students happens. In addition, the paper will critique pre-service teachers' understanding of character and wellbeing with several influential definitions from the literature.

Presentation

--Individual Paper--

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

Abstract

Educational institutions globally have been introducing computing technologies with increasing numbers, including Australia which featured the highest proportion of computers in schools of 62 sampled countries in a 2012 OECD report. Increasingly, the device ownership model is tending towards personalised, student-owned tablet devices. A more recent survey conducted by Pearson in 2015 found that 78% of elementary school students, 69% of middle school students and 49% of secondary school students owned a personalised mobile learning device.

Considering that the use of computing technologies among Australian schoolchildren is high by global standards, it is incumbent on tertiary institutions delivering teaching qualifications to prepare aspiring teachers to develop capabilities that will enable them to make effective, efficient and innovative use of these technologies both during their undergraduate studies and in their teaching thereafter. This paper focuses on an example of a program aiming to achieve just this.

Available literature on the effectiveness of the introduction of personalised computing technologies in educational institutions is mixed. In Greece (Symeon 2018) students experienced much benefit through the introduction of personalised iPads and in Germany, iPads had either no or a negative impact on student achievement and engagement (Johnson 2017). Drawing from recent Australian case studies, Kryukov and Gorin (2017), and Stoddart (2015), claim that digital technology is almost the only consistent factor that is changing the way tertiary academics teach and as such is central to teaching innovation.

This paper offers findings from a case study of 1:1 iPad implementation in a tertiary institution for all first-year students of the Bachelor of Teaching degree. The program is supported by a range of structured learning activities to help students and their lecturers use the devices meaningfully.

A mixed method methodology involving baseline and control group data, as well as quantitative and qualitative data, measures the impact of the program's implementation. Findings include a n-point Likert scale survey testing students' sense of efficacy with their digital capabilities, printing-quantity data, analysis of modes of course assessments, and student views of digital assessment modes. Data is displayed through dynamic graphic tools to demonstrate changes in the data sets over time and across the control group, as well as offering citations from qualitative responses.

As the introduction of personalised technologies in universities is a worldwide phenomenon, this study holds the potential of broad applicability and interest.

Presentation

--Other--

181 - Finding the instructional 'Sweet Spot'

Brendan Bentley

University of Adelaide, Adelaide, Australia

Abstract

In recent years, a growing body of knowledge has emerged regarding instructional design and theory. This presentation examines the accumulation of this understanding and looks at a component of instructional theory taught in the University of Adelaide's Initial Teacher Education program in the preparation of classroom ready teachers. The presentation identifies the elusive instructional 'sweet spot', a location where instruction is fun, efficient and rigorous. Cognitive load theory is used as a lens to interrogate contemporary ideas of instructional design and explore the salient variables within the various instructional models such as direct instruction, social modelling, corrective feedback, and extended practice found in schools today.

The misconceptions and benefits associated with each of the models are detailed and an evidence based argument is made highlighting which of these models produce substantial and efficient learning effects. The presentation highlights models that offer clear, short, and unelaborated instruction that don't overload the mind and provide attendees of the presentation with specific skills to aid their own teaching methods and practices, supporting them to find their own instructional 'sweet spot'.

Presentation

--Other--

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

Abstract

This paper frames the symposium which discusses the work of the ARC project 'Vocational Institutions, Undergraduate Degrees, Distinction or Inequality'. We bring Bourdieu's (1984)

theory of distinction to bear on the question of preferences for types of higher education institution and higher education qualification. Although he offered a powerful analysis of education and reproduction in a separate study, we find that his account of distinction that originally concerned the field of art facilitates analysis of choice among competing types of tertiary provision. Bourdieu's theory requires artefacts that can be effectively analysed in terms of representations and objects. But in an era of marketised education, the fluidity of preferences invites a different theoretical framework, one that acknowledges a dimension of 'taste' for understanding decisions to invest in education.

We turn to the work of Bernstein (1975) for tools to approach higher education as a field in which the analysis in terms of taste (Bourdieu's focus) can gain traction. In his sociology, Bernstein dealt with reproduction, but envisaged a situation in which the 'signalling' function of education was an important factor in teasing out its role in reproduction. Bernstein drew on conceptual tools of communications theory and his sociology of education often employs the language of 'transmissions', 'messages', 'signs' and 'symbols'. Bernstein's research creates conceptual space for dealing with education representational terms (a central idea in Bourdieu's theory of distinction).

We pursue this analysis using national statistical data and new quantitative and qualitative data collected to explore the fields operating across the HE system between vocational institution [VI] and the universities in the 'line of sight' for students who have taken the VI pathway. Bachelor degrees in previously predominantly vocational institutions such as TAFE [VIs] emerge as a new point of distinction in the higher education field, offering benefits that resonate with changes in the market for degrees. Degrees in this provider type potentially alter the structure of the higher education field, disturbing the established order and changing the rules of the game. Bernstein's concept of 'message systems' is drawn on to nuance Bourdieu's theory of distinction in the context of the Australian tertiary landscape. Attention is thus drawn to messages associated with teaching, curriculum and assessment in VIs that help us to examine the action of these providers in reconfiguring distinction. The analysis presented hints at a redefinition of what makes a degree distinctive.

Presentation

--Other--

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

Abstract

The in-depth institutional research which provides the data for this symposium arose from a three year national ARC Discovery project using case study methodology which investigates the growth of higher education in publicly owned vocational institutions. The project draws on Bernstein to foreground 'message' rather than 'system' and this paper undertakes investigation of what distinguishes VI degrees in relation to their messages about evaluation and assessment. It looks at how these messages are presented in marketing materials and how they play out in practice.

Vocational institutions had long hosted degree provision but historically it had involved a university's degree being taught within the 'junior partner' of the vocational institution. It is only within the last two decades that policy and regulations have enabled vocational institutions to develop their own courses and have them validated by the higher education regulator (TEQSA). This opening up of higher education to institutions previously engaged in vocational institutions has seen the emergence of new degrees and in one case a new field of study that operates in no other type of provider.

This paper draws on interviews with senior staff and educators in 9 of the total of 11 Australian institutions that were providing higher education during the project. The research project focused on five specific Bachelor degree areas that were taught across different case studies and representatives of the accrediting bodies of each of those degree areas were also interviewed. This data was contextualised by analysis of 56 interviews with students on the five Bachelor degree programs.

The longstanding traditions of vocational institution linkage with industry were leveraged to create new engagements in the accreditation of degrees. This paper considers these new approaches to the creation of higher education degrees focusing on the development of a specific and unique course to public vocational institutions, the Bachelor of Nursing. Vocational institutions propose that as their assessments originate in an industry context they find new ways of answering questions about how higher education meets work place needs particularly what skills and disciplinary requirements specific industries have. By engaging with the construction of a specific course, messages about evaluation and assessment and the relationship between theory and practice in forms of knowledge can be considered in detail. The analysis raises

question about the family resemblances of degrees of the same discipline taught in different types of providers.

Presentation

--Other--

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

Abstract

This paper considers the legitimization of new knowledge in higher education curricula and how the emergence of new degree subjects in non-traditional higher education providers can test traditional knowledge claims. It draws on understandings about the recognition of powerful knowledge to theorise how new Bachelor's degrees gain legitimacy in the market.

Data discussed in this paper was generated as part of a ARC Discovery project 'Vocational Institutions, Undergraduate Degrees' and contributes to the research on high participation systems of higher education by investigating how messages in the field of HE play out in new higher education providers with a vocational education heritage.

This paper works with the project's analysis of government-produced statistics relating to higher education provision in the eleven public VIs who have courses on the national regulator's (TEQSA) register and the courses' stated Australian Standard Classification of Education (ASCED) field, degree titles. It also draws on interviews with 28 senior stakeholders, marketing staff and educators in these institutions to understand how new degree programmes are developed.

The broader questions about the engagement of industry in higher education is explored through these analyses of curriculum development in vocational institutions and is worked through in depth in one case study site. Bernstein's thinking about the message system of curriculum is investigated through the discussion of the practices around the commencement of a new major in a Bachelors degree within one of the ARC project's case study institutions. The inclusion of a

new major into an existing degree was included as part of a suite of new qualifications which have been developed as an output of a government-industry project in partnership with the vocational institution investigating cyber security.

Although re-accreditation of the degree including a new major in cyber security was part of the institute's normal procedures, the inclusion of the new curriculum into the institution's offerings evidences how new programs in vocational institutions can draw on existing strengths and can create new opportunities for both institutions and their students.

The project's analysis of higher education curriculum development within vocational institutions shows how opening up higher education markets operates in practice; touches on the need for higher credentials in response to the changing nature of work, and highlights the tensions within a system which partially legitimises some forms of knowledge but does not always grant equally accredited higher education institutions the same status and recognition in the higher education field.

Presentation

--Other--

1004 -

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

Illi 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

Abstract

This paper aims to understand pedagogy of Bachelor's degrees at vocational institutions [VIs] within the broader context of Australian high participation system, within a wider project investigating the growth of Bachelor degrees in Australian public vocational institutions (e.g. TAFEs). The project this research is based on considers the entry of vocational institutions into higher education and investigates practice drawing on Bernstein's theory of message systems.

This research foregrounds the student voice and the data drawn on in this paper includes an in-class survey with over 450 students at multiple sites of 2 of the 11 case study institutions. This sample represents between 10-20% of the enrolled cohort in these institutions and post-survey

deepening interviews were undertaken with 56 students and graduates. Qualitative interviews were carried out with educators and senior members of staff at the VIs and at universities located close to the VIs.

The research considered questions about how messages of pedagogy were understood by the students to contribute to understandings of how pedagogy is constructed in the higher education field. The messages that arrive out the student data suggest a voiced difference in perception of pedagogy between universities and the public vocational institutions.

The survey results suggested that students feel the pedagogical engagement at the vocational institutions was of different type and answers to specific questions about their experience of teaching indicated the VIs orientation towards the students was perceived to be more catered to their individual needs. Key words and phrases in the discourse used by students in 21 different interview settings included repeated uses of ‘different style of learning’, ‘hands-on learning’ and multiple suggestions in different ways that they valued ‘being known’ by their teaching staff.

Although these understandings of practice could be could be an echo chamber, some of the interviewed students had first hand (through personal experiences of other providers) and most had second hand (through their friends and family) knowledge of Australian university practices. Further, there are indicators in the marketing materials that the practices of organisation of teaching and pedagogy play out differently in higher education in these vocationally oriented Bachelors degrees in public VIs.

This paper explores how discourses are formed within institutional contexts and how marketing and social media can mediate messages and how different understandings of higher education pedagogies are transmitted in the public sphere and are valued by the higher education sector in Australia.

Presentation

--Other--

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

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

Abstract

This paper considers how children represent their experiences of learning to write when asked to map the people, places, spaces, and materials of text production. The maps and children's talk analysed in this paper were collected as part of a larger study of learning to write in the early years of school. The research approach used combined ideas taken from 'body mapping' (Gauntlett & Holzwarth, 2006) and 'draw and talk' (Coates & Coates, 2006) methods, so our interest has been in the maps produced as well as the children's talk with researchers as they mapped. Young children in the first four years of schooling were asked to map spaces where they learnt to write and produce texts, talking with the researcher in collaborative dialogue, and representing their learning landscape as they drew. Their maps and talk provide insight into the everyday experiences of learning literacy in early years' classrooms.

The children's talk and maps identify how, what, where, with what, and with whom children are learning to write across diverse contexts. We trace children's text production landscapes by mapping the networks children develop when learning to produce texts. Such theorising enables us to transcend the imagined borders of 'in-school' and 'out-of-school' learning, instead identifying a 'geography' of produced texts and meaning. We combine these ideas with understandings of literacy that foreground sociomaterial ways of thinking and in this way consider the spatial geographies of being among materials, texts, and people.

Children's maps and their talk were analysed drawing on Burnett's (2011) three foci: 1) the processes that produce space and identities; 2) the types of spaces that are produced; and 3) the influences that shape the spaces (p. 223). This analysis identifies how, where, with what, and with whom children produce texts as literacy learners. The children's maps show a network of intra-actions of learning spaces, places and materials that allow us to consider the materiality of learning to write in current early years' classrooms.

Burnett, C. (2011) The (im)materiality of educational space: Interactions between material, connected and textual dimensions of networked technology use in schools. *E-Learning and Digital Media*, 8(3), 214-227.

Coates, E., & Coates, A. (2006). Young children talking and drawing. *International Journal of Early Years Education*, 14(3), 221-241.

Gauntlett, D., & Holzwarth, P. (2006). Creative and visual methods for exploring identities. *Visual Studies*, 21(1), 82-91.

Presentation

--Individual Paper--

551

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

Debra Edwards

La Trobe University, Bendigo, Australia

Abstract

The current requirement for graduating teachers to pass a national literacy and numeracy test prior to registration has potential to reduce the diversity among preservice teachers and raises questions about access, engagement and equity in teacher education.

Context: The National Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) became an accreditation requirement, initially for Teacher registration in 2017 and in 2018 for graduation from initial teacher education courses. This requirement sprang from an increased national deficit discourse around teacher knowledge of the English language; equating teacher knowledge with low student literacy rates and initial teacher education students' low English language skills and knowledge.

In this paper I examine; first the response of one School of Education and their provision of opportunity for initial teacher education students to develop their literacy skills and English language knowledge. Second the perspectives of one cohort of Australian preservice teachers

about their experience of using an online diagnostic assessment and skill building tool, embedded within a first year language and literacy subject.

Research questions:

1. What are undergraduate ITE students' perceptions about their experience of using an online platform to develop their English language and literacy knowledge and skills?
2. Is this successful as a means of increasing ITE student English language and literacy knowledge and skills?

A mixed method approach for examining student perspectives of their experience is discussed. In particular the development of a robust interview survey and the initial findings from one cohort of Australian preservice teachers is examined. The initial findings indicate that student perceptions vary according to context and student prior knowledge or skills. While many student's English language and literacy knowledge and skills do improve, analysis of student perceptions raises further questions about equity and access for diverse student cohorts aspiring to be teachers.

Presentation

--Individual Paper--

836

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

Md Maksud Ali

The University of Queensland, Brisbane, Australia

Abstract

Like education in general, English language education (ELE) has shifted towards a more instrumental goal in the past two decades. In developing nations in particular, human capital development has become a policy priority for ELE which is geared towards harnessing the opportunities and facing the challenges posed by globalisation. This policy shift has led many nations to introduce English earlier in their national curricula and providing universal access to English. It is often argued that proficiency in English increases individuals' productivity, employability and income at the micro level. At the macro level, it is believed that citizen's proficiency in English will help nations to access and compete in the globalised economy. Thus, the discourses shaping the ELE policy trend for human capital development are those of economic growth, development and global competitiveness. Following this policy trend in other developing societies, Bangladesh introduced a landmark policy shift in ELE by introducing communicative language teaching (CLT) pedagogy for human capital development during the 1990s. Drawing on the notions of globalisation, neoliberalism, as well as Bourdieu's account of capital and social reproduction, my aim in this paper is to trace the emergence of this human capital development goal in ELE and to examine the implications of human capital framing of language education for different social groups in Bangladeshi society. I will draw on relevant policies, curriculum documents and published literature as my data sources. Based on the analysis, I would argue that while the CLT pedagogy was introduced for human capital development in ELE, the policy has also legitimized competition over learning English in this polity. Thus, it will be argued that while the policy is underpinned by the discourses of universal access, individual and social development and social justice, in reality "English for All" may lead to social stratification, as not everyone may have equal access to English learning opportunities. Contrary to the popular discourses of English, universalizing access to this language of opportunity may not guarantee equitable learning outcomes for all.

Presentation

--Individual Paper--

245

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

Carmel Turner

Abstract

Children are exposed to an ever-increasing range of visual media in the world around them. Kress and van Leeuwen (2006) argue that this ever-increasing complexity of images and texts demands a sophisticated ability from children to decode and make critical decisions about their worth and validity. Critical literacy is an important component of a balanced school literacy program, as indicated in the Australian Curriculum: English, which emphasises the need for students to ‘engage imaginatively and critically with literature to expand the scope of their experience’ (ACARA, 2017). In this small case study, a single class of Year 3 students were provided with the opportunity to develop metalanguage in response to the metafictional devices in picturebooks and to develop their skills in interrogating these texts and apply a critical stance to their evolving social schema (Sipe and Pantaleo 2008). Students participated in Readers’ Circles, in which they were given the opportunity to express their understandings of texts and embellish their articulations by interacting with their peers. This paper will provide some key findings from the study, in which students moved from limited literal responses to discussing intertextuality and other meta-fictional devices. It is expected that findings from this study will provide important information for teachers and researchers about how teachers might utilise picturebooks to encourage students to be critically literate and to creatively transfer meanings from literature to their worlds, while also encouraging a love of reading and engagement with literature.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N519 Lecture Theatre

“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 Carmel¹, Elizabeth Rouse²

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

Abstract

The exclusion and/or (mis)representation of (dis)ability in a range of contexts, especially the media presents a problem of seeing when childhoods are represented within normalised frames. Innes (2018) states: “We can’t be what we can’t see” and this is especially so for young children who are already potentially marginalised in such spaces. If children do not see themselves represented and included in programs specifically those made for them, or if their representation is deficit, it may influence their sense of self. We can argue that identity formation is at the heart of knowledge of self and thus transposes into knowledge of others as well as ways of operating in the world.

This presentation is an explanation/ exploration of research being undertaken which demonstrates how children with (dis)abilities are included and portrayed through a detailed analysis of a vignette from Australasian children’s television programme - Playschool® - that includes a child with a physical disability visiting a local library. The researcher video-recorded this vignette “*Callaghan goes to the library*”, and systematically analysed a series of ways of “seeing” the child with a (dis)ability, using a Derridean deconstructive lens. The authors’ claim is that media is a form of text (visual) , and offers varied perspectives therefore applying Derrida’s deconstruction analysis to this vignette is valid. Using a Derridean lens, the event, the through the windows vignette, “*Callaghan goes to the library*”, can be analysed not as an action that happens, in time but more as an action that is fluid in time. This methodology offers a critical lens on the portrayal of children with (dis)abilities from an outsider (non- lived experience) perspective, with note that the author has some insider (lived experience) due to having a grand-daughter with a disability and her desire for her to be seen as more than her disability, as highlighted in this quote from her.... “*I wish people could see me first and what I can do instead of seeing me in a wheelchair first.*”

C. O’Neill (2016)

Key References:

Innes, G. (2018) Podcast: *We cannot be what we cannot see*.

Bluenotes. <https://bluenotes.anz.com/posts/2018/05/podcast—we-cannot-be-what-we-caannot-see>

O’Neill, C. (2016) *Personal Conversation*

Presentation

--Individual Paper--

1008

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

Bonita Marie Cabiles

The University of Melbourne, Melbourne, Australia

Abstract

Classroom practices create opportunities for the participation of all learners. However, for learners of underprivileged and minoritised backgrounds, classrooms can be an uneven playing field. Learners whose backgrounds align less with the competencies, values, and attitudes promoted in the classroom are likely to fall behind and fail to participate. My doctoral project aims to contribute towards a scholarly investigation of how classroom practices can either facilitate or constrain participation for learners of culturally and linguistically diverse (CALD) backgrounds. Drawing on Bourdieuan conceptual tools, I explored the concept of ‘classroom participation’ in a Primary 5/6 composite class in a Melbourne-based school located in one of the most ethnically diverse suburbs of Victoria. Working with ethnographic tools, my research examined classroom practices as they related to CALD learners’ cultural backgrounds. This presentation focuses on the primary class conceived as a ‘learning community’ in fostering an inclusive culture of participation in the classroom. Troubling the notion of ‘community’, key findings reveal that pedagogical practices are frequently marginalising for CALD learners. Classroom practices lacked responsiveness, attention, and valuing towards CALD learners’ backgrounds and experiences. The case of Class 5/6k (re)ignites questions about notions of democratic participation in the context of pluralistic and/or multicultural classrooms.

Furthermore, it (re)opens deliberations about students' 'lifeworlds' as legitimate and significant sources of knowledge in the classrooms. Reflecting on these findings, I draw out pedagogical implications that can make different kinds of participation possible in contemporary multicultural settings.

Presentation

--Individual Paper--

778

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

Karen Felstead

Federation University Australia, Ballarat, Australia

Abstract

Disrupted or non-completion of secondary schooling is a global issue for disengaged youth. Constructions of risk and deficit frame young people who are not engaged with schooling and responses to school completion are complex. In particular, there is a complicated history surrounding young pregnant and parenting women in mainstream school settings. Young mothers have invariably disengaged from school prior to or after confirmation of their pregnancy, and the possibility of completing secondary schooling is impacted. Young mothers are faced with 'learning from the margins' due to a range of complexities, including formal or self-exclusion from school, and physical, social and health barriers that hinder their attendance at school. Drawing on narratives from a group of young mothers who attended an alternative school-based program in Victoria, Australia, provides an insight into the positive aspects of the alternative program.

In the broader context of education and social justice, and drawing on policy texts in an Australian context, this paper problematizes alternative education programs for young pregnant and parenting women by examining whether they are served by the differentiated delivery of education programs. It juxtaposes the positive aspects of alternative education programs against the mainstream schooling where young pregnant or parenting mothers are 'hypervisible', and hence perceived as a disruptive influence on other students. Paradoxically, in an alternative

school program, located away from a mainstream school campus, specifically designed to meet the needs of young mothers, a 'cloak of invisibility' perhaps renders young pregnant and parenting mothers out of sight, out of mind, and therefore, disadvantaged and marginalised.

Presentation

--Individual Paper--

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 Cain¹, Melissa Fanshawe²

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

Abstract

Australian classrooms are increasingly using interactive whiteboards and multimedia presentations to motivate students to learn. *So, what happens when you cannot see?*

Without vision, children miss out on seeing many things around them that others take for granted, including information from textbooks, instructions and signs, photos in media, videos, pictures, and diagrams. Vision impairment can also impact orientation and mobility, social skills, and emotional wellbeing. The age of e-learning has resulted in advances in accessibility and removal of traditional barriers of access to print. However, for the estimated 300 students with severe vision impairment or blindness who attend mainstream schools, more significant modifications such as braille or adaptive technologies may be required to fully access the Australian curriculum. Most teachers have never met a student who is blind and feel concerned at their ability to meet their needs in the classroom. Teachers may have mixed attitudes towards the student—from trying to do everything for them, to not understanding the need to provide additional information. The Disability Standards for Education (2005) states that students with disabilities have the right to access education 'on the same basis' as their peers. In reality, however, schools are set up for those who can see.

This presentation provides important advice for teachers to ensure a more informed, efficient, agentic, and respectful education for students with a vision impairment or blindness. As part of a research project conducted through the Australian Catholic University and the University of Southern Queensland, 15 students attending Queensland government, Catholic, and Independent schools aged 7-14 were interviewed along with their parents. The researchers, both mothers of children born blind, were already aware of the diverse range of experiences of schooling for such students and wanted to investigate the reasons for this disparity. Students were enthusiastic to share their experiences, providing illuminating data on what's working in mainstream classrooms and what they wish their teachers and peers knew to make their experiences more positive and equitable. The presenters will put forward these voices to provide practical advice around the themes of differentiation, socialisation, adaptive technologies, and subjects that present significant challenges for students. The results of the research suggests implications for a wider national study that documents how differentiation for students with a vision impairment has evolved over time and in a range of educational contexts; with the voices of students, parents, and teachers telling the story from their own experiences.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N516 Flat Classroom

987

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

Nicole Taylor

Western Sydney University, Sydney, Australia

Abstract

In this paper, I theorise how educators and researchers in HPE could re/imagine the possibilities for meanings of community health and wellbeing, in order to address the interconnectedness of the human and more-than-human world (Gibbs, 2009). In the Australian Curriculum: HPE, learning content is organised into two strands, one of which is ‘personal, social and community health’. This strand proposes that young people can, and will, contribute to healthy communities. In the field of health education, research that critically questions the meanings of ‘community health’ are largely absent, with community links often framed as an access point into community development and health promotion services (McGrath, Alfrey, & Jeanes, 2017). For example, Beyond Blue or Headspace can be identified as ‘go to’ community health settings for young people. However, in many ways, such conceptions of community reinforce a humanistic, individualised approach to health education. In contrast, ‘community health’ understandings could be broadened to include meanings that move beyond human centred approaches, to also include the more-than-human, as part of the wider, collective social-scape that is ‘all connected’. In this way, the material, biological and more-than-human aspects of the ‘community’ are able to be considered for the effects they have on constructions of health knowledge and practice.

This paper will demonstrate how other disciplines conceptualise ‘community’ in a broader sense with a common desire to contest the limits of human and more-than-human communities (including the problems of the *Anthropocene*, climate change and planetary health and wellbeing). In line with this knowledge base, plants, water, ecosystems, objects and forces, all become significant to understanding how beliefs are formed around human and ‘nature’ relationships, and therefore, ways of negotiating community health spaces (Gibbs, 2009). If we extend the notions of ‘agency’, ‘care’ and ‘community’ to the more-than-human world, how might health education become implicated as an ethical and political obligation toward learning about health?

Presentation

--Individual Paper--

999

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

Abstract

The Right to be Active (R2BA) project was an innovative study of care experienced young people (CEYP) in England which explored their perspectives on/experiences of sport and physical activity (PA). It was conceived in response to research suggesting that, despite such activities being of potential benefit to CEYP, this vulnerable/marginalised group may not have access that is comparable to their non-CEYP peers (Quarmby et al., 2018). The project was undertaken over a period of 36 months and comprised four phases. During phase one, a review of relevant policy documents (i.e. those related to the health/education of CEYP) was undertaken to identify how access to sport/PA was situated within them. In phase two, national online surveys were distributed to both CEYP (n=48) and adult stakeholders (n=13) to provide contextual information about CEYP's perspectives on, experiences of and access to sport/PA. In phase three, semi-structured interviews were conducted with adult stakeholders (n=4) and activity-based focus groups were conducted with CEYP (n=63 in 6 different regional contexts) to further explore/elaborate on the survey data. In addition, narrative interviews were conducted with care leavers (n=4) to explore their reflective perspectives/experiences. Finally, in phase four, repeat focus groups were conducted with CEYP (n=40 in 4 contexts) to refine the interpretations of the focus group/narrative data.

Following an outline of the broader study, this paper will focus on data generated with/by CEYP, which highlight that the complex social landscapes they navigate can be influential in shaping access to and experiences of sport/PA. The CEYP survey identified that while 83% of respondents considered sport/PA to be important, only 40% felt they had the same chances to participate as their non-CEYP peers. Moreover, whilst CEYP could recognise clear benefits from participating in sport/PA they also identified notable challenges. The data generated through the focus groups enabled further elaboration on these findings and highlighted three key factors that shape CEYP's participation in sport/PA: people (carers, social workers, teachers), places (homes, schools, leisure centres) and activities (structured/unstructured, recreational/competitive,

traditional/alternative). These factors influence both the perceived benefits and challenges of CEYP's sport/PA experiences, all being mediated by the care contexts within which they reside. The findings emphasise the need to focus on CEYP's voices in order to better understand the complex, highly individualised nature of their sport/PA experiences.

Presentation

--Individual Paper--

634

Theorising 'Creativity' in Health and Physical Education

Rosie Welch, Laura Alfrey

Monash University, Melbourne, Australia

Abstract

Notions of creativity are increasingly central to educational scholarship and policy moves, but little research attends to the intersection between Health and Physical Education (HPE) and 'creativity'. This paper is an exploration of the present, in which we discuss some of the historical and contemporary manifestations of creativity in HPE. We highlight how the five Key Ideas or Propositions of the Australian Curriculum for Health and Physical Education (AC:HPE) (ACARA, 2015) and the Critical and Creative Thinking (CCT) capability raise timely questions regarding educative purposes. We argue that these governing documents have potential to energise conversations amongst academics and practitioners in relation to what HPE is and can be. There are, however, few resources to assist educators imagine and theorise how creativity might be enacted and assessed in HPE teaching and learning.

In this paper we bring Harris' (2014) creative ecologies framework to HPE via a review of the literature and an analysis of two selected resources to demonstrate an educational approach to creativity in HPE. The first resource, Phenomenom! is funded by the Australian Horticultural Foundation to develop food literacy and has been explicitly mapped to cross-curriculum learning. The second educational resource is Fitter. Faster. Better., a St Martin's Youth drama-arts performance where students are prompted to design and enact a fitness program for adults. While we demonstrate how these examples are closely related to a contemporary HPE context,

they are both created outside of the HPE field (i.e. the curriculum, teachers, resources and assessment). In analysing these two resources, we highlight contemporary educative purposes and discuss the complexities of educators' capacity for implementing quality HPE curricular within a broader creative ecology.

Presentation

--Individual Paper--

4

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

Abstract

Emotional dimensions of physical education have garnered a good deal of attention from scholars in recent times. Many scholars claim that emotions significantly affect learning and that positive emotions such as joy and pleasure are necessary for continued participation in movement activities beyond the classroom. Much of the existing literature however, is based on the idea that emotions comprise internal mental states that are retrospectively-oriented. In the current paper, we work with alternative principles that can create new understandings of the affective dimensions of PE and specifically, movement learning. We draw on symbolic interactionist principles, framing emotions as multimodal communicative resources that are performed in social contexts. From this perspective, we demonstrate how emotions, (1) can be investigated as part of the production of broader sequences of pedagogical action, and (2) relate to issues of knowledge, identity, and authority. We present video observational material generated with PE teacher education students as they develop movement capability. We focus on three interactional episodes in which fear, delight and resignation are performed by students interacting with either peers or an observing researcher. In each case, we demonstrate how emotions: affiliate or dis-affiliate the actor with the movement knowledge in focus, index an institutionally-recognizable identity, and influence the subsequent actions of the participants in the interactional sequence. The key thesis developed in the paper is that as symbolic resources,

emotions have a wider range of consequences for actors within movement learning environments than is typically investigated. The paper is concluded with reflections on the implications of the approach for practitioners along with a consideration of questions in need of further scientific attention.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 14:00 - 16:00

Date: 2nd December 2019

Location: N517 Flat Classroom

1016

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

Katherine Halcrow

University of Sydney , Sydney , Australia

Abstract

National, state and school-based curricula tend to be created in silos where skills and knowledge are held within single subject constraints. However, research has proven the benefits of breaking down subject constraints, particularly informed by the arts, to lift and transform the curriculum. This design-based intervention study brought together music and literacy teachers in one primary school to co-create a framework for the teaching and learning of composition as a shared concept. Undergirded by more than two decades of neuroscientific research- which proves a compelling link between the cognitive processes used for literacy and music, and more closely grammar and rhythm- this collaborative study sought to find potential commonalities in approach.

A common language emerged in the language of national curricula documents, with terms such as ‘listening’, ‘interpreting’, ‘reciting’ or ‘imitating’, ‘improvising’ or ‘innovating’ and ‘composing’ or ‘creating’ used across English and Music. This common language formed the basis for the shared framework.

The school-based research study found that a ‘music mindset’ for the teaching of literacy provided a valuable new perspective that impacted not only on teaching approaches but on student outcomes also.

So far, a vast body of research evidence shows that music approaches to literacy intervention have benefits for speech development, to support positive outcomes in reading and to lift student engagement.

This study, which sought to find a shared way of looking at composition, translated in nuanced ways to suit each context, encouraged a conceptual way of viewing learning outcomes by both teacher and student. They came to understand composition beyond the bounds of subject constraints and to see overarching patterns and understanding. Also, that it broadened the view of what was possible in the teaching of composition by both literacy and music teachers and thus provided new ways of approaching their teaching practice.

Presentation

30 minutes

148

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

Joanna Winchester

Australian Catholic University, Strathfield, Australia

Abstract

This workshop will engage delegates in research-informed drama activities developed at inaugural NSW Primary Schools Shakespeare Carnival in 2019. This project investigated the impact of a high-quality arts program to increase teachers' capacity in assessing diverse students' skills in drama literacy. Currently, the dominant ways of assessing literacies such as NAPLAN, give us only one snapshot at a point of time about a student's literacy ability and do not reveal their creative skills in comprehending and interpreting high stakes literary texts within performance. As drama teacher educators, we need to develop ways to support primary and emerging secondary drama teachers, to assess literacy skills presented in diverse curriculum (Wyatt-Smith & Cumming, 2010) This project asks the question whether supporting students to engage with challenging material such as Shakespeare provides the opportunity for both teachers and students to realise their new strengths and weaknesses within performing arts literacy. Early indications are that high expectations of student ability and trust in the drama teacher's methods may lead to incredible performance results, as seen in diverse communities in western Sydney. For example, students who are recent migrants to Australia with limited English two years ago, were reciting passages of Shakespearean language with meaning. The research findings will be presented within the style of a drama classroom, akin to a Masterclass. This will involve delegates experiencing firsthand the workshop activities the primary school students undertook when introducing them to Shakespeare, interweaved with the theory behind the choices of activities, and how this was reflected in the research outcomes.

Presentation

60 minutes

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: W201 Lecture Theatre

Language and Literacy SIG Meeting

Language and Literacy
Time: 16:30 - 17:30

Date: 2nd December 2019
Location: N515 Lecture Theatre

Professional and Higher Education SIG Meeting

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

Politics and Policy in Education SIG Meeting

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

Inclusive Education SIG Meeting

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

Health and Physical Education SIG Meeting

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

Educational Leadership SIG Meeting

Educational Leadership
Time: 16:30 - 17:30
Date: 2nd December 2019
Location: K360

Sociology of Education SIG Meeting

Sociology of Education

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: K424

Arts Education Practice Research SIG Meeting

Arts Education Practice Research

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: K505

Technology and Learning SIG Meeting

Technology and Learning

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E151

Teachers' Work and Lives SIG Meeting

Teachers' Work and Lives

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E152

Motivation and Learning SIG Meeting

Motivation and Learning

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E153

Schools and Education Systems SIG Meeting

Schools and Education Systems

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E257

Early Childhood SIG Meeting

Early Childhood

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E258

Aboriginal and Torres Strait Islander Research SIG Meeting

Aboriginal and Torres Strait Islander Research

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: E259

Assessment and Measurement SIG Meeting

Assessment and Measurement

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B409

Science, Technology, Engineering and Mathematics SIG Meeting

Science, Technology, Engineering and Mathematics

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B201a Flat 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

Abstract

**Event Three of AARE 2019 Poststructural Theory, the Posts and Beyond: Event Series
feat. Professor Bronwyn Davies funded by AARE Poststructural Theory SIG Major Grant
2019**

This event provides the opportunity for members of all interested parties and SIG members to come together to meet, work and forge bonds across disciplinary boundaries, with the specific focus of sharing how we put theory to work in the pursuit of social justice, in our own teaching and research practice. This event allows a voice for all SIG members, and the chance to personally meet Bronwyn and to explore the conference theme together. The way it works is that

participants write a current research interest or question on a badge and the event runs as a circle sharing of research, along with a speed dating meet and greet.

Presentation

60 minutes

Qualitative Research Methodologies SIG Meeting

Qualitative Research Methodologies

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B222 Flat Classroom

Global Contexts for Education SIG Meeting

Global Contexts for Education

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B2225 Flat Classroom

Educational Theory and Philosophy SIG Meeting

Educational Theory and Philosophy

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B236 Collab Learning Space

Rural Education SIG Meeting

Rural Education

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B301 Flat Classroom

History and Education SIG Meeting

History and Education

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B302 Collab Learning Space

Sociocultural Activity Theory SIG Meeting

Sociocultural Activity Theory

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B304 Collab Learning Space

Middle Years of Schooling SIG Meeting

Middle Years of Schooling

Time: 16:30 - 17:30

Date: 2nd December 2019

Location: B428a Flat Classroom

Registration open

Time: 7:30 - 8:30

Date: 3rd December 2019

Location: Registration Desk

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: F509 Lecture Theatre

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

Abstract

Background, Significance, Aims

Recent research has shown that graduate teachers do not feel prepared to teach diverse groups of children in their classrooms. Achievement data shows that while the majority of students are performing well, the same diverse groups of children consistently remain at risk, suggesting that teachers experience challenges in teaching these children. Rather than revisiting teachers' sense of preparedness to teach diverse learners, this project investigates teacher educators' understandings of diversity and teaching to/about diversity and how they make decisions about teaching.

The investigation draws upon growing research which shows that key to understanding teachers' practices are the beliefs, dispositions and skills they hold related to the nature of knowledge and processes of knowing, otherwise known as epistemic cognition. To date little research has explored epistemic cognition and its relationship to teacher educators' practices. This ARC research brings together the fields of epistemic cognition (psychology) and reflexivity (sociology) in a new framework for addressing teaching to/about diversity. We argue that focusing on the epistemic dimensions of decision making helps to understand how teacher educators think reflexively about and negotiate the challenge of preparing preservice teachers to teach diverse groups of children.

Research design

This mixed method project includes three phases conducted over a three year period. Phase one used social lab methodology with 32 teacher educators to explore the ways in which teaching to/about diversity was viewed from an epistemic reflexivity perspective. In phase two, a national survey to measure teacher educators' epistemic reflexivities was conducted. The final stage of the research will involve case studies exploring teacher educators' epistemic reflexivities for teaching to/about diversity using classroom observation and stimulated recall interviews.

Findings and implications

To date, findings reveal insights about the ways in which teacher educators understand and negotiate teaching to/about diversity:

- Diversity was constructed in binary terms as “not the norm” and, by extension, as associated with “the minority” of students.
- Factors such as knowledge, personal experience, professional standards, and university culture/context can be both enabling and constraining as they intersect in different ways in the effective preparation of pre-service teachers around diversity.
- Teacher educators described aims of promoting the development of knowledge and depth of understanding with respect to teaching diverse groups of children. These aims seemed to align with their focus on experiential approaches.
- Teacher educators indicated a number of changes they would recommend in initial teacher education.

Presentation

--Individual Paper--

442

Exploring liminality, teacher identity and socially just but ready teachers

Karyn Smith

University of Sunshine Coast, Sunshine Coast, Australia

Abstract

A review of government policy and discourse in the education sector suggests that questions are being raised about the readiness of teacher education graduates to assume a teaching role. As they move through their program of study students begin the transformation from student to preservice teacher and begin to establish their ‘teacher identity’. This period can be viewed as a period of liminality. Liminality refers to a time of change when one transitions from one state to another; a time of separation from a previous state to a new state of being and understanding (Meyer & Land, 2005; Turner, 1987). The liminal period can be confronting and unsettling for

the preservice teacher and can result in reduced attendance or program withdrawal. Yet it also presents a potential space for questioning and challenging and therefore for moulding and forming teacher identity (Cook-Sather, 2006) as well as combining educational theory with professional practice (Rantatalo & Lindberg, 2018). Using a mixed method approach this study sought to investigate the perceptions of preservice teachers regarding their readiness for the teaching role with the purpose of using the data to explore ways initial teacher education (ITE) providers could support preservice teachers and use the period of liminality to assist them in their transition to professional work. The findings revealed that early in their preparatory programs preservice teachers felt confident that by the end of their courses they would be ready to teach. However, during the liminal period of their program their feelings of confidence decreased. Thus, there is an opportunity for ITE providers to take advantage of this period to challenge and support preservice teachers as they explore different teaching and learning approaches and begin to establish teacher identity. By acknowledging preservice teachers' decreased feelings of confidence and exploiting this period of liminality to assist them as they begin to form their teacher identity, ITE providers can support student retention, deliver more socially just programs and consequently more confident, classroom ready teachers. Further research is needed to explore a variety of curriculum and teaching approaches that could support these initiatives.

Presentation

--Individual Paper--

467

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

Robyn Brandenburg

Federation University Australia, Balarat, Australia

Abstract

Youth disengage from mainstream schooling for multiple reasons including complex family situations; social status; economic position and emotional challenges. In many cases, young people experience combinations of factors that become an ongoing challenge for engaging in

mainstream and further education. Australia, as with other countries, has developed initiatives, interventions and flexible learning options as a pathway to reengage youth with an ongoing, meaningful education.

This research captures and examines the factors that contribute to successful educational outcomes for disenfranchised and/or disengaged youth who participate, or have participated, in a non-mainstream education program in a Regional Area in Victoria, Australia. Using narrative inquiry and borrowing from Smyth and McInerney's (2013, 7) 'narrative portraits', the focus was to capture and represent the multiple layers of complexity of an adolescent's learning experience. Seven adolescents - four current and three past students - accepted the invitation to be interviewed. These interviews were conducted onsite with the adolescent student, the researcher and the research assistant. The School Principal of the Government Secondary College and the CEO of the Regional Learning and Employment Network (LLEN) were also interviewed. Each interview was conducted for 20-40 minutes and with individual consent, each of the interviews was audio-recorded. Researcher field notes were included in the data collection.

Using a thematic approach, and including 'narrative portraits' the data were transcribed and analysed. The analysis of the data highlighted insights into the ways that students experienced engagement in a 'bespoke' non-mainstream education program. The key themes included positive references to the structure of learning and teaching environment, including relational, affirming pedagogical practice; the role of teacher-student and peer-peer relationships; the importance of identifying individual expectations, goals and opportunities and managing fear and anxiety in learning through developing personal and interpersonal skills. Active learner agency underpinned success. Though identifying and understanding 'unmet' needs, adolescents gained the strategies and autonomy they need to experience success.

Reference

Smyth, John, and Peter McInerney. 2013. "Whose Side Are You On? Advocacy Ethnography: Some Methodological Aspects of Narrative Portraits of Disadvantaged Young People in Socially Critical Research." *International Journal of Qualitative Studies in Education* 26 (1): 1-20

Presentation

--Individual Paper--

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

Abstract

Internationally, migration policies are increasingly prioritising regional refugee resettlement (McDonald-Wilmsen et al., 2009). Current research into rural resettlement of refugee-background populations has predominantly centred on support services, employment and language-learning opportunities for refugee-background adults. The push for rural resettlement means that schools in rural areas are increasingly required to respond to refugee students. As such, there is a need to examine the Australian and international research regarding education for refugee-background children in rural areas.

This review of research is framed by conceptual understandings of rural identities, rural spaces and the complexities of rural education. Rural areas have long-standing traditions of social, cultural and religious homogeneity rooted in White, Anglo-centric identities (Kline et al., 2014). These homogeneous populations have resulted in spaces that are suspicious of or potentially hostile to outsiders (Briskman, 2012). Furthermore, rural areas face contemporary challenges including aging populations, declining agricultural industries and decreasing economic opportunities (Briskman, 2012). Consequently, rural schools face increasing retention and resourcing challenges and are under pressure to do more with less (Cuervo, 2016). It is in the context of this complex interplay between traditions of exclusion and contemporary challenges that rural schools must provide educational opportunities for refugee-background students.

This paper provides valuable insights into the complexity of rural refugee education, the challenges faced by refugee-background students and rural schools and the contextual elements of rural communities that impact refugee education. It is argued that based on current trends in migration policy, rural schools and refugee-background students will continue to require support in the provision of and access to equitable and inclusive education. It is therefore essential that ongoing research is conducted regarding the unique complexities of rural refugee education to ensure socially just educational opportunities for all students in Australia.

References:

Briskman, L. 2012. "Integrating Migrants and Refugees in Rural Settings" in J. Maidment & U. Bay. (eds) *Social Work in Rural Australia: Enabling practice*. Crows Nest: Allen & Unwin. 146-160.

Cuervo, H. 2016. *Understanding Social Justice in Rural Education*. Melbourne: Palgrave Macmillan.

Kline, J, Soejatminah, S & Walker-Gibbs, B. 2014. "Space, Pace and Race: Ethics in Practice for Educational Research in Ethnically Diverse Rural Australia". *Australian and International Journal of Rural Education*. 24: 3. 49-67.

McDonald-Wilmsen, D. Gifford, S. M. Webster, K. Wiseman, J. & Casey, S. 2009. "Resettling Refugees in Rural and Regional Australia: Learning from Recent Policy and Program Initiatives". *The Australian Journal of Public Administration*. 68: 1. 97-111.

Presentation

--Individual Paper--

597

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

Muhammad Ali

University of Queensland , Brisbane , Australia

Abstract

Participation of marginalised and underrepresented students in higher education is getting increasing attention in the higher education discourse in many countries including Australia. Australia has been accepting, for decades, a significant number of refugees from different regions. A substantial number of young people are also part of the arriving refugees who are at the age of attending higher education. Refugees being a marginalised community in various ways, the importance of their participation in higher education is recognised for their resettlement, empowerment and social integration.

Despite the recognition of the significance of participation of refugees in higher education, studies have shown that because of the complexity of their background and settlement process, refugee background students face various barriers in participating in higher education. Participation in higher education is a complex process and to understand this complexity, it requires to explore the narratives of how the students navigate and interact with the higher education practices.

This is a proposed study to explore how postgraduate refugee students tell the stories of their participation in Australian higher education. Drawing on capability approach (Sen, 2001, 1992) as theoretical framework, this study will investigate how postgraduate refugee background students narrate their experience of navigating of and interacting with the higher education practices and structures. Applying Amartya Sen's (2001, 1992) capability approach, this study will provide new insights into how refugee students navigate and interact with the higher education practices and how Australian higher education practices expand/limit the opportunities for and enhances the well-being of refugee students. The study employs narrative inquiry to explore the experiences of the refugee background students using interviews as its primary data collection method. The study is in progress and it is proposed that the findings of this investigation will contribute to the limited literature on experiences of postgraduate refugee background students in higher education.

This presentation will demonstrate how we can use Capability Approach (CA) as a theoretical framework in the area of refugees education. This paper will discuss how capability approach as theoretical framework and narrative inquiry research method is helpful in exploring the stories of refugee background students about their participation in higher education.

Presentation

--Individual Paper--

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

Abstract

The call for the publication and use of diverse books for children is gaining momentum worldwide. However, the state of play in Australian early learning settings suggests have a long way to go before we realise the potential of using diverse books to build a more socially just future for all children. This paper aims to both inspire and support educators, educational leaders and policy makers to implement effective changes to practice and policy with long term benefits for all.

When inclusive children's books are shared with young children the educational and social and emotional outcomes improve for **all** children. However, achieving these outcomes is complex and multifaceted.

This paper reports on a larger study which investigated the factors and relationships influencing the use of children's literature to support principles relating to cultural diversity in the kindergarten rooms of long day care centres.

This study was conducted within an ontological perspective of constructivism and an epistemological perspective of interpretivism informed by sociocultural theory. A mixed methods approach was adopted and convergent design was employed to synthesise the qualitative and quantitative data and interpret significant relationships and their meanings. Twenty four educators and 110 children from four long day care centres in Western Australia participated. Data were collected through semi-structured interviews, video-based observations, field notes, document analysis and a book audit.

A book audit of 2413 books showed overwhelmingly monocultural book collections being used in long day care. Furthermore, analysis of 148 video-recorded book sharing sessions as well as interview and observation data suggest that educators face significant challenges when seeking to address diversity through children's literature. These challenges include educators understanding, beliefs and confidence about diversity, including knowing what and how to select inclusive literature as well as a dearth of available culturally diverse literature. In particular, minority children are at risk of not achieving the well-known benefits of book sharing due to the lack of the use of inclusive children's literature. These findings have implications for the rights of every child to thrive and to learn.

These findings have important social justice implications and draw attention to the challenges faced by educators when selecting and using books with young children. The outcomes of this study have implications for educators, policy makers, early childhood organisations, those in the publishing industry, and those who provide higher education and training for early childhood educators.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N515 Lecture Theatre

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 Fenwick¹, Len Unsworth²

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

Abstract

The research presented in this paper outlines the findings of one part of the ARC funded project 'Multiliteracies for addressing disadvantage in senior school science'. This ongoing project aims to develop discipline specific pedagogies in senior physics, chemistry and biology to support students from EAL/D and low SES backgrounds to produce the verbal written linguistic and visual texts required to represent knowledge in science. Researchers working within science representation and disciplinary literacy agree that providing opportunities for students to present knowledge in a range of representational forms is vital for apprenticeship into scientific disciplines, as well as conceptual understanding, but such opportunities are often lacking within the assessment regimes of the senior years. This study aims to broaden the representational opportunities afforded to senior secondary students and to then analyse the meaning making resources required to be successful, along with the implications for pedagogy. While the study investigates the discipline domains of physics, chemistry and biology, this paper presents findings only from biology. A methodology of design-based research was used to engage senior secondary science teachers across 4 urban Australian high schools in cycles of intervention, data collection, analysis and reflection. During one intervention, students within year 12 biology classes were given the opportunity to respond to an examination-style question through both written verbal text and multimodal images. Analysis of the student responses for high and middle-achieving students, from a systemic functional linguistics perspective, indicates that high-achieving students use a broader range of grammatical forms more often than middle-achieving students to present key understandings of classification, composition, perception and activity sequencing. Including opportunities for students to express knowledge through written verbal and multimodal representations allows for students to elaborate within their short-answer responses and to construct the broader range of representations that is valued within the discipline, but explicit teaching is required to support all students to make use of the meaning making potential within verbal written and multimodal representation. The final part of this presentation includes examples of teaching strategies that can be used to provide students from EAL/D and low SES backgrounds with a broad range of meaning making resources to represent knowledge in written verbal and multimodal texts.

Presentation

--Individual Paper--

Abstract*'Wasteland' definition:*

- *A place where life struggles to flourish*
- *A contaminated, unwanted, dangerous place*
- *A place for adaptation and creativity in survival*

A bog standard school is an ordinary school where the grass is always greener at the one next door. Australia has plenty of bog standard schools, many of them, but not always, public schools. Caro (2013) lifted the term out of the Australian vernacular, which in turn had appropriated it from the British (Crystal, 2005), to describe the ordinary if perhaps uninspiring local school which parents dismiss, and at times, outright reject, when weighing up where best to send their younglings (Butler, 2015). The problem for parents as much as for policy makers in Australia is that most schools, of course, are bog standard schools. They are ordinary in as much as school itself is an ordinary feature present in child and teenage life.

However, within the ordinariness of bog standard schools are the extra-ordinary details of distinct human lives. From four schools and four English teachers come distinctive limning portraits of aspirations and struggle within New South Wales' schooling cultures. These crystallised stories, collected and analysed through an emergent theorisation of narrative inquiry (Clandinin & Connelly, 1990; Caine, Estefan & Clandinin, 2013) and Arendtian philosophy (1958), provide new insights into the ways micro and macro forces are attempting to shape and mold English teachers as neoliberalised agents of the State (Connell, 2013).

This paper, reporting on the text selections of English teachers for their Stage 5 students, reveals the influences that float and weigh in these curriculum decisions. Against the pressure of orienting students towards the competitive capabilities of the NSW Higher School Certificate exams come teacher hopes of presenting their students new understandings and ways of thinking about the world. Also in attendance are teacher desires, pleasures and their own pursuit of professional satisfaction.

Illuminated also is a more worrying vision: a perennial belief in the power of texts to transform lives seems on the point of fracture as the English teacher soul (Ball, 2003) wavers over the question: Whose lives, whose futures, do I serve?

Presentation

--Individual Paper--

3

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

Ruth Fielding

Monash University, Melbourne, Australia

Abstract

Intercultural understanding has increasingly been cited as an educational aim for developing world citizens (ACARA, 2015; NESAs, 2018). Our current monolingually-focussed curriculum is not fostering open-mindedness, tolerance and global views for all learners. Intercultural understanding appears to be of increasing importance as we encounter acts of intolerance locally and globally. Intercultural understanding is also an essential component of a socially just education. Current approaches to intercultural understanding are insufficient as Dervin & Gross (2016, p.3) indicate: “*an approach to intercultural competence that fails to point coherently, cohesively and consistently to the complexity of self and the other fails to accomplish what it should do*”. In this paper I propose an integrated theory of multilingual intercultural identity in which multilingual identity (Author, 2011, 2013, 2015; Block, 2006, 2007; Fisher et al, 2018; May, 2014, Paris, 2011) intersects with intercultural languages education as a means to foster deep intercultural understanding throughout schooling with the potential for lifelong impact through intrapersonal development (Dervin & Gross, 2016; Liddicoat & Scarino, 2013; Scarino, 2014).

The growth of intercultural understanding as an educational outcome necessitates further consideration of its theoretical underpinnings. An intercultural stance within languages education has been embraced within curriculum planning in Australia (ACARA, 2015; NESAs 2018;). Yet the term *intercultural* needs further consideration to ensure that intrapersonal development is

centrally embedded within intercultural approaches. The core component making an intercultural stance (as defined within languages education) different from its predecessors is *reciprocity* – that is a focus on mutual understanding (Scarino, 2014) and intracultural change – one must undergo personal change in order to better understand others. The key focus is therefore identity development as a process, where identities are considered to be evolving, and where self-awareness goes hand-in-hand with understanding others. This paper outlines the theoretical frame bringing together a multilingual approach and an intercultural approach and reports on a linguistic analysis of curriculum documents in Australia. Terms relating to linguistic identity and intercultural understanding within curriculum documents in Australia were analysed using an intercultural identity frame to understand points of intersection and overlap. The results indicate a need for deeper understanding of the central role of identity within intercultural stance, and a need for deeper and further consideration of how to implement intercultural understanding in a meaningful and long-lasting way within education locally and globally.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N518 Lecture Theatre

665

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

Rebecca Boden

Tampere University, Tampere, Finland

Abstract

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

The entry of private, for-profit providers into the provision of formerly state-services such as education and the increasing financialisation of not-for-profit institutions are accelerating global phenomena. Together, these constitute a creeping privatisation of higher education that challenge social justice for two reasons. First, private providers price their services above cost in order to generate a profit and financialised not-for-profits tend to prioritise revenue above other considerations. This has financial consequences for the citizens paying for the services, whether directly or indirectly through taxation. Second, aspects of educational provision such as curricula, pedagogies and student access are influenced by market imperatives to either control cost or produce a marketable product for profit. As such, privatisation may undermine pro-social justice efforts in educational systems.

Privatisation of higher education in the UK has occurred through three principal routes.

1. The unbundling of university services such as cleaning, catering, student accommodation or preparatory courses.
2. Either the formal transfer of institutions to the private sector or, more frequently, the increasing financialisation of existing not-for-profit institutions such that, despite being formally not-for-profit, they in nearly every sense emulate for-profit competitors.
3. The establishment and development of numerous for-profit private providers.

This paper first maps and analyses the dynamics of privatisation in the UK. I argue that the principal enabler of privatisation is the financialisation of the sector – the finance tail is now wagging the university dog. Aspects of financialisation include increasing funding pressures combined with the auditing of performance against targets, and the routing of funding for teaching via the student fees system. Significant regulatory reform has enabled and facilitated this process.

I then consider the possible adverse consequences of this privatisation in terms of student participation, student debt, teaching practices and standards, academic identities and the profile of universities in terms of subject areas and research work.

The paper draws extensively on publicly available evidence of unbundling, institutional transition and new formations. It also reflects on available data on student participation, debt, teaching practices, academic identities and the developing disciplinary profiles of universities.

Overall, the paper provides a comprehensive overview of how these complex changes are occurring and gives some conceptual understanding of how they may be affecting the capacity of higher education to work with and within a social justice agenda.

Presentation

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

Abstract

The paper outlines our foundational research conducted to map and analyse postsecondary education planning processes for Victorian children in, and transitioning from, out-of-home care (OOHC). There are 50,000 children in Australian out-of-home care every year, including foster, kinship, and residential care. Research by the authors and others has indicated that only 1-3% of care leavers (i.e. those who transition from out-of-home care) attend higher education, and the educational and broader outcomes of care leavers are extremely poor, including high levels of homelessness and poverty. Improving the emphasis on education planning and pathways within care leaving plans could dramatically improve rates of postsecondary education and contribute to lasting cultural change within the welfare sector.

Previous research has clarified that many Australian children in care do not complete an individual education plan nor a broader 'leaving care' plan before they transition to independence, and that such plans are typically not holistic, future-oriented, well-resourced, recorded, analysed, or evaluated (Harvey, McNamara and Andrewartha 2014). Building on that research, our project explored perceptions of major stakeholders around planning, through semi-structured interviews with representatives from the Department of Health and Human Services (DHHS) and Department of Education and Training (DET), welfare agency leaders, and Indigenous organisations such as the Victorian Aboriginal Education Association Inc. (VAEAI).

The interviews explored the accountabilities of carers, social workers and related staff, and the extent to which children in care are actively involved in the formulation of postsecondary education planning. Through the interviews we sought to understand the existing formal planning processes, and to identify the major barriers to, and opportunities for, effective education planning.

Research revealed substantial differences between theoretical implementation and the reality of how planning is conducted on the ground; the need for transition planning to be considered within the broader policy context, including the proposed extension of state support for some care leavers through to the age of 21; and the need for a stronger emphasis on postsecondary education and prioritising the voices of young people in care.

Presentation

--Individual Paper--

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

Abstract

This paper will outline our research on the causes of university deferral and extended leave among low socio-economic status (SES) students, and the potential of universities to ensure successful returns to study. Over ten per cent of university applicants defer their place each year, and many subsequently do not enrol. In addition, thousands of university students each year take a leave of absence from which they do not return. Low SES students, along with regional and Indigenous students, are more likely to defer and take leave than other student groups, and our previous research suggests that low SES students are also less likely to return to study than other student groups.

The proposed paper will focus on the first stage of research undertaken, namely a quantitative analysis of data including that located in the higher education information management system (HEIMS). By examining low SES data relative to comparator groups, including the other equity groups, the project team explored the demographic (e.g. age, gender, location) and study (e.g. basis of admission, mode of attendance, field of study) characteristics that are correlated with deferral, leave, and return to study. A longitudinal analysis of HEIMS and related data was also employed to enable identification of policy and macro-economic factors that correlate with changes to national rates of deferral, leave, and return.

The evidence gathered provides insight into the causes of deferral/leave among low SES students, and suggests potential strategies by which universities can promote the return to study of these students. Commissioned by the Australian Government, the research involves a multi-university consortium and the paper will include initial findings and recommendations for universities and governments.

Presentation

--Individual Paper--

Politics and Policy in Education

Politics and Policy in Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N519 Lecture Theatre

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

Abstract

The paradigm of evidence-based education continues to inform the development of policy in a number of countries. At its simplest level, evidence-based education incorporates evidence, often that provided by randomised controlled trials, into classroom practice. England's Education Endowment Foundation is in the process of exporting evidence-based school education, promoted as a medical approach, to other countries, including Australia. Australia is in the process of establishing an Education Evidence Base, informed by the government's 2016 Productivity Commission report. While the literature around evidence-based education is explicit in identifying its basis in medicine, there has been little medical input into its development. Interdisciplinary examination of the medical literature reveals the contested nature and troubled

state of evidence-based medicine and what policymakers need to consider to maximise the benefits of this translation into education.

Yet querying evidence-based practice involves significant risks for those brave enough to do so. This presentation also considers the threats to academic freedom posed by those who seek to shut down debate around evidence-based practice, and refuse to engage with its widely acknowledged issues. The problems posed by gurus, cult-style movements and plain old scientism are proliferating via social media, and preventing badly needed examination of exactly what medicine has learnt about idealising randomised controlled trials at the expense of other forms of evidence.

Presentation

--Individual Paper--

383

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

Rah Kirsten

UNSW, Sydney, Australia

Abstract

In a manner not dissimilar to the tensions surrounding the construction of the Australian Curriculum, the *Australian Professional Standards for Teachers* were established upon ideals of accountability and realised through an agenda of national educational reform. The resultant framework, as well as the related policy imperatives of government agencies in states and territories, lay claim to ‘teacher quality’ and standardise the judgment of teaching performances against cascading sets of common descriptors. In the study of practice, however, the performances of individual agents must be considered in relation to social practices, epistemologies and histories in particular fields. Reconciling ‘subjective’ and ‘objective’ measures in judgments of performance is a complex undertaking that defies the principles of linearity. This paper examines the ways that language is put to use in teaching standards and associated policy initiatives, in attempts by government agencies to regulate and aggregate performances by teachers. Drawing upon an evaluative methodology that references theories of

practice grounded in sociological and philosophical traditions, this paper puts forward that the normative values inherent in teaching standards frameworks are inadequate for the task of understanding, and hence measuring, nuanced performances of teachers that are constitutive of teaching practice.

Presentation

--Individual Paper--

401

Hiring the ‘quality’ teacher: Analysing advertisements for teachers across sectors

Meghan Stacey

The University of New South Wales, Sydney, Australia

Abstract

The figure of the teacher has taken on particular significance in recent years, across both academic and policy platforms. The relatively recent requirement for all teachers to be accredited according to the national teaching standards is just one example of what seems to be a growing concern with who teachers are, and what they do. At the same time as this focus on the role and significance of the teacher has evolved, debates around the inclusion of different populations – both students and teachers – within separate school sectors have taken place, for instance in the 2018 controversy regarding discrimination in religiously-affiliated schools. Questions of inclusion within schools and school systems are particularly significant in Australia given its wide and complex quasi-market structure. In this presentation, I consider how the market-oriented system of schooling in NSW may be reflecting and (re)shaping understandings of who teachers are and should be. To do this, I present emerging data from a study of advertisements for teachers across the public, Catholic and independent school sectors in NSW. Multi-modal discourse analysis is used to bring analytic attention not only to the written word but also other aspects such as visual and sonic elements. Through this methodological approach I explore how schools and school systems construct, intentionally or otherwise, images of the ‘good’ or ‘quality’ teacher for their site or system. This approach enables the exploration of how different schools help to build understandings and images of teachers and teaching in relation to that school’s placement within, and active creation and maintenance of, distinction within the market.

Presentation

--Individual Paper--

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

Abstract

Background

1 in 5 children start school with developmental and health difficulties that require additional supports to be provided to them by the school.¹ Prevalence rates are even higher in vulnerable populations, such as low income families, placing these children at greater risk for poor health and education outcomes². Children with developmental and health difficulties also have increased school absence, poor engagement and motivation, and increased disruptive behavior.³ Furthermore, not all these students qualify for individual funding, hence schools are required to provide reasonable adjustments using existing resources and/or expertise.

Despite many children starting school with developmental and health difficulties, how best to support these children in the school setting requires further investigation. This study investigates the views of education system experts on what differentiates the most effective primary schools.

Methods

Qualitative interviews were conducted with n=9 school system experts, responsible for managing or improving practice across a range of schools or school regions in Victoria. Using a positive deviance approach, the semi-structured interviews aimed to elicit instances of good practice that already exist within the school system. Interviews were analysed using inductive content analysis.

Results

Education experts reported high variability across schools, and a number of factors differentiating those they perceived as most effective. This included the presence of: strong support by the school leadership team; explicit and documented processes to guide the practice of teachers and ensure consistency at a whole school level; inclusive relationships and environments supporting all children; participation and knowledge sharing between medical, allied health and other stakeholders in the care team; and an evidenced-based approach to allocating resources to programs and strategies.

Conclusion

Education experts report substantial variability in how well schools support children with developmental and health difficulties. Exploring instances of good practice can generate novel insights into complex problems. The factors identified as differentiating effective schools could be further explored in intervention research.

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Presentation

845

Development of a Rating Scale of Reasonable Adjustments for Inclusive Education

Teresa Iacono¹, Nerida Hyett¹, Jo Spong¹, Kerryn Bagley¹, Oriane Landry¹, Carol McKinstry¹, Ana Garcia-Melgar¹, Michael Arthur-Kelly²

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

Abstract

Background: Current Australian government initiatives focus on determining the number of students in school who require reasonable adjustments to meet their curriculum learning needs, and the levels required. However, the nature and quality of reasonable adjustments, and how to measure quality remains unexplored. The Reasonable Adjustments for Inclusive Education (RAIE) rating scale is the outcome measure being used in a study into the effectiveness of implicit instruction in designing supports to facilitate the inclusion of students with disability in mainstream primary school education. The aim was to describe its development and perspectives of an expert panel, and report on preliminary reliability data.

Methods: Four education and allied health professionals, with two also being parents of children with disability, comprised the expert panel. Members completed ratings of reasonable adjustments ($n=17$) for each of three scenario students with varying disabilities and support needs prepared by the researchers. Their ratings, using a scale of 1-5 (not at all inclusive to fully inclusive), were compared and discussed during a 3-hour workshop. The expert panel was then provided with operational definitions for each point on the 6-point scale, which incorporated findings from the workshop. The panel was then asked to apply the scale to 12 reasonable adjustments suggested by trial participants (a parent, two teachers, an occupational therapist and a speech pathologist). The panel then met during a second workshop to discuss their ratings, and agreements and disagreements.

Results: Workshop transcripts were analysed thematically. Analysis revealed panel member considerations in evaluating each reasonable adjustment: task authenticity, scaffolding for learning, building on student strengths, student agency in the task, and inclusion. It was apparent that panel members differed in the weightings they gave each of these considerations. Ratings of

reasonable adjustments resulted in 74% average agreement between pairs of raters for these trial data (agreement = within 1 point).

Conclusions: Panel insights extended understanding of reasonable adjustments and resulted in modifications to the scale scenarios and operational definitions of points on the scale.

Differences in ratings pointed to potential differences across stakeholder groups in criteria for judging the quality of reasonable adjustments. Development work on the RAIE continues to improve rater agreement and data from the larger study, a Randomised Controlled Trial, will further its development as a stand-alone scale for use in research and practice.

Presentation

--Individual Paper--

843

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

Teresa Iacono¹, Nerida Hyett¹, Jo Spong¹, Kerryn Bagley¹, Oriane Landry¹, Carol McKinstry¹, Ana Garcia-Melgar¹, Michael Arthur-Kelly²

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

Abstract

Background: Within a Social Model of Disability (SMD), inclusion occurs when reasonable adjustments are made to enable access to mainstream processes and structures by accommodating to needs that arise from a person's impairment. Within the education context, expectations that schools will implement reasonable adjustments for students with disabilities are embedded within legislation and policy. Current initiatives support teacher judgements about the level of adjustments required by students, but not in designing quality reasonable adjustments for individual students to ensure their inclusion in school curriculum and social activities. The aim of this study was to test the premise that embedding the SMD into training, which also addresses the provision of real and authentic learning opportunities, will improve the quality of reasonable adjustments designed by stakeholders in the education of students with disability.

Methods: A Randomised Controlled Trial (RCT) was implemented. Twenty-four participants selected across primary school staff, allied health professionals providing supports to school students, and parents of children with disabilities attending mainstream primary schools were randomly allocated to intervention and control groups. Scenarios were prepared for students with varied types of disabilities and education needs. Participants responded to each scenario by suggesting three reasonable adjustments during interviews conducted pre - and post intervention (two student scenarios), and at 1 month follow-up (the same two scenarios with a third added to evaluate generalisation). The intervention group completed an on-line education module comprising background information on inclusive education, the SMD, and developing reasonable adjustments for two student scenarios, which were not part of the data collection. Reasonable adjustments suggested by participants were entered into an on-line survey platform for ratings by a panel, which included two researchers and an additional four experts who had been trained in using a newly developed and trialled tool - Reasonable Adjustments for Inclusive Education (RAIE).

Results: By the end of the study, 144 reasonable adjustments will have been generated for the pre- and post-intervention conditions, and 216 for the 1-month follow-up. These data will be analysed using multivariate analysis to determine if intervention results in improved quality of reasonable adjustments compared to no-intervention.

Conclusions: The on-line module will be available to support the design of reasonable adjustments for students with disabilities. It will provide a resource for education staff, allied health professionals and families, and a basis for further work into developing authentic and inclusive learning opportunities that address individual student need.

Presentation

--Individual Paper--

Health and Physical Education

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

Abstract

In recent years, a wealth of literature has highlighted the benefits of physical activity, particularly if an individual engages in physical activity over the life course. Accordingly, PE has emerged as a key space in the effort to foster lifelong physical activity participation among children. However, the problems with PE and its failure to connect with all children has been widely reported. Concurrently, there has been a significant physical activity dropout rate in adolescence for girls, and some boys. Scholarly attempts to address these concerns have focused mainly on late primary or high school settings, specifically curriculum and pedagogy. To date, very little research has focused on the early (first/second grade) PE experiences of children. Rather than a period which all children enter as a ‘blank slate’, early PE is defined by the differing levels of experience that children bring to class. For many children, PE is the first time they participate in sport and physical activity, while for others, it is a chance to continue their sporting participation and embody the physicalities they have already internalized. Hence, these early physical experiences are significant and can have a profound impact on how students engage in physical activity going forward. To examine how children are embodying and creating their physical selves in these two spaces, I spent six months at a primary school in Victoria. During this period, I examined the experiences of a first/second-grade cohort by implementing a variety of ethnographic and child-centred methods. Drawing on a theoretical approach, combining Bourdieu (1998) and Collins (2004), I show how the outcomes of PE activities, impacted the types of activities that children chose to engage in on the playground. I also show how the children play a key role in reproducing the dominant elements of the field (including the ‘naturalized’ gender order inherent in sport/PE) and the hierarchies that contextualized each activity. This research offers an in-depth focus into the complex social processes, in the playground and PE, which continue to usher children along seemingly pre-determined physical pathways. I conclude with a call for a renewed focus on early PE, and a re-conceptualisation of this significant period to more accurately include the voices of the children and reflect the varying levels and types of physical experience that children bring to class.

Presentation

712

Primary School Physical Education: What Matters and to Whom?

Emily Scott

University of Otago, Dunedin, New Zealand

Abstract

What is this thing that we call physical education? How is it framed, justified and understood historically, culturally, politically, publicly, professionally and personally? In what ways does learning in, through and about movement shift depending on whose gym shoes you are standing in? Who are the actors in this performance that is carried out within schools each day across our country? What ideals does it espouse and for what purposes does it exist? What does it promise and what does it deliver? How do we know? Who could or should we ask in order to gain a more nuanced understanding of this complex social phenomenon? The purpose of this research is to explore the unique experiences of those involved in physical education (PE) in a New Zealand primary school, in an effort to better understand the rich context in which ‘it’ and ‘they’ are constituted. Given the intense interest in primary school PE by government and other outside agencies and the various critiques of these (Burrows, Petrie, & Cosgriff, 2015; Petrie, Penney, & Fellows, 2014; Powell & Fitzpatrick, 2015), this project offers a rare insight into the complexities of teaching and learning in PE within broader socio-political terrains. This presentation will touch on the challenges of working collaboratively with teachers and students on areas of shared concern as they seek to make adjustments in the day-to-day practices of PE. This type of research project is essential for building a richer picture of what *actually* happens for students and their teachers in this area of the curriculum. It looks beneath the taken-for-granted assumptions of what PE is or should be; beyond the rhetoric of health (and body size) being as simple as eating well and exercising enough and acknowledges the sway of wider social, political and popular influences on what comes to matter in PE.

Presentation

30 minutes

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

Abstract

Background: Much criticism remains surrounding the impact of teacher education programmes on pre-service teacher (PST) preparation for the reality and complexities of the classroom (Darling-Hammond, 2006). Assessment for learning (AfL) has been widely researched and defended within policy documents and literature, yet such recognition of the effectiveness of using assessment strategies does not guarantee that a transfer of theory into PST’s school placement will occur (Lorente-Catalán & Kirk, 2016). With a lack of research on primary PST’s assessment literacy in enacting AfL in primary physical education, both internationally and nationally in the Irish context, the presenter sought to engage in action research to establish the impact of her current practice on PST’s enactment of AfL, and explore how to improve the effectiveness of her practice (Stringer, 2014).

Research Design: This presentation draws on the presenter’s experiences as a teacher educator engaging in action research with primary PSTs on a two-year professional masters of education. This study employed a seven-phase longitudinal action research approach. The data discussed in this presentation will draw from the presenter’s reflective diary maintained throughout her doctoral research, field notes based on participant observation by the presenter, and semi-structured interviews conducted with the PSTs. The challenges, complexities, and benefits of action research will be discussed in line with the impact on the research study and the presenter’s practice as a teacher educator in primary physical education.

Findings and Discussion: The findings of this study present the ‘messiness’ that was experienced by the presenter through sustained engagement in the overall cycle of action research, and the multiple micro cycles of action research throughout her doctoral studies. This presentation provides an insight into the complexities of action research when playing the dual role of a teacher educator and a researcher, the implications of accessibility to PST’s teaching primary physical education, and the rationale for, and outcome of decisions made as part of the

action research cycles. Furthermore, the presenter will share how the knowledge gained from this doctoral research has impacted on her own practice in her initial teacher education programmes.

Implications: Action research as a methodology can lead to more informed change in one's own practice, however, embracing and acknowledging the chaos and messiness of the process is what can ultimately lead to change. This study raises questions for how teacher educators can effectively prepare assessment literate PSTs.

Presentation

--Individual Paper--

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

Abstract

Relational leadership is proffered as the emerging new conceptual vision for the field of educational leadership (Uhl Bien and Ospina, 2012). This "relational turn," largely though not exclusively anchored in sociology, also has roots in many other academic disciplines (see Eacott and Niesche, 2018, p. 26).

Various advocates of relationality refer to it as a theory, a framework, a methodology, or even a possible new paradigm. Despite the conceptual ambiguity and the advocates' denials that relationality eschews binaries, the relational perspective is most often presented as a binary to what has been considered the traditional postpositive view of leadership (Alvesson and Sveningsson (2012).

Using a model of social power developed by Michael Mann in 1986, the presentation will advance the idea that both views regarding leadership may be correct, and instead of being the antithesis of one another, are actually different dimensions in time space of a singular process, that is, the development of social power from primitive social groups to more complex and highly stratified societies. These result in the emergence of civilization accompanied by social rules, social stratification and the state. Leadership becomes one component in this development and only turns into an independent variable in one sequence of historical developments. It is in these specific sequences that various forms of leadership become functional, early on very relational and later on quite role specific with more elaborate duties, specialization and stratification.

The presentation will attempt to illustrate how the development of social power as advanced and explained by Mann (1986) could possibly provide a unitary theory that may reconcile what appears to be a conflicted binary conflict between relational leadership and leader centric views of leadership.

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Presentation

--Individual Paper--

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

Abstract

In recent times, education has been constructed as ‘in crisis’ in many parts of the globe, with positivist, instrumentalist and, more recently, school effectiveness and improvement agendas dominating discussions about how to ‘fix’ the system. Anything (be that research, policy or attitudinally) that is not seen to be moving in the direction of providing a ‘what works’, ‘best practice’ or ‘evidence-based’ solution is positioned as peripheral because it is portrayed as out of touch with the day-to-day lives and realities of teachers and those working in schools. There is something seriously concerning about that. We *all* use theory, knowingly or not, because every time we make a decision, there is a theoretical premise about the world that underpins it. Theory is not escapable from practice, yet somehow, practice is often put forward as being void of theory and, worryingly, this (false) disconnect is put forward as being a good thing. It is not uncommon for ‘best practice’, ‘evidence-informed’ and ‘what works’ policy initiatives and

frameworks to be marketed (and we use business vernacular deliberately here) as good *because* they are not theory laden and full of academic mumbo jumbo. The irony of this false claim does not escape us. ‘Evidence-based’, ‘what works’ and ‘best practice’ ideas are not theory free. They are imbued with particular ideas about how schools and leaders should operate. Now, more than ever, is the time for the field of educational leadership to embrace social, critical and political theory. In this presentation, we will outline why educational leadership needs this injection of new thinking, and argue for an expansion of theoretical understanding.

Presentation

--Individual Paper--

46

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

Abstract

Leading a professional learning community and creating a culture of continuous improvement that impacts positively on student learning in schools is a profound challenge. Two major elements of the continuous improvement theme amongst education policy makers are the emphasis on strengthening school leadership together with developing a highly skilled and innovative teaching workforce. A search of Australian education system databases over the past five years has produced an array of strategic policy documents which postulate a direct link between continuous improvement and professional learning including the innovative practices of school leaders and teachers. In this paper we (a) survey the literature which examines the nature of policy and practice linkages between leadership, school improvement and innovation, professional learning and action research; (b) identify the influence of neo-liberal ideology on school improvement and leadership; and (c) explore contemporary ideas about innovation in professional learning with a focus on action research. We suggest five key propositions from the literature which are used by education policy makers to support the current imperatives

associated with leadership, school improvement, professional learning and action research, and argue that these propositions are central to the policy directions of education authorities and national agencies such as the Australian Institute for Teaching and School Leadership (AITSL). Finally, we offer our perspective on the debate about the efficacy of professional learning by practitioners through the practice of action research.

Presentation

--Individual Paper--

Sociology of Education

Sociology of Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: K424

638

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

Jamie Manolev, Anna Sullivan, Roger Slee

University of South Australia, Adelaide, Australia

Abstract

ClassDojo is a widely used digital educational platform designed to help teachers with school classroom management and communication. It offers a variety of features but essentially it offers a 'school-based social media platform (Williamson 2017) that incorporates a prominent gamified behaviour-shaping function' (Manolev, Sullivan & Slee, 2019, p 37). Despite its extensive adoption internationally, there is a dearth of research investigating how ClassDojo is implemented in schools. This paper reports a study that investigated the ways in which ClassDojo is being used in, and by, schools.

We adopted a critical orientation in this research. Subsequently, issues related to power, governance, authority and constructions of truth were important to help understand how ClassDojo is being implemented and the possible impact it is having on the lives of teachers, students and students' families.

We collected publicly available material from online environments, including computer-mediated communications, school policies, and school communication documents. Most of the publicly available materials were drawn from Australia, United Kingdom and the United States. Additionally, we conducted 5 semi-structured interviews with teachers who use ClassDojo to investigate their personal accounts of implementing ClassDojo. Interviews were audio recorded and transcribed. All data were analysed using an iterative inductive process.

Findings show that ClassDojo is being implemented in schools in a variety of ways, but primarily for the purpose of school discipline. Teachers are using a range of ClassDojo's features as key disciplinary mechanisms to enact school discipline. These features include using a points system; using behaviour reports to evaluate and reflect on behaviour, and to make students visible; notifying parents of their child's behaviour via messaging; behavioural data tracking; and linking scores to goal setting. Teachers often make the decision to use ClassDojo themselves, however, in some cases they are compelled by school-based policy directives.

We argue that when ClassDojo is used to enact school discipline it functions primarily as a technology of government. Moreover, ClassDojo is being instrumentalised in ways that are shaping pedagogical and administrative practices to reflect performative and managerial modes of governance (Lynch 2014). These modes of governance include the use of incentives and sanctions, techniques of surveillance, metrics and rankings, and the production and evaluation of performance reports. Accordingly, we contend that when implemented in such ways, ClassDojo operates as an apparatus through which power produces reality (Foucault 1979), a reality that is generated and distributed via data-based truth claims about the student subject.

Presentation

--Individual Paper--

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

Abstract

Using data from the 2011 Progress in International Reading Literacy Study (PIRLS), the 2015 Programme for International Student Assessment (PISA) and other sources, this presentation considers factors associated with the reading achievement gap between Indigenous and non-Indigenous students in Australia and Aotearoa New Zealand, respectively. Evidence indicates that both countries have experienced mixed results in overall reading achievement levels in the 5-year period to 2015. Indigenous students in both countries have lower achievement levels, on average, than their respective non-Indigenous counterparts; however, the gap in secondary school reading achievement is larger in Australia than in New Zealand. While achievement is related to a range of common factors including cultural capital, social capital and socioeconomic status, differences across the countries may also be related to a range of systemic issues which contribute to the under-privileging of First Peoples. This paper examines primary and secondary school achievement levels of Indigenous and non-Indigenous students in Australia and New Zealand, whether the size of the achievement gap between Indigenous and non-Indigenous students alters in the later years of schooling, and the nature of the issues that may be contributing to differences in achievement levels across countries.

Presentation

--Individual Paper--

387

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

Tanya Davies

Monash University, Clayton, Australia

Abstract

Intercultural understanding has been identified as an education priority in Australia and worldwide. Increased mobility of people and ideas means diversity in our society is increasing while simultaneously, the voice and volume of extreme right wing political movements here in Australia, and beyond has gained traction. As such, intercultural education has become a worthwhile and necessary priority for schools and societies, playing an important role in the prosperity of multicultural nations. Intercultural understanding as a learning capability is formally written into curriculum and policy documents nationally and internationally, yet the success of intercultural understanding programs is influenced by powerful forces external to school settings.

As the work of schools and teachers has become tied up in accountability and administration, the intercultural understanding capability has become another box to check—often reduced to the celebration of artifacts of culturally diverse others, rather than a critical contribution towards education for democracy and social cohesion. The work of intercultural education and the development of intercultural understanding are further complicated by the diverse ways that people and places are connected through stories, histories and processes of meaning making. These locally specific relations influence the attitudes towards and shape encounters with culturally diverse others.

This paper reports on an ethnographic study at one Victorian high school that explored the experiences and complexities of teachers' work related to the development of intercultural understanding. The project focused on the experiences of six teachers, and generated data through observational work in and out of classrooms, alongside interviews and focus groups. A situated intersectional approach to analysis showed three significant forces influenced teachers' intercultural work: place, people and curriculum. These forces are necessarily interconnected, and the liminal spaces between these forces can be conceptualised as a dialogic intersection that is in constant negotiation. This analysis demonstrates, perhaps unsurprisingly, the ways intercultural understanding is about the real and often mundane everyday customs that make us who we are and connect us to where we are from. This study proposes that the necessary starting points for intercultural understanding stem from familiar places of significance with known people of importance. Situated origins and cultural rituals provide a rich starting point for understanding the differences between diverse individuals and groups. Such an approach critically engages with the processes of cultural production, rather than token approaches to diversity, and may provide an avenue to explore what a 'good enough' intercultural education might look like.

Presentation

--Individual Paper--

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 Selkrig¹

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

Abstract

There is overwhelming evidence to indicate that engaging with socially engaged arts practices with individuals and communities has significant impact on activism, social interaction, political debate and collaboration. As a result, the arts have been employed in a range of contexts to enhance the position of various marginalised, disengaged, socially excluded or economically disadvantaged communities. The impact or benefits are often distilled into two distinct categories:

- The 'instrumental' benefits for the public good, for example seeing improvements in educational standards; notions of wellbeing including personal health, personal development, social support, social inclusion, social capital, urban renewal or community regeneration, tolerance and cross-cultural understanding (McQueen-Thomson & Ziguras, 2002; Mulligan et al., 2007; Myer, 2002; Rogers & Spooks, 2003); and
- The 'intrinsic' benefits such as pleasure, stimulation and meaning with an emphasis on the private and personal.

Along with thinking that these benefits are generated by both formal and informal means of learning in and through arts education, a range of descriptors have also emerged to describe the work including community arts practices: community arts and cultural development practice,

dialogical art practices, socially engaged arts, participatory arts, and participatory and educational arts activities.

In this participatory and performative workshop, we will provide opportunities to grapple with the impact and benefits of the conceptual and practical dimensions and intersections of the arts, education and culture for creating a socially just world. We will begin by mapping our collective practices, intentions, methodologies, methods, beliefs, values, ethical principles, aesthetics and activism through the visual and performing arts. The facilitators will first outline their practices and connect these to the intentional and intrinsic benefits. Participants will then be asked to provide examples from their experiences again linked to the impact and benefit of their work. Together we will explore ways to use participatory and social practice approaches in arts education and arts educational practice research as practitioners who work across practices and cultures to locate spaces, places, issues, intentions and ethics.

Additionally, the workshop is an invitation to participate in an ongoing joint research project. The aims of the research project and overarching questions will be formulated as part of the workshop experience from an interdisciplinary perspective as artists and educators. The project will draw on issues of representation and community engagement from this mapping that locates bodies of practice, and the ethical considerations of using the arts as a tool for social change.

Presentation

90 minutes

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

Abstract

While data-driven logics are transforming what it means to be a good student, a good teacher and a good school, trust in teacher professional judgement is arguably being eroded. This article draws upon empirical research and theorising in relation to trust, to reveal the conditions contributing to teachers' concerns about the collection and application of data in schools, under current policy conditions. To do so, the article draws upon the notion of trustworthiness as defined by O'Neill (2018), who calls for a shift in our aim to increase trust, towards a better aim of increasing trustworthiness. O'Neill (2018) further affirms that placing trust in untrustworthy agents, activities and institutions is costly and damaging, providing a platform for discourse on questions of 'honesty, competence and reliability' (O'Neill, 2018). However, what are the practices and conditions that contribute to the development of such trustworthiness? Drawing on the theory of Practice Architectures (Kemmis et al. 2014), this article explores the socio-political, material-economic and cultural-discursive 'arrangements' that contributed to this diminution of trust in teacher professional judgment, in relation to student learning. This paper seeks to understand initial findings from a larger ongoing case study, exploring the nature and effects of data and assessment policies and procedures on student, teacher and school practices. Specifically, this paper draws on data on assessment practices from semi-structured interviews with teachers, specialist teachers and school leaders from one state secondary school and its state primary feeder school, in South-east Queensland. In addition, the study draws on observations from teacher preparation days and staff professional learning communities (PLC). Responses revealed socio-political concern about societal distrust towards teacher's professional judgment as well as evidence to suggest that teachers are having to use quantitative data as 'proof' of good teaching and student progress; this changes the material-economic conditions within which they work, and the resources for learning considered of most value. This focus on quantitative data is also reflected in the ways teachers talk about student learning; such 'sayings' reconstitute the cultural-discursive arrangements within which schooling is undertaken. Through applying O'Neill's notion of trustworthiness to the theory of Practice Architectures, we can interrogate trustworthiness within 'sayings', 'doings' and 'relatings' in relation to the agents, activities and institutions that make up assessment practices as well as explore the conditions that enable and constrain trust and mistrust in teacher professional judgement, creating new possibilities towards trustworthy accountability.

Presentation

724

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

Claire Golledge

University of Sydney, Sydney, Australia

Abstract

The work of teachers is under increasing scrutiny. Regimes of teacher professional registration and accreditation have had the effect of dramatically increasing the regulation around teachers' classroom practices as they seek to codify and articulate the meaning of 'good' classroom teaching. Similarly, public and political discourse has been captivated by various discussions and concerns around the meaning and importance of 'quality teaching' in our schools. For secondary teachers of History, this scrutiny is coupled with an already acute public anxiety about the way their subject discipline is taught to school students. But despite this increased interest around quality teaching and research around the nature of historical thinking, we know very little about the nature of history teaching as classroom practice.

The paper reports on a multiple case study research project that examined the classroom teaching of four history teachers, identified by their peers as exemplary practitioners. Findings were drawn from interviews with the teachers and long-term observations of their classroom teaching, as well as focus group interviews with their students.

Using the theory of practice architectures as a framework for analysing and interpreting classroom interactions, the research reveals the importance not only of teachers' subject expertise in defining their success as history teachers, but also their knowledge of their students and the communities in which they work. At a time when teachers are increasingly being asked to account for and describe their practice against generic criteria and descriptions of 'quality', this research represents a rich and contextualised understanding of what successful pedagogy looks like in different school communities, and highlights the importance of context in determining the possibilities for practice in particular educational sites. Further, the paper explores troubling disparities in the material-economic conditions between different school

contexts and raises critical questions about the capacity of the Australian Professional Standards for Teachers to fairly and equitably account for the work of teachers across these different contexts.

Presentation

--Individual Paper--

926

Cultural memory and professional futures: Teacher professionalism beyond standards

Fleur Diamond, Scott Bulfin

Monash University, Melbourne, Australia

Abstract

As governments across the globe seek to position their workforce as competitive in an internationalised knowledge economy, they have looked to education to deliver a more highly skilled population. The result has been a series of reforms to education, teacher education, and teacher accountability that reshape understandings of the purposes of education. This has had an impact on the composition of teacher professional identity (Ball; 2003; 2015; 2016; Biesta, 2015; Sahlberg, 2011/2015). Teacher professional standards, and reforms to teacher education, have mobilised a powerful set of discourses about what it means to be a teacher. These discourses have emphasised understandings of professionalism that focus on technical competence and “what teachers should know and be able to do” (AITSL, 2011).

This paper draws on work by Stephen Ball (2003; 2015; 2016) in which he proposes subjectivity as a ‘site of struggle’ in an era of neo-liberal reforms to teacher professionalism and identity. A characteristic of the discourses of standards-based reforms is an insistent focus on the present and an imputed future. Indeed, an aspect of the ideological work performed by these discourses is that they are marked by “presentism” (Green and Cormack, 2015), suppressing an historical understanding of current conditions. Meg Maguire observes that these discourses work to

“displace and erase any alternative and ‘counter memories’ of becoming a teacher” (Maguire, 2017, p. 483).

The paper reports on a project where the researchers interviewed late career and retired English teachers about their professional biographies. Data was generated and analysed using a “cultural memory” lens (Hirsch & Smith, 2002). Emerging from British Cultural Studies, cultural memory studies takes “everyday experience seriously” (Radstone, 2011, p. 112), analysing individual memories as implicated in larger social and historical patterns of continuity and change. Cultural memory work engages with “the question of the relationship between politics and subjectivity ... between the inner and outer worlds” (Radstone, 2011, p. 112). We found that teachers with long careers were informed in their practice by ethical, social and intellectual commitments that exceeded the descriptors found in professional standards. These commitments formed a more critical standpoint from which to enact and evaluate professional practice and understandings of teacher professionalism. In current conditions, a cultural memory of teaching speaks to the need to reimagine teaching and teacher education for a more socially engaged professional future.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: E153

282

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

Michael John Henderson

Monash University, Melbourne, Australia

Abstract

This presentation provides insights into the ways in which a qualitative approach to researching adult choices has been developed, implemented and then redesigned such that meaningful data can be gathered and useful outcomes achieved over a seven year project. This project provided ample room for changing and emergent, sometimes conflicting ideas. Formulating a sound approach to gathering the data has been challenging for the researcher, not least due to significant shifts in thinking and understanding as the journey progressed, data emerged across the three data gathering phases and analysis continued. In this consideration of Adult Learning Choice Making, the researcher has been immersed in the development of an idea, the conceptual design of a meaningful project and data gathering using a combination of interviews, graphical data representation for participant feedback and the collection of some independently developed participant written artefacts. With each evolving stage, the quality and relevance of the data appears to have improved and thereby enhanced the researcher's understanding and ability to address the research questions and objectives. The last data gathering phase of this project was concluded in quarter one 2019. As such, the presenter seeks to share meaningful insights into how adult learning choices can be made, while reflecting on how methods evolve in long term projects.

Keywords

Adult education, Adult learning, Choice making, Pragmatism, Semiotics, Interviews, Qualitative, Methodology, Method

Presentation

--Individual Paper--

936

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

Sofia Eleftheriadou, Maria Pampaka

The University of Manchester, Manchester, United Kingdom

Abstract

Over the last years, collaborative problem solving (CPS) has been one of the most commonly discussed so called 21st century skills, central for academic and workplace success and usually linked with attempts to create innovative assessment methods. One of the CPS assessments that received increased attention during the last years was the one included in the 2015 Programme for International Student Assessment (PISA) (OECD, 2017). PISA aimed to assess 15-year-old students' CPS achievement addressing a lack of internationally comparable data in this field, allowing, thus, countries and economies to see where their students stand in relation to students in other education systems.

A number of limitations have been recently raised concerning the ecological validity of the PISA 2015 CPS assessment, the replacement of humans by computer-agents in the tasks used, and the restricted communication between team members through pre-defined messages. It has been also argued that when an instrument is intended to be used with multiple populations such as those in PISA, further validation is required to warrant that the instrument operates in the same way across and within these populations. Such an exploration is of particular importance, first, due to PISA's far-reaching political influence and second, due to the complexity of the CPS assessment framework developed.

In this paper we aim to shed more light into the conceptualisation and measurement of CPS achievement construct. We use Item response theory (Rasch model) to analyse item-level data on CPS achievement from PISA 2015 focusing on the responses from 1585 15-year-olds from England. We find evidence that the overall measure of CPS achievement can be supported, but there are also potentially meaningful sub-scales. As the instrument is built using components of cognitive/individual problem solving and social/collaborative domains, it is possible that these components form sub-scales along with the overall measure. Our results also suggest that measurement invariance is established for all items across gender but there is some significant differential item functioning when considering groups of students based on language. We will further explore and present differences with the use of these measures across groups and conclude that ensuring validity and comparability for this measure of young people's CPS achievement is essential for making fair comparisons across different populations and sub-groups.

References

OECD (2017), PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematics, Financial Literacy and Collaborative Problem Solving, revised edition, PISA, OECD Publishing, Paris.

Presentation

--Individual Paper--

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

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

Kathy Gelding

Western Sydney University, Newtown, Australia

Abstract

The Australian National Quality Framework requires early childhood educators to provide socially just educational programs and practice. Programs and practice should include learning experiences that support all young children to have significant respect for all Aboriginal peoples and cultures. The framework does not prescribe a best practice but guides educators to critically reflect on their program including recognising and challenging any discrimination, stereotyping or bias (Australian Children's Education and Care Quality Authority, 2018). Aboriginal peoples and cultures are not homogenous. Despite this, many educators continue to provide educational programs and practice that stereotype Aboriginal people. In particular, the popular learning experience of dot painting with young children is often critiqued as stereotyping Aboriginal people and their identities.

My PhD study is examining Australian early childhood educators' and children's understanding of Australian Aboriginality through engaging with contemporary Aboriginal art. Contemporary Aboriginal art acts as a catalyst for social justice and supports us to understand Aboriginality better. Many contemporary Aboriginal artists produce art to re-conceptualise history, culture and identity in complex, innovative and ingenious ways. This study will explore two early childhood mainstream settings and how the educators and children engage with dot paintings and other contemporary Aboriginal art.

This study will use interviews and observation to explore and investigate what educators and children understand about contemporary Aboriginality. The preliminary findings will show how educators and children perceive and understand Aboriginality and how these perceptions and understandings affect the education program and educator practice. A case study approach will be used to evaluate the effectiveness of the educational program and practice in recognising and challenging any discrimination, stereotyping and bias. This will lead to recommendations for change and recognition of socially-just practice when embedding Aboriginality into an early childhood educational program.

Australian Children's Education and Care Quality Authority. (2018). Guide to the NQF. Retrieved from <https://www.acecqa.gov.au/nqf/about/guide>

Presentation

--Individual Paper--

177

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

Josephine Ng, Berenice Nyland

RMIT University, Bundoora, Australia

Abstract

Over recent decades dramatic economic shifts in China has highlighted inequalities between the urban and rural children and corresponding outcomes. Poverty is a powerful force that negatively impacts children's development and life chances as children are often victims of poverty risk. These risks include delayed development, growth and learning, acute malnutrition, physical stunting, behavioural and trauma issues and disabilities. This study explores the development of initiatives to develop social capital through early childhood education and care centres (ECEC) in rural China. This paper draws on theories of social capital and a quantitative data set that collected information from rural provinces that were identified as being disadvantaged. The data examined in this paper is the section of a questionnaire, personally delivered to households, which dealt with parents' knowledge, attitudes and practices (KAP) in relation to child-rearing. Corresponding roles played by government policies to embrace the strategies of social capital development to further support community networks through ECEC centres has been promoted through this research. Findings indicated that the research program using ECEC centres to build communities and social capital helped to reach out to families to participate in parent-education sessions, including health and nutrition and developmental screening for children and infants, parent-child joint interactive activities, a drop in centre and access to information about vaccination, importance of reading, singing and playing games with children in the home.

To support the theoretical frame, the following research questions are used to guide this paper.

1. What characteristics contextualise these families living in China's rural counties?
2. How will the development of social capital assist families to improve children's outcomes?
3. How will early childhood education centres (ECEC) support families to develop social capital?

A quantitative data set from the Local Action for Rural Children (LARC) project from eight disadvantaged counties in China's rural provinces was analysed using SPSS statistic software with a focus on early childhood development. Findings from the LARC project affirmed the limited interactions of parent-child, low educational levels of parents, lack of resources and understanding of child development. Social capital development can reach out to poorer households and individuals and has been shown to have the potential for long term positive effects to help to raise individual abilities, skills and quality for economic wellbeing.

Presentation

--Individual Paper--

867

Children know they have rights . . . right?

Nicole Downes¹, Natalie Robertson²

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

Abstract

Article 42 of the United Nations Convention on the Rights of the Child (1989) stipulates that children must be made aware of their rights. However, Australia's NGO coalition report (2018) showed that there is a critical absence of strategic methods being used in Australia to teach children about their rights. This is significant, as knowledge of their rights is known to be a protective factor that keeps children safe from harm and empowers young children, helping them to achieve positive life outcomes (Briggs, 2012)

The current research project used a case study design to examine child right's education in one primary school in Eastern Victoria to understand curriculum practices used to teach children about their rights, and also examine what children know about their rights. Eight children aged between 6 and 12 years old, and one teacher participated in conversational interviews that were based around the children's textbook *'For Every Child'* (Castle, 2001). Further to this, four teachers completed a diary to reflect on how children's rights were being taught in their classrooms.

Data analysis found that children have at least basic understanding of some of their rights, including the right to education, shelter, food and medical treatment. Differences in awareness and interpretation of these rights emerged. Further to this, teacher reflections shed light on current curriculum, policy and teaching practices relating to child rights education in Victorian schools. These findings can contribute to a collective understanding to work towards a child rights research agenda in Australia, which would aim to improve outcomes for young children.

Presentation

--Individual Paper--

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

Abstract

Participation in sport and physical activity can improve academic outcomes, and has been identified as a potential mechanism for addressing educational disadvantage in Australian Indigenous communities. This presentation reports on the associations between sports participation and subsequent academic achievement in Indigenous children from the Longitudinal Study of Indigenous Children (LSIC). Two separate analyses were performed to examine the impact of sport and physical activity on education performance. The first examined

complete data of 332 children aged 5-6 years at baseline over four successive survey waves between 2010 and 2013. Participation in organised sports over the previous week or month was reported by parents, and summed across waves to produce a Cumulative Sports Participation Score (participation at 0-4 waves). Academic performance in 2014 and 2015 was derived from linked data from two sets of standardised tests of literacy and numeracy, the Progressive Achievement Test and the National Assessment Program. The second performed a cluster analysis on data from the LSIC), using data from Waves 3-6 (2010-2013, ages 5-9 years) of this cohort study. Cluster inputs were organised sports participation, screen time, sleep duration and unhealthy food intake, as reported in parent surveys. Associations between cluster membership and academic outcomes from standardised tests from 2014-5 (Progressive Achievement Tests [PATs] for Maths and Reading, and National Assessment Program for Literacy and Numeracy [NAPLAN]) were examined using linear models. Analyses were adjusted for age, sex, remoteness and parental education

Presentation

--Individual Paper--

288

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

Susan Page

University of Technology Sydney, SYDNEY, Australia

Abstract

Transformative learning has become something of a catch phrase in higher education, although now often divorced from its theoretical or evidential roots. The threshold concepts framework, a transformative learning model, has gained considerable momentum as a mode of inquiry in Higher Education Learning and Teaching. Threshold concepts are called the ‘jewels in the crown’ of a curriculum; the critical ideas students must fully grasp to develop disciplinary mastery. There are two key features of the threshold concepts framework. The first feature is the idea of liminality or the notion that students often spend time in a state of learning flux, oscillating between understanding and misunderstanding, as they grapple with new learning. For

example a learner might feel confident about concepts such as gravity, precedence or race, in the classroom but later find the meaning is only partially understood. The second aspect is the notion of transformation. Transformative learning occurs when these concepts are confidently understood by learners. Early threshold concepts research focused on identifying concepts, but more recently that focus has shifted to the transformation process. The research presented here draws on a qualitative research project using the threshold concepts framework as a theoretical guide to explore students' experiences of learning in Indigenous Studies. Data includes interviews with students from three university sites, Indigenous Studies academics from a range of universities, and a group of Aboriginal and Torres Strait Islander Elders. The presentation focuses on transformation learning examined from the perspective of the student and academic participants. The student accounts of their transformative learning experiences are compelling, addressing explicitly critical academic concerns about resistance and racism amongst students. As teachers we tend to 'know' our students through their assessment tasks and if we teach face-to-face we might hear their semi-formal responses to discussion topics in lectures or tutorial classrooms. In those formal situations students are responding to the taught curriculum where even reflective task responses are constrained by elements such as the student/teacher dynamic, grade expectations, peers and the level of preparation. We are less likely to hear the many and varied ways in which students are developing in their learning. For all of the academics interviewed for this research there was overtly a greater good buttressing their curriculum and practice. While the students' journeys stand-alone powerfully, this juxtaposition of teacher desire and student outcomes sharpens the latter beyond feel-good stories, with positive implications for both teaching and learning.

Presentation

--Individual Paper--

870

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

Gawaian Bodkin-Andrews

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

Abstract

Worldwide, Indigenous Storytelling and Storywork is becoming increasingly recognised as an effective tool for research, teaching, and critical inquiry (Archibald, 2009; Martin, 2008; Todd, 2018). An expanding base of Indigenous-led research has emerged to reveal a diversity of storytelling practices that have been recognised as effective tools for not only resisting dominant and oppressive colonial narratives, but also assisting in the transmission of traditional and contemporary Indigenous Knowledges and values that have been linked to stronger educational, social, health, and mental health outcomes (Lester-Smith, 2013; Linklater, 2014; Wexler, White, & Trainor, 2015). Such research effectively highlights the power of Indigenous Storytelling to not only teach, but to heal individuals and communities. Sadly, within the Australian context, many Aboriginal and Torres Strait Islander Ancestral (Dreaming) Stories have been appropriated, minimised, and dismissed as mere child-like fables and myths, as non-Indigenous ‘authors’ have knowingly and unknowingly erased the multiple layers of meaning deeply embedded within them (Bodkin, 2013). This presentation will attempt to move beyond the tainted lens of colonial hegemony and its methods of ‘evidence creation’, and instead engage with the D’harawal Ancestral Story of the seven Yandel’ mawa (peacekeepers) and their leader, the Yandel’ bana (peacemaker). Through exploring the layers of meaning embedded within this story, links will be made with contemporary Indigenous research that promotes narratives of Indigenous survival, resistance, protection, and self-determination. From this, a series of principles will be revealed to contribute to a more meaningful engagement with Indigenous Storytelling, and the implications from these principles will be discussed as to the of developing self-reflexivity within Indigenous education.

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B409

417

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

Mary Finch

QUT, Brisbane, Australia

Abstract

Research on formative assessment, Assessment for Learning and teachers' feedback has recently moved towards more differentiation of practices within different contexts. In this vein, this study examined the feedback practices of Queensland secondary English teachers supporting students writing assignments and how the practices were shaped by the assessment culture. This presentation discusses the mediating role of cultural tools in shaping practices within this context. Allal's model of co-regulation of learning defined cultural tools as including assessment procedures and instruments, cultural artefacts and technological environments, and proposed that these tools play a part in regulating learning in classrooms. My study suggested that the use of various cultural tools contributed to maintaining group norms of feedback practices within the group culture of the school English teachers.

A deductive thematic analysis of artefact and observation data using Hattie and Timperley's (2007) model of effective feedback was used to examine four participants' written and spoken feedback practices. In addition, thematic analysis of interview, observation and artefact data was used to examine the influence of the assessment culture on the feedback practices.

The study showed how cultural tools such as the syllabus documents and the Queensland system of assessment were translated into specific school practices of formative and summative feedback, which can be considered tools of the school culture. The cultural tools linked the different levels of regulation and shaped common practices. The study suggests that understanding more about how formative and summative assessment tools shape feedback practices in other disciplines and levels of education could assist teachers to use them more productively to shape practices in ways beneficial to learning.

Presentation

30 minutes

598

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

Jing HUANG

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

Abstract

Performance-based language assessment commonly requires human raters to assign scores to language learners' performances. The subjectivity in human ratings inevitably introduces rater variability that has been identified as a main source of construct-irrelevant variance. This study explored the immediate and retention effects of individualized feedback on raters' rating severity in the context of Chinese as a second language writing assessment. The participants were 93 native Chinese speakers without previous rating experience, and randomly assigned to one of three treatment groups. The three groups differed in the way of receiving individualized feedback at a given time period: (a) control group receiving no feedback, (b) single-feedback group receiving the feedback once, and (c) double-feedback group receiving the feedback twice. Each participant rated 100 writing scripts on Day 1 as the pre-feedback ratings, and received one of the feedback treatments on Day 2. The post-feedback ratings were conducted immediately after the feedback session on Day 2 by assigning each participant 100 new writing scripts to rate. Raters' retention of the feedback was measured by assigning each participant 100 new writing scripts to rate as the delayed post-feedback ratings after one week. Based on the outputs of the FACETS, raters' rating severities were produced, respectively, for the pre-feedback rating phase, the post-feedback rating phase, and the delayed post-feedback rating phase. One-way ANCOVA and one-way repeated measures ANOVAs were conducted to investigate the immediate and retention effects of individualized feedback on raters' rating severity.

The results from the immediate post-feedback rating severity showed that raters' rating severities from all experimental groups receiving the individualized feedback were significantly lower than that from the control group receiving no feedback. In other words, the rating severities of the double-feedback and single-feedback groups were superior to the control group. However, raters' rating severity from the double-feedback group receiving the individualized feedback twice was not significantly lower than that from the single-feedback group receiving the individualized feedback once.

Furthermore, the results showed that raters' pre-feedback rating severity, immediate post-feedback rating severity, and delayed post-feedback rating severity were not significantly different in the single-feedback group. On the other hand, for the double-feedback group, raters' pre-feedback rating severity, immediate post-feedback rating severity, and delayed post-feedback rating severity were found to be significantly different. That means, the raters from the double-feedback group could retain their improvements in rating severity one week after receiving the individualized feedback twice at a given time period.

Presentation

--Individual Paper--

8

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

Kim-Daniel Vattøy¹, Kari Smith²

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

Abstract

Responsive pedagogy consists of a recursive dialogue between a learner's internal feedback and external feedback provided by significant others. In this perspective, feedback entails more than the one-directional transmission of information, and the interactions between internal and external feedback loops highlight the role of students' self-regulation and self-efficacy. In responsive pedagogy, students take an active role in feedback dialogues as feedback is regarded as jointly co-constructed through interactions among teachers, students, and peers. Despite the current rhetoric on the benefits of facilitating feedback dialogues, a gap has been identified in the understanding of what is needed to engage students as equal partners in feedback processes. This study focuses on the relationship of students' perceptions of teachers' feedback practice with students' perceived external goal orientation, self-regulation, self-efficacy, and English as a foreign language (EFL) teaching. Data were collected by using a student survey ($n = 1137$) in six Norwegian lower secondary schools (13-16 year-olds). The results indicate that the students who were aware of external learning goals perceived the teachers' feedback as more useful. Self-efficacy was the scale with the highest mean score, indicating that the students generally reported

high expectations for their own EFL abilities and skills. The lowest mean score was the moderate score for EFL teaching, indicating that the students to some extent found EFL teaching interesting and enjoyable. The highest positive correlation was found between the students' perceptions of their teachers' feedback practice and external goal orientation. The multiple regression model showed that the students' perceptions of their external goal orientation was the strongest predictor of their perceptions of teachers' feedback practice. Perceived teachers' feedback practice partially mediated the relationship between self-efficacy and self-regulation. The results suggest that perceived self-efficacy and perceived EFL teaching positively predicted perceived teacher feedback practice when mediated by perceived external goal orientation and perceived self-regulation. The concept of responsive pedagogy has the explicit aim to develop students' self-regulatory capacities through recursive learning dialogues in internal and external feedback loops as teachers bring students to believe in their own competences. The notion of equal partners in responsive pedagogy requires greater involvement by students in providing feedback to teachers. The practice of students giving feedback back to teachers is an important area of focus for future studies. The notion of equitable feedback practices could further reduce students' feedback resistance and ensure that the external goals provided by teachers become students' internalised goals.

Presentation

--Individual Paper--

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 Berry](#)², Tamara Moore³

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

Abstract

All early career researchers STEM and STEM Education including PhD candidates are invited to attend a mentoring session with visiting international academic Professor Tamara Moore, Professor of Engineering Education, Purdue University, USA and Professor Amanda Berry, Professor of STEM Education Monash University Victoria. Tamara and Amanda will lead a discussion on the opportunities available and planning for a successful career in STEM Education.

Presentation

90 minutes

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

Abstract

From this introductory clearing of socioecological ground, the touchstone concepts of the Anthropocene, Posthumanism, and Common Worlds as Creative Milieux orient the educator to a framing of contemporary socioecologies that are sensitively, aesthetically and mindfully attuned to the needs of deterritorialised learners, but perhaps more importantly to the needs of the planet.

Acknowledging the epoch of the Anthropocene and the human actions that have given rise to it, not only raises consciousness, but positions all learning that occurs within this time/space moment. A posthumanist ethos positions all beings as ethically and morally equal, networks that inhabit the common worlds are occupied and engaged on Earth. These interpenetrating fields of relationships shape the emergent, generative and dynamic processes of socioecological learning. In such a conceptualisation, a flat ontology ensures that learners (and all of the materials, spaces, environments, histories, positionings, pedagogies and sentient beings they learn from, with and through) are acknowledged and engaged. Socioecological learning then, seeks a more ethical, critical and proactive process of dissembling, de-learning and de-imaging human dominance in education, dwelling in useful, imaginative and uncomfortable tensions and living relationships with the more-than-human. A post-Athropocene world might then be possible.

Presentation

--Individual Paper--

1050 -

Posthumanist Learning: Nature as Event

Tracy Young¹, Amy Cutter-Mackenzie-Knowles²

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

Abstract

This paper places learning in a posthumanist frame. Starting with classic learning theorists such as Socrates and Plato, we then turn sharply to contemporary thinking acknowledging that a key tenet of posthumanism is to de-centre or deterritorialise the all-important human, and venture towards knowing in a different way. We move through four key concepts of posthumanism, putting these concepts to work through a series of 'nature as event' as framed by Debaise (2017) and formerly by Whitehead (1920), James (1912) and Deleuze (1980). Nature as event is a pluralistic concept that rearticulates nature through deterritorialising, de-bifurcation and relationality. In effect, the posthumanist learner(re)adjusts to being already entangled as nature and not separated or dominated by humanist dispositions. These concepts offer inventive methods of learning that deterritorialise and open education spaces to new socioecological inquiry that as Foucault (1985) suggests, is where posthumanism "enables one to get free of oneself" (p. 8).

Presentation

--Individual Paper--

1048 -

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

Alexandra Lasczik

Southern Cross University, Gold Coast, Australia

Abstract

This presentation explores collaborative Arts practices as critical and creative vehicles for assembling a figure of the socioecological learner. We focus on developing the sensorial and affective dimensions of learning through aesthetic engagements with place, drawing on Deleuzian concepts of the “larval subject”, “carte”, and “rhizome”. In doing so, we also forge connections with contemporary life sciences that reveal the permeability and plasticity of learning processes through dynamic interactions within developmental eco-systems. These conceptual and empirical resources inform our posthumanist methodological approach to collaborative Arts practices, which we describe in terms of a *c/a/r/tography*. Through the collaborative production of “site/sight-specific” images and poetic texts, we seek to produce a generative and visually critical exposé, which locates the emergence of the socioecological learner within a “biosocial ecology of sensation”. This opens up a field of potentials for sensing, thinking, feeling, and learning through collective aesthetic engagements with more than human worlds.

Presentation

--Other--

1055 -

Socioecological Learners as Agentic: A Posthumanist Perspective.

Logan M¹, Joshua Russell², Ferdousi Khatun¹

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

Abstract

Agency, or the ability to act upon others within one's context, is central to socioecological activism. The socioecological learner, as an emergent agent, can thus begin to facilitate social, ethical, political, and environmental change. However, in this paper we challenge the traditional notion of agency and activism by moving beyond a view of human-centredness to encompass the more-than-human. We acknowledge the power imbalance not only within and between human groups but also between humans and other inhabitants of the Earth. It is pertinent in the Anthropocene era, where ecological balance is supposedly "regulated by humans" (Braidotti, 2013, p.79) and where all living organisms are impacted, to rethink activism as a solely human endeavour and to propose an alternative view that encompasses other beings. This examination first outlines Foucauldian discourse theory that illuminates the possibilities for the disruption of power structures and illustrates the role of socioecological learners as activists (McKenzie, 2006) before turning from a poststructuralist paradigm towards one rooted in posthumanism. Examples are provided to illustrate the chapter's argument for a broader understanding of agency and activism through a posthumanist lens.

Presentation

--Other--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B202a Flat Classroom

278

Hit and run: Heterosexuality, misogyny and teenage masculinity

Deevia Bhana

University of KwaZulu-Natal, Durban, South Africa

Abstract

In recent years, a global reckoning with sexual misconduct has inspired renewed interest in understanding how men and boys succumb to toxic sexual cultures. In South Africa, the setting for this study, concern has been raised about young heterosexual masculinities predicated upon sexual coercion and misogyny, which increase girls' vulnerability to sexual risk. This paper seeks to understand how a group of teenage working class boys accommodate 'hegemonic' constructions of masculinity, and how particular performances of heterosexuality consolidate a culture of misogyny in the schooling environment. South African scholarship lacks in situ examinations of how teenage boys draw upon heterosexuality as a key resource to make sense of identities. Beyond recognition that heterosexual masculinity is key to understanding male culpability in the triple challenge of HIV, gender inequalities, and violence, there is a lack of attention to race- and class-based realities in the production of young masculinities. To address this gap, this paper draws on focus group discussions with 'coloured' teenage boys (aged 15–19) in a Durban township, and examine their understandings of heterosexual relationships. The study draws from a larger qualitative research project titled 'Stop the Violence' examining through close-up interview methods enabling young people's own perspectives of gender, sexuality and inequalities. The data suggest that heterosexuality was a compelling force informed by dominant expectations of how to be a "real" man. Indeed, relationships with girls were frames for ratcheting up "compelling heterosexuality" and risky hypersexual performances based on misogyny, the subordination of women and girls, and male sexual entitlement. I argue that, in a context of socioeconomic marginalisation, underpinned by the legacies of apartheid, race and class inequalities continue to emasculate men and boys. A culture of predatory and otherwise troubling heterosexuality is evinced by narratives of sexual assault, unsafe sex, and pejorative language describing women and girls. Heterosexual performances offer ways for perceived male weakness to be mediated through power expressed within oppressive gendered cultures—and this underscores the need to address young masculinities in schooling- which is a key focus of this , gender equality and schooling. As the call for bringing boys and men as partners in ending gender inequalities is increasing in much of Africa, the paper ends with some implications for how schools can enable a feminist consciousness and gender justice which are key principles of South Africa's democracy.

Presentation

--Individual Paper--

399

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

Toni Ingram

Auckland University of Technology, Auckland, New Zealand

Abstract

This paper considers how a feminist new materialist approach offers an ontologically different way of conceiving bodies, beauty-body practices and the high school ball (prom). Existing sexualities research has highlighted how dominant discourses of femininity structure how girls are expected to look, dress and behave. Extending these understandings, this paper considers the becoming of ball-girl-bodies when matter is taken into account. It asks how a relational approach might invite new ways of thinking about bodies and beauty-body practices beyond a discursive and human focus?

The discussion is informed by a recent study in Aotearoa New Zealand exploring the entangled relations that produce girls, sexuality and the school ball. Drawing on the work of Barad (2007), ball-girl-bodies are conceptualised as intra-actively becoming through entanglements of material-discursive and affective forces. The focus of the presentation is to explore beauty-body practices as material-discursive intra-activity. Here, discursive practices associated with beauty and the feminine body are intra-actively entangled with material forces to produce (or enact) the ball-girl-body. This approach highlights the materiality of the body and other matter as active forces in the becoming of ball-girl-bodies. It also offers a rethinking of the subject/object divide, where conventional 'boundaries' of the human body are blurred. As such, the paper argues there is no essential ball-girl-body; rather, bodies are material-discursive phenomena continually becoming through dynamic entangled relations. I consider how this approach opens a space for understanding agency and ball-girl-bodies differently: where bodies are not wholly reduced to social scripts and bodily capacities are never fixed.

Presentation

--Individual Paper--

1067

An analysis of freely available menstrual education in Australia

Bianca Blackmore¹, Claire Moran^{2,1}, Nina Hall¹, Britta Wigginton¹

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

Abstract

Sexual and reproductive health education is central to both global and national public health policy and priority action areas. However, menstruation education remains peripheral in both policy and school curricula – particularly in the Australian context.

This presentation explores the extent and depth of menstruation education. An inductive content analysis was conducted of publicly available Australian sexual and reproductive health educational resources, which at least mentioned menstruation.

Resources from 11 organisations were identified with a total of 33 resources subject to conventional content analysis. An inductive coding process focussed on the extent and depth of menstruation content. This presentation examines the main content areas that reflect the extent within the resources including discussions of pads and tampons, menarche, period pains, when to see a doctor and pre-menstrual syndrome. In addition, three key concepts are explored that reflect the depth within the resources: the holistic nature of menstruation, normalising menstruation, and comprehensive menstrual product education.

This presentation makes a number of recommendations for organisations and schools developing or improving their menstruation resources, and offers avenues for the improvement of sexual and reproductive health policy and education in Australia to be inclusive of menstruation.

Presentation

--Individual Paper--

Poststructural Theory

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

348

Tin shed science: Enacting curriculum inquiry through new materialism

Lucinda McKnight

Deakin University, Melbourne, Australia

Abstract

This presentation provides a partial account of an intimate case study of an after school science club for young girls in a garden shed in suburban Melbourne, Australia. While hybrid learning spaces merging home and school have been described before, particularly in relation to girls and science such descriptions are limited to the hybridity of discourses and do not acknowledge the aesthetic, material or sensuous dimensions of scholarship. Instead, the study on which this presentation is based involves diffractive artworks taking place notionally some years “after” the science club, forming this chapter assemblage.

The presentation combines images of the science club shed with further assembled fragments of original pedagogical intent via planning documents, and other arts-based interventions by the organiser/writer. Emerging with this work is the concept of permeable learning, based on understandings that design is multiple and human intentionality as curriculum is a thin-skinned and fragile fiction despite humanist insistence, particularly in neoliberal contexts, that it is otherwise. Permeable learning incorporates intra-action as both human and non-human entities merge, thus calling each other into being. So students and the gases they create and breath in their experiments become new entities of indiscernible boundaries; as do school and home; art and science; mud and hands; public and private pedagogies; teacher and student; memory and experience; girl and bird, and shed and garden.

Presentation

--Individual Paper--

573

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

Greg Vass

Griffith University , Gold Coast, Australia

Abstract

We are in the posthuman present, and education has been slow to engage with the implications that stem from this (Snaza & Weaver, 2015). A contentious claim, but if accepted, raises important questions about the foundations of schooling in ‘Western’ settings, as they are undergirded by conceptualizing the ‘human’ as an object and subject of everything that transpires in education. While there may be ‘many posthumanisms’, as Ulmer (2017) explains, in common they share a view of the possibilities for knowledge making that are opened up by departing from human-centred research. It is hard to disagree that such a methodological leap is required if we consider the past efforts of many policy makers, teachers and researchers to eliminate discrimination and inequities, yet for some the de-humanizing effects of schooling were reproduced widely. Across the twentieth century, then, as city populations swelled alongside of increasing cultural and linguistic diversity, concerns with the complexities of schooling in urban contexts have grown. These changing demographics have added challenges and furthered the harmful impacts arising from schooling for many students from minoritized and marginalized backgrounds. This resonates with my involvement in (sub)urban school settings undergoing changes that in many ways reflect what is occurring in significantly larger and more densely populated city centres. However, the limitations and concerns with ‘urban education’ discourses, particularly in the Australian setting, have resulted in circumstances that warrant a rethink of how we conceptualise the sorts of educational contexts I have taught and researched within. In this paper, I make a case for describing these settings as posturban. Additionally, I will consider the possibilities for undertaking posthumanist research within these contexts.

Presentation

--Individual Paper--

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B222 Flat Classroom

78

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

Samuel Ibitoye¹, Utibe Titus²

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

Abstract

Abstract

This paper examined the implications of using interviews as method of data collection in social sciences/sociology of education with reference to researchers experience during the fieldwork. The paper is purely qualitative in nature and documentary sources were the source of information of the paper. The paper argues that interviews as an instrument of data collection when compared to other data collection techniques like questionnaires are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth. The paper revealed interviews as a tool for social sciences education research help to facilitates in obtaining direct explanations for human actions through a comprehensive speech interaction. The paper concludes that although interviewing is a powerful way of getting insights into interviewee's perceptions, it could go hand in hand with other methods providing in-depth information about participants' inner values and beliefs. For instance, using personal observation as a supplement to interviews would allow researchers investigate participants' external behaviour and internal beliefs. Therefore, although it depends on the research questions, the paper submit that using more than one data collection instrument would help obtaining richer data and validating the research findings.

Keywords: Interview, Data Collection, Ethical Orientation and Social Research

Presentation

505

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

Chris Dolan

University of South Australia, Adelaide, Australia

Abstract

This paper aims to capture and enlarge a set of observations about the interview as a form of data collection in qualitative social science research. In particular, it depicts an interest in critiquing the rationality of interview studies that retain an unproblematic connection between the collection of claims, thoughts and perspectives from interviewees, and the production of new knowledge.

The paper draws initially from the body of literature that straddles both appreciative and critical perspectives, to introduce various observations about the nature, variety, value and pitfalls of interview studies. Issues regarding the in-practice use of interviews as a method of data collection are subsequently examined using a recently conducted interview study involving 20 principal participants. The context and focus of this study are carefully articulated to draw attention to significant issues arising from a reliance on localised leadership knowledge to illuminate wider political, social and systemic conditions.

The paper then turns to a range of reflexive concerns about the presence of the researcher in interview studies which, it is argued, further impinge on the 'sufficiency' of the interview process and the data it yields. These concerns are grouped under four broad headings: (i) naïve expectations and constructed responses, (ii) power differentials and political interests, (iii) mismatched assumptions, and (iv) working beyond empirical claims.

The paper concludes that interview data cannot be trusted, on its own, to access the objective truth about the social world and that it 'needs to be interpreted to say anything' (Alvesson, 2010, p. 2). These conclusions are taken to interrupt the researcher's knowledge quest and, concomitantly, to place an onus on the researcher to devise forms of analysis and interpretation that exceed (and even eschew) conventional methods.

To this end, Alvesson's (2010) 'Framework for reflexive thinking about research interviews' is introduced and an example of a method of analysis and interpretation is described which draws from the 'powers of discourse' section of the model. The practical deployment of this method – which relies on Foucault's understanding of discourse and related ideas about problematisation, power and governmentality – is described and opened to the audience for further discussion and interrogation.

Reference

Alvesson, M. (2010). *Interpreting interviews*. London: Sage.

Presentation

30 minutes

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

Abstract

As part of a global learning agenda, developing 21st century skills for students, such as being able to interact with culturally diverse groups of people, has been a key driver for the recent shifts in curriculum priorities within Australia. By bringing education for global citizenship and sustainable development to the forefront, Australia has embedded these outcomes within national policies and curricula (ACARA, n.d.) as well as in teacher education (AITSL, 2011) and student

assessments (OECD, 2018). Although these policies and assessment tools outline clear outcomes, this paper interrogates how and in what ways Australian students in a Victorian secondary school engage with a vital 21st century skill: the intercultural capability as outlined in the Victorian F-10 curriculum.

This paper will draw on interview data collected from 15 students in Year 9-10. From their perspectives, and in combination with Fredicicks, Blumenfeld & Paris's (2004) framework of engagement, we discuss and analyse how and in what ways students are engaging with the intercultural capability in lived experience. Our finding indicates that despite global citizenship strategies having been implemented by schools in numerous ways, many students have developed a level of intercultural understanding that does not move beyond a level of awareness. Such findings, therefore, ask educational practitioners and policymakers, that although the intercultural capability appears to be delivered successfully – does it not need to be developed further for students to live and work in diverse settings; particularly, in the age of globalisation? The answers and discussions around such a question will have implications on current school and teaching practices.

Presentation

--Individual Paper--

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

Abstract

Wellbeing has become the new 'je ne sais quoi' for success, health, improvement and inclusiveness across many spheres of society. In education, student wellbeing is viewed as being key to successful school learning and improving the educational outcomes for students. The

PISA 2015 New Zealand Students' Wellbeing Report revealed that New Zealand (NZ) students had a lower sense of belonging at school than the OECD average; NZ Pacific students had a higher overall sense of belonging at school than non-Pacific students; NZ boys had a greater sense of belonging at school than girls; and since 2003, NZ students have reported a weakening sense of belonging at school.

Two aspects of wellbeing were explored within the New Zealand *National Monitoring Study of Student Achievement* (NMSSA) – students' sense of belonging at school, and students' sense of feeling safe at school.

NMSSA is a sample-based national study designed to assess and understand student achievement across the *New Zealand Curriculum* at Year 4 and Year 8 in English-medium state and state-integrated schools. In seeking to understand factors that influence achievement, NMSSA collects data from students about their attitude and confidence to learn in each curriculum area. As part of its five-year cycle of assessment across the curriculum and to explore student wellbeing, NMSSA collected data in 2017 about students' sense of belonging at school; and in 2018 about students' sense of feeling safe at school.

Students' achievement and confidence scale scores in science and health were examined in relation to 'Belonging at School' scale scores. Students' achievement and confidence scale scores in mathematics and social studies were examined in relation to 'Feeling Safe at School'. Other variables included year level, gender and ethnicity.

The variation in students' achievement scale scores was largely explained by within-school variables rather than between-school variables (such as, school decile). Mean score differences in achievement between groups were revealed for year level, gender and ethnicity. Multi-level modeling (MLM) analyses revealed that the relationship of Belonging at School, Feeling Safe at School and confidence with achievement were positive and statistically significant. The findings suggest that achievement is also influenced by other aspects of wellbeing and/or other contextual variables.

Presentation

--Individual Paper--

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

Abstract

This research is sponsored by the Reciprocal Learning in Teacher Education and School Education between Canada and China partnership initiative, supported by the Social Sciences and Humanities Research Council of Canada (SSHRC). The purpose of this partnership among universities, schools, and school boards in Canada and China is to create a comprehensive cross-cultural knowledge base and understanding of school education, teacher education, cultural contexts for education in Canada and China, and to mobilize these understandings for education in our globalized world. Collaborative curriculum practice of (a) cross-cultural professional learning community in Toronto-Shanghai schools is one kind of the partnership. The research focus on how can teachers in two different countries build a cross-cultural professional learning community and learning from each other through their daily practice of teaching in the era of internet? **Objectives:** to help teacher in two countries work out better way of reciprocal learning. **Method:** It demonstrates how **narrative inquiry** as a method involves teachers and researchers as collaborative and reciprocal learners in the process of sharing curriculum and pedagogy, carrying on jointing lessons, inviting students to join the negotiation of curriculum. Using modern communication technology, the author works as a researcher to connect teachers of the sister schools in two countries and helped them to mutually understand, trust and negotiation. It found that both the teachers and researcher made progress in personal knowledge and professional knowledge during the collaboration. It argues that mutual understanding among teachers of two countries, teachers and researchers, teachers and students are crucial and can contribute to the reciprocal learning. It shows that difference and conflict can interrupt or block learning from each other.

Presentation

30 minutes

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

Abstract

Recent advances in computing, algorithmics and robotics have sparked discussion regarding the potential seismic impacts on many aspects of human life, including education. While the flow-on effects of automation have historically been confined to low-skill occupations, commentators are increasingly predicting that artificial intelligence (AI) will soon come to disrupt a range of more highly-skilled professions, such as teaching.

In this presentation we will synthesise some of the key threads in the emerging literature, and use this to ground a speculative inquiry into the implications of AI for teachers and teaching, but also for how we think about education more broadly.

We will outline aspects of both the optimistic and pessimistic prognoses for teaching and education, including implications for social justice. For example, it must be considered whether AI in education could serve to narrow educational gaps (by providing targeted, perfectly-timed learning for all students), or be a force for widening inequality (in terms of access to AI-enhanced learning, but also in regard to the potentially marginalising effect of algorithmically-normalised expectations).

As we move from specialised AI towards more general AI, we are led to the question of what will be left over for (human) teachers once the key technical and calculative tasks are taken over by computers. We will present some cautious responses to these questions, and reflect on the practices via which these most ‘human’ aspects of teaching may be explored and cultivated.

Overall, we will argue that the rise of AI incites a necessary and potentially invigorating return to basic questions in the philosophy of education. In this way, whatever the eventual impact of AI on teaching, its looming influence may be a catalyst for productive educational reflection.

Presentation

--Individual Paper--

905

Visual reasoning in education and film: The philosophy of ‘seeing’

John Cripps Clark, Joe Ferguson

Deakin University, Melbourne, Australia

Abstract

“If I use Peirce, it is because of his profound reflection on images and signs. Conversely, if a linguistically inspired semiology troubles me, it is because it suppresses the notion of the image and of the sign. It reduces the image to an utterance, which seems very strange to me”. - Gilles Deleuze

“Why is your eye like a thief at a whipping post? Because it is under the lash.” - C. S. Peirce

In this paper we resuscitate Peirce through the “strange costume”¹ of film noir. Charles Sanders Peirce has much to tell us about the politics of seeing, but his ideas in this regard are difficult to approach and understand in a comprehensive way. We suggest that through examining the visual in film noir we can understand many of his powerful ideas and give a fresh understanding of visual pedagogies (Skoble & Porfirio, 2006). Thus it is by engaging in purposeful seeing of film

in noir that Peirce's novel insights into this very process of seeing can perhaps be better understood and appreciated, and our seeing enacted in more informed ways that has important ramifications for visual pedagogies.

We roll the camera on Peirce in order to better understand his new list of categories, modes of inference making and the fixation of belief as we seek to apply them to pedagogy and pedagogical research. Peirce can be seen in the cinema of shadows, ambiguity, distortion and unexpected angles that define the constant but ultimately compromised search for truth in film noir. By immersing ourselves in this noir aesthetic we realise Peirce's ideas in new ways that sharpen the clarity of our methodological understandings and empower us as pedagogues.

1 "My philosophy resuscitates Hegel, though in a strange costume" (Peirce, 1892/2004, p. 1.42)

References

Skoble, A. J., & Porfirio, R. (2006). Moral Clarity and Practical Reason in Film Noir. In M. T. Conard (Ed.), *The Philosophy of Film Noir* (pp. 41-48): University Press of Kentucky.

Peirce, C. S. (2004). *The Essential Peirce: Selected Philosophical Writings, Vol. 1 (1867-1893)*. Bloomington, IN: Indiana University Press.

Presentation

--Individual Paper--

Rural Education

Rural Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B301 Flat Classroom

237

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

Abstract

In regional communities, teaching is one of the professions with distinctive opportunities and challenges (Kenny, Harreveld & Danaher, 2016). In such communities, contextual relevance and socio-cultural appropriateness in pre-service teacher education courses are essential (Ajayi, 2014; Darling-Hammond, 2009). It has been proposed that in Australia, sustainable regional, rural and remote communities may be supported by reform to the ways in which teacher education is delivered; especially when the relationship is reciprocal (White, Lock, Hastings, Cooper, Reid & Green, 2011). In this respect, reciprocity goes beyond pre-service teachers' practicum experiences or the mobility of teacher graduates if it is to actually impact social networks and economic sustainability. At the heart of this investigation is the reciprocal relationship initiated by a regional community and responded to by a university offering teacher education.

The study discussed in this paper aimed to investigate the impact on a regional community through the delivery of an initial teacher education course through a community-initiated university centre. In light of recent federal government funding provided for the establishment of future community initiated university centres and study hubs in regional Australia, the findings from this scoping study has the potential to influence the way that these centres deliver initial teacher education. The study described here utilised both quantitative and qualitative data sets including archival data, demographic data and interview data from pre-service teachers, casual tutors, community members and graduates.

There are several key findings from the research. Firstly, it was found that participation rates in initial teacher education have grown substantially within the regional community, meaning that there is an increase in the contextualised professional capabilities that will benefit the region's schools and the regional economy. Secondly, the support structures that are embedded within the university centre model enabled students to succeed more so than if they were studying via the traditional distance mode, thus growing their confidence and empowering them within their family and community units. Thirdly, the professional capability within the localised schooling sector increased in that teachers were being provided with opportunities to increase their own teaching knowledge and skills by working with and at the university centre. Finally, it was found that both the teacher graduates and pre-service teachers from the university centre became role models for others in their community, thus providing empowerment through education.

Presentation

--Individual Paper--

521

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

Gilbert Arinaitwe, Sue Kilpatrick, John Williamson, Casey Mainsbridge

University of Tasmania, Launceston , Australia

Abstract

In 2007, Uganda began a nationwide Universal Secondary Education (USE) programme with a stated commitment to ‘free education’; however, it also permitted schools to receive voluntary contributions from parents in ‘any urgent matter’. In doing so, schools were prohibited from denying students access to education for parent’s failure to make any contribution.

This presentation shows whereas the Government provided a legitimate route for schools to adapt the policy, it simultaneously continued to underfund schools and did not appoint enough teachers for USE schools. Accordingly, schools began to levy fees from parents to cover school needs unfulfilled by Government funding. This allowed for policy interpretation at the local level to circumvent or compensate for central government level funding shortfalls.

To date, research in Uganda is scant on tensions between the official policy and the negotiations of policy in the daily life of rural schools. This study, therefore, explored how rural schools negotiate the USE prohibitions to circumvent and address rural school teacher recruitment and retention. This presentation examines the myriad ways in which schools are coping with policy enactments and raising funds to attract and retain teachers. We show how local school authorities handle parents who default on obligations that circumvent policy without informing central government authorities. We conclude by presenting the implications of these policy circumvention practices on Uganda teacher retention practices.

This qualitative study involved a critical analysis of policy documents followed by data gathering from semi-structured interviews with 31 key stakeholders from four rural public secondary schools. Data were analysed thematically using a combination of deductive and inductive techniques, with the assistance of NVivo 11.

This study contributes to knowledge of factors affecting rural teacher retention, the ways schools navigate and utilise practical strategies to remunerate and incentivise teachers and provides significant insights showing hybrid public school funding. A contribution is made to a broader understanding of local school experiences. Findings can inform policymakers and school foundation bodies to ensure policies align with practical realities in local school contexts. This is particularly timely as teacher retention is a neglected issue in Africa, a possible future domain of more research. Policy needs to align with practical strategies in rural contexts.

Presentation

--Individual Paper--

266

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

Wanjuan ZHONG¹, Hongqi CHU^{2,3}

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

Abstract

For some years now, there has been a recognition of the unique challenges facing education in rural areas across many countries in the world, including China. A lack of qualified teachers and school principals plus limited resources are often cited as barriers inhibiting quality education in rural areas. In response to this situation, the Chinese Government released the *Rural Revitalisation Strategy* and its *Rural Teachers' Support Plan* that maintains improving rural teachers' income holds the key to redressing the quality teacher shortage. According to the plan, differentiated subsidies are provided to teachers depending on the degree of hardship and distance, i.e. the more difficult the location, the higher subsidy level for teachers.

While current research in China has focused on rural teachers' salaries and other issues affecting their work, little research has explored teachers' job characteristics or if and whether teachers in rural areas have received differential subsidies or other compensatory income. This study aimed to meet a gap in the research by exploring these issues.

A mixed method research design was used. Eleven full-time rural educators from an impoverished mountainous area in South West China were interviewed to explore the status of teachers' job characteristics and the level of subsidies received. These educators included staff from the local education bureau staff, rural school leaders and rural teachers. Based on the interviews, a questionnaire was developed and distributed to 842 teachers from this region. Of these surveys, 806 were suitable for analysis via SPSS2.10.

The research found that although China had promulgated a series of policies to improve the working conditions of rural teachers, the implementation of the policy fell short as there were still many problems in the distribution of rural teachers' subsidies. The local education bureau failed to provide a protocol for the equitable distribution of subsidies which meant that teachers had not received the expected subsidies commensurate with their negative job characteristics. In view of these findings, this study puts forward two key policy recommendations: (1) The central and provincial government should increase financial and policy support for rural teachers' subsidies based on differences in their job characteristics; and (2) All governments should attach greater importance to rural teachers' job characteristics by improving their working and living conditions.

Presentation

--Individual Paper--

History and Education

History and Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B302 Collab Learning Space

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

Abstract

Foucault (1973) understands “episteme” as some “epistemological unconsciousness” which is embodied in discourses and more importantly grounds, models, and conditions knowledge (re)formation at varied historical periods. For example, the Western society has witnessed a radical epistemic rupture at the turning of the seventeenth century when modern language became an enclosed representational system severed from material things and when difference replaced identity as a new principle in ordering things and reconfiguring knowledge (re)production.

China, as is commonly concurred, has experienced its most radical “epistemic” transformation over the turning of the 20th century when Western discourses and notions flooded into China (through Japan) and have since gradually overwritten the Chinese language, discourse, and system of reasoning. As an effect, the traditional Confucian academies (*shuyuan*) were closed and imperial civil service examination system (*keju*) was abolished in 1902, giving their way to the establishment of modern schools and new pedagogical-testing mechanisms in China.

Drawing upon Foucault’s historical-genealogical mode of inquiry, this paper dissects the happening of this epistemic rupture, as well as its conditions of possibilities, between the so-called Confucian tradition and Westernized modernity as expressed in China’s curriculum and education reformation/transformation roughly between 1880-1920. Specifically, it unpacks the then scholars’ debates on Chinese learning versus Western learning, on preserving the Confucian tradition versus learning from the West, and how these debates have re-shaped the curriculum structure and knowledge (re)production of the then established Tongwen Academy (Tong Wen Guan), the earliest official educational institution influenced by the West as well as the earliest foreign language school. Taking its curriculum structure change as an example, this paper examines how the founding Confucian classics and modes of exegesis were gradually replaced

by Western modern subjects of physics, mathematics, international law, economics, and geography. In so doing, this paper explicates the possible forms, expressions, as well as effects of this tradition-modernity epistemic rupture in transforming the traditional Confucian curriculum and knowledge system into a modern(ized) configuration. Furthermore, it provides a historical lens to cut into present China's curriculum knowledge (re)production as an effect of this epistemic transformation.

Presentation

--Individual Paper--

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

Abstract

The Stolen Generations, the Holocaust, genocide, the world wars, and a nation's history of frontier violence is difficult knowledge to teach. The difficulty lies in creating opportunities for impact, and ensuring the impacts are safely managed. In the case of the Stolen Generations in Australia, men and women who have been taken from their families are often represented in classroom discourse as stories from the past. Stories are downloaded from various sites and presented with a focus on explaining why the children were taken from their families. Little attention is paid to the experiences of the children who were taken, or to the families from which they were taken.

Following disillusion with our own pedagogical impact, and perhaps a sense of helplessness over recognition that intentions cannot be controlled, we embarked on re-presenting a story of the Stolen Generations in a way that would produce affective links for students. The emotional impact of this story reached well beyond planning and intent.

If we employ the usual approach to teaching about the Stolen Generations, where disembodied stories from the internet, textbooks and videos are used to explain what happened and why, the risk of detrimental psychological outcomes is lower. Teaching will remain safe. There will however, likely be little shift in learner knowledge or attitude. However, when we engage the learner directly in the story delivered by a member of the Stolen Generations, the chance of detrimental psychological outcomes increases, and so the teaching becomes risky and difficult.

This presentation reports on a three year project with preservice teacher education students (n=162) in their second and third years of study at Macquarie University, Australia.

Following the presentation from Ivan about his own experiences of being taken (previously reported in Harrison, Burke and Clarke, 2018, 2016), we surveyed students enrolled in three separate cohorts over three years (2016-2018) in an Aboriginal education unit in order to identify the impacts of teaching about trauma. The data were sourced from a student survey, focus group interviews and student essays, and are used to build a Trauma Informed Pedagogy (TIP) for schools and universities. Our findings illuminate the ways in which we can teach about trauma content in universities, in a way that minimises detrimental psychological outcomes, whilst creating the opportunity for effective learning.

Presentation

--Individual Paper--

493

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

Bryan Smith

James Cook University, Townsville, Australia

Abstract

Since their arrival in Australia, settlers have engaged in widespread “prohibitive cartography” by using maps to determine and constrain imaginations of and access to space and place

(Monmonier, 2010). In Australia (and other settler-states), the prohibitions of cartography have largely centred on normalising the racial segregations central to settler spatial practice (Byrne, 2003); by representing into existence space as settler-space, colonial cartographers carefully curated imaginations of space that asserted control and dominion over colonised lands. While contemporary liberal views on place have rendered cartographic violence decidedly less aggressive (although by no means less pernicious), the use and representation of space remains a powerful vehicle for determining and reproducing settler spatial and historical privilege on invaded lands.

In this paper presentation, I argue that contemporary cartographic practices are an instrumental part of what Aileen Moreton-Robinson (2015) calls the white possessive logics, the rationalisation strategies that normalise white settler control over space. This is evidenced in what critical toponymy (place-name) Maoz Azaryahu (2009) calls the “city-text,” the complex web of place-names that cement a particular vision of the past into the material and symbolic circumstances of everyday mapped space. Through this presentation, I discuss how the settler city-text, as a tool of white possessive logic, normalises white settler place-making by virtue of the complex and omnipresent commemorative landscape, accomplished through the reach of settler naming schemes that persistently (re)claim the lands as “ours.” By way of demonstration, I present a web based application that surfaces the settler commemorative work done through the naming practices of a regional Queensland city, arguing that the everyday and common-place naming practices re-assert white settler dominion through a medium (ie. place-naming) that benefits from what Timothy Stanley (2009) has called the “banality of colonialism.” Further, I argue that encounters with the toponymy (place-naming) of our respective communities provides a critical and necessary space for pedagogical critique. If we take seriously, as the Australian Curriculum does, that place is a fundamental organising skill/practice in social education, engagements with the common-place settler toponymy can and must support more critical readings of place.

Presentation

--Individual Paper--

Sociocultural Activity Theory

Sociocultural Activity Theory

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B304 Collab Learning Space

360

Negotiating for shared objects of activity during Professional Learning Community meetings

Shien 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

Abstract

Professional Learning Communities (PLCs) hold considerable promise for teacher learning in the workplace. It is a community setting whereby teachers co-operatively engage in critical inquiry and updating their teaching practices. Current attempts to identify the processes of teachers' professional learning of pedagogical practices are nested within activities organised for professional development and does not mirror the naturalistic environments in which teachers are engaged in as part of the authentic school context. In this work, we draw upon Cultural Historical Activity Theory (CHAT) to analyse a case of a group of elementary school teachers working on lesson design using knowledge building pedagogy to enhance student learning. We ask what are the patterns of interaction and organisational factors enculturating new pedagogical innovations into the teaching practices of teachers?

Using the analytical framework of de Lange and Lunc (2008), we analyse the dialectical nature of teacher conversations recorded over a period of two years. Results showed that teachers accommodated the emergence of tensions and conflicts that challenged established pedagogical practices. By objectifying the work of the teachers through activity theory, the vignettes in this presentation demonstrate how knowledge building was sustained over time during the PLC and into the classrooms as an outcome of the shared objects created during PLC meetings. The outcomes of shared objects include innovation as seen from the way thematic writing tasks were implemented as action research as well as permanent advancement of ideas as evident from instructional designs for the science topic of systems. Critically, through a close analysis of teachers' conversations during PLC, activity theory has potential to make salient how these teachers engaged in the trajectory of knowledge building through shaping and reshaping of the object of designing KB lessons for students.

In conclusion, professional workplace learning resulted from negotiating individual objects for creating shared objects and managing tensions arising from co-creation for making professional decisions. We argue for negotiating shared objects as supporting professional learning and action at the education workspace.

Presentation

--Individual Paper--

445

Early career primary teachers' design of technology-integrated learning

Lauren Knussen

University of Technology Sydney, Sydney, Australia

Abstract

The increasingly technology-mediated nature of society has direct implications for how we teach students and prepare them for life after compulsory education. Schools have the capacity to provide quality technology-integrated learning (TIL), ensuring that digital literacy skills are accessible to everyone. For students to receive quality TIL, teachers need to have a skillset in the area. Recent studies show that despite being personally confident users of digital devices, our newest generations of teachers often struggle to integrate technology into learning in a pedagogically effective way. Yet, there is a gap in our understanding of early career teachers' (ECTs') practice with TIL. By focusing on teacher design work, researchers can gain deep insights into ECTs' decisions and thinking which influence their design of TIL programs. This presentation reports on a multiple case study of early career teachers' design of TIL, and how this work is influenced by context.

The study presents the cases of seven Australian early career primary school teachers working in different school contexts. The research sought to identify how ECTs engage in the design of TIL programs, and the contextual factors which influenced them. Data was collected as the teachers designed, taught and reflected on a technology-integrated learning program for their students.

The use of the Activity Theory model allowed for in-depth analysis of contextual factors which influenced their practice. Activity Theory's capacity to identify contradictions in an activity system facilitated the identification of factors which disrupted the design process.

Findings from the study show that despite limited professional experience, ECTs are influenced by a complex web of personal and external contextual factors while designing TIL. The level of TIL knowledge and skills gained during teacher education and in early teaching roles varied significantly between participants. At the same time, the school context of each case featured different characteristics which influenced the ECTs' design thinking. This presentation will show how these internal and external features of the design context interacted to influence the ECTs' design practice.

This study contributes to our understanding of how early career teacher design thinking and practice with technology-integrated learning is influenced not only by teaching context, but also by their personal experiential knowledge and thinking. The findings lay the foundation for further research into school leaders' support of ECTs' practice of designing TIL, as well as how pre-service teacher education might prepare students for technology-mediated teaching careers.

Presentation

--Individual Paper--

449

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

Hongzhi Yang

The University of Sydney, Sydney, Australia

Abstract

Recent literature emphasizes the importance of viewing teaching as a knowledge-building practice and teachers' capacity for knowledge creation and innovation. Therefore, this study aimed to develop languages student teachers' pedagogical content knowledge for their target language teaching through a double stimulation design using video-based learning modules. The second aim of this study was to develop pre-service teachers' epistemic agency in creating ideas in their languages teaching design. Epistemic agency refers to their intention and capacity to generate new ideas in their teaching design. In the first phase of design, a problem in language teaching, such as how to teach pronunciation, was presented as the first stimulus to activate students' existing knowledge. In the second phase, the second stimulus, a short video-clip containing an experienced teachers' teaching demonstration as a resolution to the problem was provided to pre-service teachers for them to work out their own way to resolve the problem and further develop it in their design of an e-resource for teaching their target language. The study was conducted in a secondary languages teacher education program in an Australian university. The data included pre-service teachers' participation in the video-based module which was evidenced by the audio-recorded group discussion and written discussion worksheets, and retrospective assignment analysis. The findings revealed the factors impacting on pre-service teachers' epistemic agency include their interaction with the stimulus, their group collection construction of ideas, and their interpretation of the mediating tools.

Presentation

--Individual Paper--

Sociology of Education

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

Abstract

This paper examines Bachelor degree offerings from government-owned vocational institutions in Australia. In contrast to higher vocational education settings in many parts of Europe (Graf 2013), in Australia vocational education has historically lower status than higher education (HE). More latterly however, there has been an increase in vocational institutions providing bachelor degrees (Webb et al. 2017) although still constituting a small proportion of the sector (Gale et al. 2013).

Using Appadurai (2004) and building on existing work (Henderson 2018; Bathmaker 2016), we identify a new emerging group in relation to aspirations for HE. Traditionally, the literature tends to consider two aspirational groups: those with 'high' aspirations for HE, contrasted with those from disadvantaged backgrounds often positioned as having no aspirations for HE (e.g. Archer et al 2007). We identify a third group that draws on a different 'archive of experience' and aspirational capacities (Appadurai 2004), privileging subject content over institutional status in pursuing HE and the careers that flow.

While the literature associates HE participation and socioeconomic status, drawing on a current project involving researchers from both Australia and the UK and focused on higher education in public vocational institutions, we argue that this association is less clear. Our data from 42 student interviews and a survey of 463 individuals suggests that students who choose higher vocational education (HIVE) as their first preference draw on different archives of experience, which tend to privilege the subject content of their degrees and their utility in the labour market, over the positional value of the institutions they attend. This challenges the view that vocational education is often regarded as a last resort if aspirations for university are thwarted. It also questions governments' view (in the UK, Australia and elsewhere) that vocational education is an alternative to university or a pathway to university for those from disadvantaged backgrounds.

We argue that the association between HIVE participation and familial traditions of higher education is less clear than it is for traditional university participation in Australia. Specifically, we identify previous experience with post-secondary education and particularly an expressed interest in the subject matter drawing on conceptions of occupational outcomes as particular characteristics of their archives of experience. We conclude that students in the research are

'cartographers' in that they are not following established aspirational routes, but are constructing their own routes to their preferred occupational destinations.

Presentation

--Individual Paper--

583

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

Guanglun Michael Mu

Queensland University of Technology, Brisbane, Australia

Abstract

Bourdieu carved out a distinctive analytical niche for his reflexive sociology. His epistemological tool of field analysis, sometimes coupled with statistical correspondence analysis, is particularly powerful when deciphering the matrix of objective structures and subjective structures within social spaces (field) where agents vie for positions (capital), strategise dispositions (habitus), and negotiate practices. When grappling with the inner workings of the social world and the logic of practice within the social world, Bourdieu favours his field theory over network theory and considers correspondence analysis to be superior to Social Network Analysis.

In this paper, I engage in a critical response to Bourdieu's epistemological stances. First, I review Bourdieu's criticism of network theory for its substantialism that reduces social practice to direct interactions. For Bourdieu, the logic of practice evolves with symbolic relations within field. Second, I revisit some fundamentals of Social Network Analysis. The advancement of contemporary Social Network Analysis has the capacity to ponder over the matrix of direct social connections and probe into the symbolic power relations within social connections. I therefore argue that there is no incommensurability between Bourdieu and Social Network Analysis.

After establishing the conceptual basis, I make some attempts to incorporate Social Network Analysis into Bourdieu's analytical framework and to expand the Bourdieusian arsenal by adding a Social Network Analysis component. To this end, I showcase my empirical research conducted in an urban community school in Beijing, China. I draw on Social Network Analysis to delve into the field dynamics within the community school where Beijing children and floating children, the latter of whom moved with their migrant parents from rural regions to Beijing, learn and grow together. The inclusive and enabling pedagogies of the community school recognise the rural dispositions of floating children and create relatively equal field positions between Beijing children and floating children.

I conclude the paper with a call for a critical extension to Bourdieu's canonical framing. Bourdieu himself explicitly argues against "methodological monotheism". In this vein, Bourdieu's theory-laden analytical framework does not exclude other methodological approaches. The attempt to engage with Bourdieu-informed Social Network Analysis is an intellectual exercise within a field of mediation that dissolves the seemingly insurmountable oppositions between different epistemological schools. Results from the empirical case show emergent habitus within a changing field landscape. This refutes the mistaken criticism of Bourdieu for determinism.

Presentation

--Individual Paper--

Politics and Policy in Education

Politics and Policy in Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: B428b Flat Classroom

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

Abstract

The work of academics has undergone significant changes in recent years in Australia, as in much of the world (Bennett et al, 2013; Blackmore et al. 2010; Fischman et al. 2018; Thornton 2014). In a context of fiscal constraints, many university managements have restructured workforce positions and their relations. Effects include greater casualisation, widespread introduction of teaching-only positions, corresponding decline in teaching-and-research academics, and intensified non-research workload. These shifts have disturbed many academics and become foci for resistance, especially in education programs (Seddon 2015; Brennan & Zipin 2019; Zipin & Brennan 2019). Recent studies emphasise narrowing options for early-career academics to pursue research pathways (Rowlands & Gale 2017; Manathunga & Bottrell 2019; Richardson & Heffernan 2019). It is thus timely to map how changes to academic work are affecting education research.

This paper derives from an AARE Working Party project to document how Australian education academics experience work conditions in relation to research opportunity and growth. A national online survey gathered data from a variety of education academics, including: higher degree students; early-, mid- and late-career; and casual, contract, independent and adjunct.

Administered during May/June 2019, the survey draws on previous instruments developed for international research projects, especially Teichler and colleagues (2013) study of changes in academic work from an international comparative perspective that included Australia. Teichler et al.'s questionnaire was also used in the USA (Fischman et al. 2018) to study education faculty perspectives on academic work and use of knowledge. This study has adapted the survey to clarify specific aspects of the Australian scene. Future use of the Teichler et al. framework will enable comparisons with earlier time periods and multiple nations, including Australia, the USA and Europe.

The paper presents findings from the survey, including content analysis and preliminary options for wider analysis, in the context of current Australian higher education policy, previous Australian practice, and international findings on academic education research work. The paper

will indicate major areas of concern for Australian education research, including conditions that education academics see as supporting or constraining research growth, especially among early career researchers. Implications for education research futures will be discussed, including potentials for an inter-generational academic politics that pursues: workload justice; keeping teaching and research connected (against trends that separate them); and broadening the numbers and range of education academics with time and opportunity to grow as researchers.

Presentation

--Individual Paper--

582

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

Bev Rogers, Katharine Swain

Flinders University, Adelaide, Australia

Abstract

The experiences of academics caught up in the rise of teaching academic (teaching only) roles in Australia, the UK, the USA, and Canada, are not well documented in the literature (Bennett, Roberts, Ananthram, & Broughton, 2018). This paper describes the experiences of academics in a recent restructure (2017-ongoing) at Flinders University in South Australia, in which a large number of ‘balanced’ academics were ‘forced’ into voluntary redundancies or accepting *Teacher Specialist* (TS) roles. The TS roles were designed to exclude research in favour of ‘scholarship’ and limit access to Higher Degree Research (HDR) supervision as a primary or associate supervisor. Probert (2015) asks whether this is, in reality, a strategic efficiency measure that has less to do with teaching excellence than with improving research rankings. Zipin and Brennan (2019, p. 1) point to an environment of hyper-competition which induces strategizing by universities to “employ fewer but ‘higher-producing’ researchers”, thus separating research and teaching. The actual experiences of TS in the last six months have concurred with a common finding of “the perceived low value of the teaching academic (TA) role and confusion about what the role entails” (Bennett et al., 2018, p. 271).

In this paper, we identify our struggle to identify a sense of hopefulness in the future of the role in the absence of detail and support by the University. We explore the creation of the TS role in the restructure as a localised regime of truth (Gore, 1993), examining and understanding possibilities for resistance which contest and detach from the subjectivity which is constituted and imposed. Contesting the form of subjectivity “in order to build an *other* subjectivity is not an easy task ... [since the mechanisms of power give] the impression that there is no real choice to be made” (Cremonesi, Irrera, Lorenzini, & Tazzioli, 2016, p. 72). We highlight the importance of academics talking and working collectively and struggling beyond what is currently offered, which is beyond the recognition and angst of the ‘toxic university’ (Smyth, 2017) and also beyond the acceptance and growing familiarity of the TS truth regime which misunderstands the importance of teaching *informed by research/scholarship* (Zipin & Brennan, 2019). There seems to be, as Butler (2009) highlights, two aspects—*resistance* of TS as imposed which opens a space for an *invention* of a different form of TS subject embedded in a research/teaching nexus.

Presentation

--Individual Paper--

894

Activism and/as education: Reflections on two protests

Rosie Joy Barron

The University of Melbourne, Melbourne, Australia

Abstract

This presentation explores pedagogy in the context of public protest, focusing on two separate actions organised by sex workers and supporters in Melbourne in 2016 and 2018 respectively. Both protests took place at the same site — the Royal Melbourne Institute of Technology — both involved many of the same parties and actors, and both were organised in response to conferences being held at the university. The first protest, which I did not attend, was the subject of a viewpoint paper I wrote about how activist intervention can bring unexpected forms of education into the conference space – in this instance, by drawing on the very same traditions of feminist pedagogy that the conference sought to mobilise (Barron, in press). The second protest, which I attended on the weekend that I submitted this paper, both challenged and extended my

observations about the first. This presentation considers these protests at two levels. Firstly, I seek to draw out the ways in which my embodied experience of the 2018 protest complicated my analysis of the 2016 protest, particularly with respect to my account of the ways in which stories were mobilised and, at times, weaponised (see also Phipps, 2016). Secondly, I focus on the significance of the academy in relation to both protests — specifically, the university as the setting, the conference as the target, and the role of academics (including my-budding-academic-self) as witnesses, supporters, and indeed adversaries of protestors. Accordingly, this is a more experimental presentation, which combines descriptive narrative and conceptual engagement with feminist perspectives on storytelling in/as praxis (see Serisier, 2018). The overarching objective of this presentation is to stimulate reflection and discussion on this pedagogical theme, as well as the possibilities and responsibilities of academics when our work, or our means of production, comes into dialogue with social justice struggles (see Pereira, 2016).

References

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Phipps, A. (2016). Whose personal is more political? Experience in contemporary feminist politics.” *Feminist Theory* 17 (3): 303–21.

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Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N407 Flat Classroom

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

Abstract

This presentation takes as its basis 20 years of research into online networks of teachers. It critically discusses this literature in order to suggest a research agenda about the kinds of studies that can lead to actionable knowledge about how to design for, support, and convene online networks of teachers.

The motivations for studying online networks of teachers have been well-established in the literature as the potential for peer social support, for the sharing and re-use of knowledge about the profession, and for the creation of authentic communities of practice. However, despite the plethora of studies of teachers in online networks there is a lack of actionable knowledge that can be used by teacher educators, policy makers, or teachers themselves.

The conclusions focus upon three interrelated areas: adoption of a common language for describing studies, clarity of design goals, and use of appropriate methodology.

Firstly, we propose that studies of teachers in online network need to adopt a common language for describing studies. As proposed by Kelly & Antonio (2016) certain distinctions matter, such as whether a network is open or closed to the public; small, large, or massive; limited to a theme/subject or more general; geographically specified or more general. Further, Carvalho & Goodyear (2014) propose a framework for activity-centred analysis and design that describes networks through their set design, social design, epistemic design, and design for co-configuration that provides a suitable language for describing networks of teachers.

Secondly, networks for teachers need to have clear goals specified using this common language. We propose that the type of knowledge that is needed from research in this domain is of the form "if this type of network is desired, then this approach has been demonstrated to be successful, under these relevant contexts". While many existing studies have generated this type of knowledge, the findings are often hidden due to the structure and language used in reporting, making meta-analysis or practical application challenging.

Finally, we problematise the dominant methods that are being used to study online networks of teachers, namely survey studies, thematic analysis of online data (from teacher interactions), and social network analysis of online data (from teacher interactions). We use examples from the literature to discuss the potential for alternative methodologies that can lead to actionable knowledge of how to design for online networks of teachers.

Presentation

--Individual Paper--

101

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

Valerie Margrain^{1,2}, Mark Ritterman³, Danny Ritterman³, Karen Green³

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

Abstract

Teachers deliver curriculum on a daily basis as part of their professional work. Typically, teachers move outside of the classroom, or their regular classroom roles to engage in upfront professional learning. It is innovative to foreground the delivery of pre-written concept-based curriculum as a way for teachers to learn new strategies. It is also innovative for teachers to use

reflections about these strategies as a vehicle to reinforce and synthesize the use of these strategies across their practice.

Delivering concept-based curriculum provides opportunities for teachers to respond to contemporary issues of social justice that arise in local contexts or which are reflected through global media. MAPPEN is a specific resource which provides teachers with access to an online curriculum repository that addresses mandated content in Australia through concepts. 3,500+ users belong to the MAPPEN curriculum community. The aim of MAPPEN model is that teachers can effectively and appropriately synthesize new information to use in their classrooms. MAPPEN curriculum supports education for a socially just world with the inclusion of broad conceptual learning sequences such as: 'Our Sustainable World' (foundation level), 'Celebrating Differences' (y1-2), 'Someone Else's Shoes' (y3-4), and 'Making Democracy' (y5-6).

This mixed-method, interpretivist study analysed an archive of online teacher responses regarding their professional learning, use of MAPPEN and its potential impact on their pedagogy. 697 teachers contributed 2,106 reflections about what they had learnt, how they might apply what they had learned in their practice. These reflections were analysed according to keyword searches, tense, and thematic analysis. Initial analysis across the 2106 responses determined a useful differentiation between responses which we have categorised as *personalised reflections* and *content summaries*. This presentation shares the findings of the data coded as personalised reflections, identified through the use of terms 'I', 'me' or 'my'.

In this presentation we share:

1. ways in which teachers directly connected reflections to their own practice and learning;
2. reflections that include a commitment or a pledge indicating teachers plan to modify or change their practice;
3. teacher insights about cross-curriculum usage of strategies; and
4. teachers' commentary on concept-based curriculum.

Implications for further investigation include:

1. deeper exploration of responses from highly reflective teachers;
2. the influence of school leadership on curriculum; and
3. barriers to widespread uptake of concept-based curriculum.

Presentation

160

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

Mark Chia

Republic Polytechnic, Singapore, Singapore

Abstract

There has been growing interest in how Communities of Practice (CoPs), as a non-formal workplace learning provision, honours the agency and expertise of teachers, as opposed to external experts, in furthering teacher professional development. Yet, unlike practices in formal teacher training contexts, the governance mechanisms for the implementation of non-formal, workplace learning practices like CoPs has remain largely unexamined. This paper investigates a pilot CoP programme for academic teacher mentors in a post-secondary educational institution in Singapore, and is guided by the following aims: (1) To identify factors CoP participants perceived to be critical to a new CoP's success; and, (2) To examine how these success factors interact in a new CoP.

A total of seven out of 13 academic teacher mentors provided informed consent to participate in an individually conducted, face-to-face, audio-recorded interviews, each lasting approximately 60 minutes. Interview transcripts were subject to members' checks before coding. An *a priori* coding approach was adopted, with meaning as the unit of analysis, and in particular, latent rather than manifest meaning. Based on existing CoP literature, the codes were classified into the respective categories of domain, community and practice, and compared with taxonomies of CoP success factors proposed by similar studies. The codes were then analysed for salience in frequency tables, to interpret their relative importance, in the context of significant quotes from participants.

The findings of this study corroborate those of similar studies on CoP success factors, but provides new evidence that practices related to both internal and external benchmarking should receive greater attention. In addition, this study proposes three new factors, not typically found in traditional discourses on CoP, which may be critical to early-stage CoPs, particularly in non-private sector organisations that are culturally hierarchical. Lastly, this study proposes a

relational model of CoP success factors, how they might be related, through both destabilising and balancing forces, and how these factors might be best managed by members to collectively advance the interests of their community's knowledge domain and practice.

Going forward, the implications for further research include the need to substantiate the additional CoP success factors and their interactions identified in this study, and in particular, how they operate within educational institutions. More research is needed to investigate how these factors, and their interactions evolve across a CoP's life-cycle, and to legitimise platforms like CoPs which place the power of learning in the hands of teachers.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N408 Flat Classroom

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

Haoran Zheng

Monash University , Melbourne , Australia

Abstract

Australian teacher education programmes have experienced an increase in international pre-service teacher (PST) enrolment, particularly those from China. Existing research has identified that international pre-service teachers often encounter English language and cultural challenges during their study, particularly in their teaching professional experiences (PE). Recognition of the challenges experienced by the international PSTs can inform policy and practices in teacher

programmes as well as provide support for these PSTs. However, few studies on international PSTs' PE connect to the Australian current context of teacher education. For example, in the context of teacher education such as Early Childhood Education (ECE) in Australia, teacher agency is imperative to teacher professionalism and therefore, PSTs are encouraged to be agentic during their PE. Pre-service teacher agency can be understood as the active intention and practices to develop their professionalism during PE. On the other hand, limited research explores how international PSTs' develop teacher agency in PE.

This study is a qualitative multiple-case study which investigates Chinese international PSTs' experience of PE in early childhood settings in Australia. Data are collected from focus group discussion, PE journals, pre- and post-PE interviews. I explored the perceptions of 11 Chinese international ECE students at one Australian university over two semesters in the first year of their study. Bourdieu's concepts *field*, *habitus*, and *capital* are theoretical underpinnings inform data analysis. The findings in this study suggest that the participants have different understandings and interpretations on being agentic when they enter the new field: the PE context. Mismatch between the Chinese PST and mentor understandings of teacher agency due to the differences on habitus and capital impacts on PST confidence, and frustrates their teacher agency. Rather than taking a deficit perspective, this study argues that there is a need for recognising previous culturally-shaped experiences of international PSTs. Findings in this study suggest that the PE as a learning space which shares considerable potential for international PSTs to access new capital and restructure their understandings towards professional agentic teachers. In this process, the PE community plays a critical role in supporting the PSTs navigate in the new ECE context. In the meantime, this study's findings might be increasingly valuable to universities continuing to enrol Chinese pre-service teachers, particularly those currently in ECE.

Presentation

--Individual Paper--

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

Abstract

Universities across the world are investing in a range of international mobility programs for students and staff to internationalize their cultural, curriculum and pedagogical offerings. One example of this investment is in the area of collaborative international teaching practicums managed by faculties or schools of education. Australian universities who offer international practicum programs typically claim that they help the next generation of pre-service teachers (PSTs) to understand and respond to the benefits and challenges of globalization. Teacher education policy drivers in Australia are also focused on the benefits and challenges of globalization. For example, the *Australian Professional Standards for (Graduate) Teachers* now expects teacher education providers to produce graduates who are “responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds” (AITSL, 2017). International teaching practicums are one of the many ways that universities are responding to this policy imperative.

In the context of Australian higher education’s increasing interest in international mobility, this study investigates one international teaching practicum managed by an Australian university. Much of the research literature about international practicums focuses on the experiences of the mobile PSTs, and/or the academic leaders who facilitate and support the learning of these PSTs, but there is little attention given to the effects of the practicum on the host institutions or mentoring teachers. This research includes some consideration of the Australian PSTs and their experiences, but it also examines the perceptions of the hosting Chinese mentor teachers and the school students taught by the visiting PSTs.

Utilizing a case study design and thematic analysis methods, the authors critically investigate how participants from both Australia and China perceived the benefits and challenges of that practicum. The analysis draws on data from the Australian PSTs’ written reflective reports, transcripts of interviews with Chinese mentor teachers, and responses to questionnaires completed by Chinese students who had been taught by the Australian PSTs. The data shows that this international teaching practicum was a mutually beneficial and valuable experience for all participants, especially in terms of enriched intercultural awareness. The study also revealed challenges and tensions with respect to the meeting of Australian and Chinese educational systems because of their very different social and cultural contexts. Recommendations are made for improving the experience of all participants in international teaching practicums into the future.

Keywords: International teaching practicum, intercultural teaching and learning, Australia, China.

Presentation

--Individual Paper--

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

Abstract

Entrance into initial teacher education (ITE) has been an area of ongoing debate. In a bid to improve the academic calibre of ITE students, in 2016 the NSW government introduced minimum academic entrance standards. All undergraduate ITE students are required to achieve a mark over 80 in three HSC subjects or demonstrate an equivalent academic standard. At a similar time AITSL mandated that all universities also offer students a non-academic entrance pathway. These policy changes represent a significant shift in the way in which students are now admitted into ITE, yet their implications have not yet been fully explored.

This paper uses Ball's notion of policy effects (1993) and policy enactment theory (Maguire, Ball, & Braun, 2011) to better understand the impact that these policy changes have had upon university staff and potential ITE students. It reports on one aspect of a qualitative multiple case study inquiry, highlighting the fact that in restricting entrance into ITE there is potential for a conceptual narrowing of ITE students and eventual loss of diversity in the teaching population.

A key finding from the study, which used semi-structured interviews with academic and student recruitment staff from three NSW universities and a survey of NSW high school careers advisors, indicates that by achieving the policy aim of making entrance into ITE more challenging, only a certain ‘type’ of student is positioned to be a suitable ITE candidate.

This paper argues against a conceptual narrowing of ITE candidates and highlights the value of having students from diverse backgrounds both enter ITE and eventually the teaching profession, given the benefits that a diverse teaching workforce has upon school students, particularly those who may come from a minority or disadvantaged background.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N413 Flat Classroom

865

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

Katrina Barker, Danielle Tracey

Western Sydney University , Sydney, Australia

Abstract

This study is the first in Australia to investigate teachers’ knowledge, attitude and behaviour towards supporting young people in their class who have a parent in prison. Numbers of young Australian people affected by parental imprisonment has significantly increased over the past decade. In Australia, it is estimated that 145,000 young people under 16 years of age (almost 5%

of all children) have had a parent imprisoned, rising up to 20% of under 16 year olds from Aboriginal communities. Young people with a parent in prison are vulnerable given they are six times more likely to end up in prison themselves and 40% more likely to dropout of school than their peers. Early intervention to interrupt the cycle of intergenerational offending is critical. Outside of the family, schools are the next most significant developmental context for young people. They provide a safety net and assist in protecting young people from circumstances that impact their learning, development and wellbeing. Given the significance of school as a setting for building protective factors, teachers can play an instrumental role in supporting the development of these young people. Recent research reveals however, that teachers are unaware of the research on how best to support young people with a parent in prison and currently receive no targeted pre-service or in-service training. Many schools have no policies in place to support these vulnerable young people. The first step to inform teacher training programs on supporting young people with a parent in prison is to develop an understanding of teachers' current knowledge, attitude and behaviour. To achieve this, a new instrument has been developed and will be psychometrically tested to confirm its reliability and validity. The new instrument will be a valuable tool to examine how and what teacher factors change over time with the introduction of future evidence-based teacher training programs designed to facilitate teachers to support young people in schools who have a parent in prison.

Presentation

--Individual Paper--

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

Abstract

Scholarship on ‘teaching for social justice’ often points to a disconnect between aspirational ideas of social justice, and the ability of teachers to implement these in the contexts of their work (Burke & Collier 2017; Pantic 2017). Also highlighted is a common dissonance between teachers expressed beliefs and their practice (Mills & Ballantyne 2016). This insider ethnographic research project— situated in a youth justice custodial setting in which the researcher has worked for 5 years—aims to explore teachers’ understanding, development, and enactment of socially just pedagogies with incarcerated young people.

Research on education programs in youth justice custodial settings is an emerging field (Houchins, Puckett-Patterson, Crosby, Shippen, & Jolivette 2009 ; Young, Phillips, & Nasir 2010). Very little empirical work has been done which explores the ideological foundations of teachers’ practice in youth justice contexts (Harris, Baltodano, Artiles, & Rutherford 2006; Strnadova, O’Neill, & Cumming 2017). These settings are populated by young people experiencing pervasive marginalisation who are overwhelmingly disengaged from community schools (Christle, Jolivette, & Nelson 2005). This raises the questions; how do teachers envisage an education that serves these students’ needs and best interests? How do their social justice beliefs evolve through work with incarcerated young people? And what is the relationship between what teachers believe, what they plan for and what they enact in these settings? Based on the Bourdieuan concept of habitus, Cross, Mills & Gale (2018) suggest social justice dispositions as a useful analytical category for exploring the mediation between teachers’ social justice beliefs and their actions. Focusing on these dispositions enables us to look beyond conscious beliefs that teachers espouse in relation to social justice, to processes of ‘unthought’ which constantly guide and shape their practice and are revealed in action.

This study is taking place in a recently established government school for incarcerated youth. Consultative workshops, interviews and teacher observations will be used to garner insight into teachers’ situated and evolving practices and to critically reflect on their social justice dispositions. The researcher’s experience and positioning as an ‘insider’ affords her a level of deep access in a setting which is ordinarily difficult for the research community to reach. This project will contribute to knowledge on how teachers can be supported to plan for, enact, and critically reflect on, socially just practice with incarcerated young people. Emerging narratives from the data will be presented alongside reflections on conducting insider ethnographic research in a secure setting.

Presentation

--Individual Paper--

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

Abstract

Disengagement is recognised as a serious issue in OECD nations ([Zyngier, 2008](#)), with reports of apparent performance declines and low levels of classroom discipline ([Thomson, De Bortoli, & Underwood, 2017](#)). Research additionally suggests that disengaged students tend to feel marginalised, resentful and ineffective, with poor academic outcomes ([Skinner & Pitzer, 2012](#)), while engagement is positively correlated with improved academic achievement, higher school completion rates, and increased student sense of belonging ([Harris, 2011](#)).

This paper provides insights into how schools serving high poverty or marginalised communities attempt to facilitate students' substantive engagement with their learning. Through discussions with students, teachers and principals, it considers effective school supports, school/classroom climate, pedagogy and programs, and the changes that are necessary to improve the education of students in low SES communities.

The early stages of the project sought to identify high schools throughout Queensland that were utilising positive strategies to improve student attendance rates and academic/vocational outcomes for students in at-risk groups and with low school disciplinary absences over the last 5 years. Through five case studies, the latter stages of the project (phases 3-5) sought to explore these strategies and the extent to which they were succeeding.

Procedural engagement was discussed more frequently than substantive engagement, with several schools conveying they were in the early stages of exploring engagement strategies after lifting their attendance rates. Key factors that supported students' engagement included removing barriers, nurturing a positive school climate, support for ethnic groups, and alternative or flexible programs. Students facing particularly difficult circumstances were typically 'case managed'. The schools generally considered data to be an important factor in students' engagement, with careful tracking of students' progress to provide timely and appropriate support or intervention.

While curriculum and pedagogy were typically discussed in terms of school-wide adoption of pedagogies, particularly explicit instruction, a few teachers discussed the importance of choice, linking practical assessments with theory, making links with ‘the real world’, providing opportunities to solve open-ended, challenging problems and developing curricula appropriate to the students’ needs and interests. Some schools reported that a re-culturing of the school community or change of mindsets was necessary to improve their students’ learning outcomes. This related to community views on the importance of schooling, as well as students’ perceptions of themselves as ‘dumb’. Inherent within such change, was the importance of leadership and principals’ willingness to engage with the community.

Presentation

--Individual Paper--

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

Abstract

This paper draws on data from a research project examining the social justice dispositions (SJDs) of 16 teachers, bringing together Bourdieu’s concept of dispositions (constitutive of the habitus, which can be ‘read off’ from action), with Vygotskian cultural historical activity theory (to conceive of action systematically). Our data focus on the pedagogic actions of teachers over a

series of sequential lessons, as practiced in differently dis/advantaged schools (Gale, Cross, & Mills DP130101297).

The first phase of analysis involved constructing the activity systems (Engestrom, 1987) within which each participant took up their 'subject position' as 'teacher'. This enabled an understanding of how each teacher's instantiation of practice made sense against the sociocultural and material conditions within which those actions unfolded. To then 'name' the social justice disposition evident within each case, we drew on Bourdieu's notions of 'distinction' and 'taste' to distill the features that best 'characterise' each teacher's approach in how they engaged in their activity (e.g., meritocratic, diplomatic, humanitarian, etc.).

This paper focuses on the second phase of analysis, which considers the interplay of context, action, and SJD by plotting these characterisations on an axis to interrogate their relationship against different contextual dimensions; in this case, how teachers' SJDs are positioned relative to the status of their school in terms of dis/advantage. This is not to suggest socioeconomic status is the only dimension against which the data can be understood - indeed, the broader project also considers other framings including ethos of the school site (e.g., faith-based or secular), teachers' experience (early career or senior career), and where each teacher saw the 'need' for social justice 'work' (either internal or external to the school).

The paper concludes by considering the importance of context in shaping the kinds of social justice dispositions evident within teachers' pedagogic work, including how teachers understand students' needs.

Presentation

--Individual Paper--

136

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

Alison Willis

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

A deeper understanding of how teachers manage differences in teacher-student relationships provides opportunity for developing socially just practices amongst the teaching profession. This phenomenographic study investigated the experiences and perceptions of Anglophonic Western trained teachers who have worked in in non-Western institutions, addressing the guiding research questions: a) how do young people learn?; and b) what is important for learning? Teachers in these contexts dealt with ethnic, social, gender and religious differences daily. They discussed the need for a capacity for compassion, and the underpinning tenets of trust and respect at individual and institutional levels. These findings are significant in light of the knowledge that student-teacher relationships affect student outcomes (Brinkworth, et al., 2018; Cozolino, 2013), and that socially-emotionally competent teachers are more likely to build trust with their students (McGrath & Van Bergen, 2019). Findings revealed a need for systems administrators and teacher educators to develop teachers' and pre-service teachers' cultural, social and emotional capacities for the sake of positive student-teacher relations and the promotion of social justice. The study further revealed that student confidence is often evidence of teacher competence, and that culturally competent teachers are more likely to find ways to overcome language barriers and gaps in academic skills. This paper looks at ways of developing cultural, social and emotional competencies in teachers, noting that personal-professional competencies like these are not currently covered by the Australian Professional Standards for Teachers.

Presentation

--Individual Paper--

14

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

Olivia Johnston

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

Abstract

Students experience their teacher expectations through classroom interactions that communicate if, when, and how their teachers expect them to achieve. The expectations that teachers hold of

students impact upon student achievement, but no research has provided a theory about how expectations effects occur from a student point of view. The study presented in this paper sought to address this gap in the existing research by using grounded theory research methods to generate a substantive theory about how students experience their teachers' expectations of them. The focus of this paper is explaining and exemplifying how grounded theory methods were used to reach main findings that convey the voices of students. Data collected from interviews and shadow-study observations were progressively analysed to build theory using classical grounded theory methods such as theoretical sampling, constant comparison, and memoing. The results of the study include 24 main research findings about how students appraise, respond to, and act as a result of their teachers' expectations of them. A brief discussion of the main findings situates them within the existing literature about teacher expectations.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N417 Flat Classroom

719

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

Duc Phung

The University of Tasmania, Launceston, Tasmaina, Australia

Abstract

There has been widespread international concern over the training quality and employability outcomes of transnational Higher Education (HE) though it has been an evitable trend with different benefits to involved stakeholders. Vietnam has emerged as a dynamic spot for a variety

of the Joint Training Programs, especially the Joint Programs (JPs). Despite numerous positive changes in the quality assurance and regulation aspects, this type of internationalization at home is seen more about providing greater HE accessibility to high school leavers rather than improving education quality under the impact of commercialization. However, optimistic reports on the graduation outcomes and employment rate of the JPs from the Ministry of Education and Training and the Ministry of Labour – Invalids and Social Affairs reveal a different view on this education program. Vietnamese literature shows there is hardly any research investigating in-depth the effectiveness of the JPs in Vietnamese universities, especially in terms of enhancing their graduate employability. This study aims to explore how the JPs are implemented in Vietnam, and to what extent their implementation contributes to enhance the graduate employability. The research will adopt qualitative approach based on the constructivist paradigm, employing combined data collection methods: document analysis and interviews, based on Tomlinson’s conceptual framework of graduate employability capitals. It targets two Vietnamese universities that have implemented the JPs. For each program, 3 teachers, 10 students, 5 graduates and 5 respective employers of these graduates will be invited to evaluate the graduates’ competence and performance. In addition to interviews, documents about the JPs implementation will be collected, including policy documents, curricular and the employment outcomes such as graduation and employment rates. The results show that the JPs offered students more opportunities to develop their employability capitals due to presence of international academic, imported curriculum and an exchange-year to the counterparts’ countries. The main findings of this research are explained in the light of Vietnamese socio-cultural aspects and in relation to at-home internationalization. Theoretically, it contributes to a limited literature about the JPs, especially in a Vietnamese HE context. Practically, this research focuses on seeking the facilitators from the JPs as a pervasive response to equip undergraduates both generic and specific competencies. Significantly, this study is expected to change the prejudice against the JPs and give implications for improving their graduate employability, therefore, could contribute an insight into enhancing Vietnamese graduate employability.

Keywords: Joint Programs; employability, employability skills; higher education; Vietnamese universities

Presentation

--Individual Paper--

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

Thanh Pham

Monash University , Melbourne , Australia

Abstract

Today's competitive labour market is shifting employability from responsibilities of institutions to individuals, yet little is known about how graduate migrants manage their employability trajectories. Specifically, little is known about how they utilize and develop their forms of capital and use them for career development prospects. To fill this gap, this research aimed to examine how graduate migrants in various disciplines developed and utilized their forms of capital in negotiating employability. More specifically, the study aimed to identify influential factors of the process of transferring employability capital into employment outcomes, developed a model that maps the factors contributing to success in obtaining graduate employment, and then generated a practical framework for enhancing graduates' career readiness and promote these across curricula, co-curricular and extra-curricular pursuit.

The study deployed Bourdieu's theories of capital and Tomlinson's forms of capital as theoretical frameworks. The study included seventy graduate migrants of which 40 were females and 30 were males with ages ranging from 25 to 35. The participants graduated from various Australian universities and are working in Australia from 1 to 10 years. All participants were invited to complete an online survey that aimed to examine resources and strategies the graduates developed and utilised for their employability negotiation. Then, 20 participants were invited to participate in group and individual in-depth interviews which focused on exploring how they used their agency in interlinking various forms of capital and resources to negotiate their employability.

Findings revealed that graduate migrants faced various challenges in the target labour market including English limitations, 'perception of fit' of employers, limited social networks and cultural understanding. To successfully secure employment, it was important for graduate migrants to develop key forms of capital – i.e., excellent technical knowledge, relationships with 'significant others', strong career identity and psychological resilience. Importantly, they had to exercise agency in interlinking these capitals so that they could make use of their strengths and coat weaknesses.

Findings of this study make a contribution to developing a more meaningful set of measures for graduate employment progression and success beyond those formally used in national contexts.

Results from the study imply that managing, teaching, and professional staff members should collaborate closely to develop well-rounded programmes to sufficiently equip international students with multidimensional resources.

Presentation

--Individual Paper--

110

On Whose interests are served by the outbound mobility programs?

Mila Arden

Victoria University, Melbourne, Australia

Abstract

This discussion paper critically examines the discursive fields in international education in Australian universities. Australian higher education institutions around the world have been practising student mobility as a means of internationalization (see Deardroff, 2006; Lewin, 2009). Australia is one of the countries that receive a fair amount of international students. Since at least the 1950's, inbound student mobility has been enabled with the Colombo Plan. However, the flow of the students has changed with when the Abbott government implemented the New Colombo Plan in 2013, which mobilized the local Australian students. Outbound mobility programs [OSM] are designed to send the Australian local students to the Indo-Pacific region for a part of their higher education as Australian students –supposedly- lack essential global skills. Both the literature and the New Colombo Plan construct their own claims to support the necessity of these programs, and both constitute their own body of discourses. However, perhaps both these body of arguments leave out perhaps the most the important factor, the student perspectives. The significance of this paper is presenting the students' perspectives in depth as a result of its qualitative approach. This paper also discusses and highlights the discrepancies in discourses in relation to outbound mobility programs. This study examines and outlines the discourses between the emerging scholarly literature, the policy, and the student perspectives by utilizing Foucauldian discourses analytical framework and postcolonial theories. Due to the scope of this discussion paper, the discrepancies are presented to highlight the interests that the outbound mobility programs serve of those surprising group of bodies/individuals. The paper

also aims to attract discussion(s) in order to think perhaps differently about internationalization and/or mobility programs to optimize educational/social/political outcomes.

Presentation

--Individual Paper--

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

Abstract

To write a text is to constantly make choices. Throughout the spelling of every word to the construing of entire texts, students make continuous choices of what to write about and how to do it. But are there wrong choices? And are there right ones? And how – and on what basis – can teachers tell the difference? In recent years, research have shown a great interest in differences in disciplinary literacies (Shanahan & Shanahan 2012) and also what specifically distinguishes subject specific writing in schools (Schleppegrell 2004). However, further research on how the emergence of disciplinary literacies may be detected in early school writing is called for in order to inform discussions of subject specific writing instruction and assessment practices. Research has shown that marking texts generally draws attention to spelling mistakes, syntactic or grammatical errors, while other aspects of meaning-making are often given less attention and in worse case overlooked. In this presentation a comparative study between how Australian and Swedish teachers' value 38 literary texts written by primary school students in Sweden, will be presented. The results will be discussed in relation to results of previous studies

(Björk forthcoming, Björk & Folkeryd forthcoming), using text analytical tools inspired by Systemic Functional Linguistics (Halliday 2014), suggesting how signs of emergent literary literacy may be detected in these same texts. Preliminary results show that, despite the fact that signs of emergent disciplinary writing are detectable in a number of texts, these features seemingly don't have a major impact on the assessor's assessments of high quality. The main similarities between both assessor groups further concerns the low-quality texts, while the high-quality texts vary to a greater extent. Finally, the linguistic features of the low- respectively high-quality texts will be examined and discussed and problematized in relation to what can be consider good and bad writing in different school subjects and how we can tell the difference.

Björk, Oscar (forthcoming) *Tidigt naturvetenskapligt skolskrivande*

Björk, Oscar & Folkeryd, Jenny W. (forthcoming) *Emergent Literary Literacy*

Halliday, Michael A. K. & Christian M. I. M Matthiessen (2014). *An introduction to functional grammar*. 4th ed. London: Arnold.

Schleppegrell, M. J. (2004) *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum

Shanahan, Timothy & Cynthia Shanahan (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders* nr 32, s. 7–18.

Presentation

--Individual Paper--

303

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

Yin Ling Cheung, Doris Choy

Nanyang Technological University, Singapore, Singapore

Abstract

Writing researchers have long recognized that a challenge for young students learning to write for academic purposes is to develop the ability to incorporate thinking processes in the enactment of genre practices, self-directed learning, and collaborative learning into the education. This study aims to investigate how elementary school teachers implement a socio-cognitive and motivation-and-learning (SCML) approach in their classes to improve teaching, assisted by information communications technology (ICT) such as Padlet and Grammarly, and how the SCML approach impacts students' performance in writing and their assimilation of self-directed and collaborative learning. While there is no lack of research on intervention teaching programmes, self-directed learning, and collaborative learning in general for university and secondary-school students, there is scant research on teachers' implementation of the SCML approach specifically to teaching writing, as well as the impact of this approach on the learning of elementary school students. The two-year study uses multiple sources of data including classroom observations, pre- and post-writing tests, and student questionnaires. It seeks to examine the effectiveness of the SCML approach to teaching English language compositions to a broad spectrum of Grade Four students across ability levels (N=583) at four elementary schools in Singapore. SALT (Systematic Analysis of Language Transcripts) software and SPSS were used to analyze the qualitative and quantitative data. Findings from the first year of the data show that the post-test writings feature more development in key story elements, more different words, and longer text lengths. Questionnaire data suggest that students improve in the aspect of collaborative learning as a result of using ICT. The interdisciplinary project, still ongoing, is expected to make significant contributions to the practice of writing pedagogy, learning sciences, and learning technologies for students at a critical early stage of their educational development.

Presentation

--Individual Paper--

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

Abstract

In Victorian government schools, students from language backgrounds other than English (LBOTE) account for 32 percent of the student population (DET, 2019). Schools often struggle to address the literacy needs of LBOTE students, especially those from refugee backgrounds, due to a lack of time and resources available during the school day (Windle & Miller, 2012). This issue highlights the need for schools with high percentages of LBOTE students to explore new ways to assist and support this disadvantaged and vulnerable group of learners. In recent years, there has been an increased interest in exploring how school-family-community partnerships can bring together knowledge, experiences, resources, and connections existing outside of schools and lead to higher student achievement (Epstein, 2018). However, the use of partnerships in schools is generally fragmented and examples of partnership programs that specifically focus on literacy are limited. Therefore, this in-progress project aimed to address this issue by piloting a literacy-focused *The Community for Learning Partnership Program*.

Partnering with a Victorian primary school with 55% LBOTE students and below the average Index of Community Socio-Educational Advantage (ACARA, 2018), *The Community for Learning Partnership Program* brings together LBOTE children, their families, and pre-service teachers. The partnership program consists of three components: (1) after-school multiliteracies workshops for LBOTE children taught by pre-service teachers, (2) interactive workshops for LBOTE parents and (3) planning sessions with pre-service teachers. Drawing on Bourdieu's concepts of cultural and social capital, *The Community for Learning Partnership Program* was conceptualised as a partnership that promotes reciprocal learning for all participants by: 1) extending LBOTE children's literacy capabilities through engagement with digital literacies; 2) equipping families with strategies to support literacy learning at home using family resources (e.g. home language); 3) developing pre-teachers' capacity to scaffold LBOTE students' learning and work with their families; and 4) empowering all participants by acknowledging their existing knowledge and experiences.

This single case study provides a detailed and holistic understanding of the potential of this partnership program. Data is collected and analysed during the program through 1) interviews

with parents, children and pre-service teachers, 2) observations and photographs taken during the after-school workshops, and 3) the collection of student artefacts created during the program. The presentation reports some preliminary findings related to the participants' learning as well as the partnership model that fosters *Community for Learning*.

Presentation

--Individual Paper--

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

Abstract

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

Presenter: Mir Zaman Shah

Author/s: Mir Zaman Shah

Affiliation/s: RMIT University Melbourne

The UN Sustainable Development Goals (SDGs) constitute a global framework for action until 2030. SDG 4 is specific to education which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015, p.14). In the framework, education is considered as a key driver for development and achieving the other proposed SDGs (UNESCO, 2015, p.7).

Pakistan, as a complex, postcolonial nation-state, faces severe challenges with regards to achieving the key targets of SDG 4. Around 22.84 million school aged children are not attending school in Pakistan (Government of Pakistan, 2018), and the adult literacy rate stands at 58% adult (Pakistan Economic Survey, 2017 – 2018) with substantial disparities by gender, socio-economic status and geography.

The Aga Khan Education Service Pakistan (AKESP) – an agency of the Aga Khan Development Network (AKDN) claims to provide access and quality education from pre-primary right through higher secondary to more than 42,000 students through the 160 schools most of them located in the remote, mountainous and disadvantaged districts in the northern Pakistan. This paper draws on my PhD research project which is exploring the ways that educational leaders in Aga Khan schools in the Chitral district of Pakistan understand their roles in realising the agenda for quality education, and the challenges they face in promoting quality and inclusive education for all.

In this presentation, which will be framed by a post-colonial engagement with the SDGs, I will identify and discuss the synergies in the priorities of the UN SDGs and the AKDN and the ways in which AKDN approach to development can promote sustainable practices in education in the remote and disadvantaged regions in the northern Pakistan.

Presentation

--Individual Paper--

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

Abstract

Focus & relevance

An important aspect of a socially just and inclusive world is the effectiveness of a pedagogical approach to meeting the needs of all students, considering diversity as a foundation from which to create and act together. It will achieve this by producing professional educational training based on research findings and real-life examples of pedagogical adaptations.

Context & Contribution

The communication reports on the results of a French Canadian qualitative study that aims to understand the actual practices of dance teachers in primary and secondary schools, who work with students with disabilities in inclusive settings. The study adds to a body of literature looking to better understand the barriers and facilitators of inclusion practices in the teaching of dance.

Design & methods

The main aim of this qualitative study is to illustrate the process of pedagogical adjustments through the collection of 3 types of data: 1) an online survey (n=31); 2) 20 hours of non-participatory observation of dance sessions in 15 classes; 3) 1 explicitation interview with each dance teacher.

Results and Findings

This presentation will discuss the objectives of the research through studying two key components of dance teachers' practices:

- a) what kind of adjustments are made and how these are mobilized by dance teachers;
- b) what are the barriers and facilitating factors experienced by these teachers in meeting the needs of all students including those with disabilities.

Presentation

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

Abstract

Migrant children's access to educational opportunities has been a hot issue in China in recent years. This study focuses on the marginalized condition of migrant children in the current education system. The study used Bourdieu's theory of class distinction and cultural reproduction as the theoretical foundation to analyze the disadvantaged position of migrant children in the current education system. The current study conducted an in-depth analysis of target schools through the method of case study. We chose three different schools in Beijing to highlight the contrast between public and private schools, and licensed and unlicensed schools.

We interviewed 2 headmasters, 12 teachers, 5 parents and 2 representatives. Volunteers were recruited via an invitation posted on teacher We-chat social network on three schools. Further, the social networks of the second and third authors, who were the volunteer teachers at Z School and J School respectively at the time, were used. Each interview took between 45 and 60 minutes, depending on the extent to which participants were able or willing to contribute, and all interviews were conducted in Chinese. They were tape-recorded and then the tapes were transcribed. Each transcript was cross-checked by each interviewee. Documents, including school profiles, school organizational and programming requirements, were collected to further understand the school context. Participant observation was also conducted to complement and triangulate the interviews. The analysis of interview transcriptions followed the guidelines described by Bogdan and Taylor (1975). The researcher reviewed the material systematically while remaining open to emerging themes. Just as Bogdan and Taylor (1975) suggested, the themes and patterns that emerge were analyzed to discover the shared meanings and to see if certain themes ran through the experiences of all interviewees.

Through Multiple-case study in three primary schools in Beijing, we identified three types of distinction experienced by these schools and migrant children in these schools: 1) licensed

private migrant schools are institutionally marginalized, lacking policy and financial support from the government; 2) unlicensed private schools for migrant children are characterized by crumbling school facilities, poor teaching quality and chaotic management; migrant children experience educational/cultural/psychological distinction in these schools; 3) public schools available to migrant children are located in periphery areas; migrant children are segregated from local children in these schools. Having encountered these distinctions, migrant children are determined to fail. Several policy implications were also discussed to improve this situation and promote educational equality for migrant children.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N516 Flat Classroom

740

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

Rosie 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

Abstract

Up until this point, with few exceptions (Edwards & Meston, 2008; Nelson, 2008; Dinan Thompson 2013; Whatman et al., 2017, Evans et al. 2018), there has been little engagement with research or resources about Australian Aboriginal and Torres Strait Islander knowledges in relation to the Australian Curriculum: Health and Physical Education, pedagogies and/or

assessment. In this round table discussion, each of the presenters will share a 7-10 minute story about their methods of practice or research in Indigenising health and/or physical education. The presenters' stories span across research and practice in teacher education, schooling and community development. The focus of the round table is to take stock of the necessity, challenges and opportunities of Indigenising (Williamson and Dalal, 2007) curriculum and pedagogy in HPE as it relates to reconciliation, the 'cultural interface', social justice, colonising accountability, white privilege, ontopolitics and resistance. Following the individual story-presentations the group will discuss axes of challenges, opportunities and educational politics across our work. We aim to have productive conversation with deep listening to explore where we are at and where are we going.

Lee Shephard - Yarning Circles, Dadirri and deep and respectful listening

lisahunter - Acknowledgement of Country and cultural competency in HPE narratives: Decolonizing white patriocolonialism, embodying reconciliation?

Alison Wrench - Culturally responsive pedagogy: I didn't know you could do that in HPE!

Sue Whatman – History of/and HPE – knowing how and when to 'disrupt' HPE

Rosie Welch - Native Australian Foods/ endogenous foods/ 'bush tucker' / challenges and opportunities in food and nutrition education

Maree Dinan-Thompson - Where to from here?

Presentation

90 minutes

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

Abstract

Over the past four decades, a rich body of scholarship has drawn our attentions to the possibilities and unique challenges of transformative pedagogies in Health and Physical Education Teacher Education (HPETE) (Devis-devis 2006; Hickey & Moody, 2019; Tinning, 2019, 2017). Importantly, this research emphasizes how pre-service teachers and teacher educators have both the capacities and desires to actively respond to concerns around justice, democracy and ethics in HPE (Fitzpatrick, 2018; Hill et al., 2018; Lynch & Curner-Smith, 2019; O'Sullivan, 2018).

At the heart of transformative pedagogies is the provocation of emotion and affect (Zembylas 2002, 2013). There is much to learn about the emotional terrain of being and becoming a transformative orientated educator (Coll & Charlton, 2018; Freire, 2005; Kumashiro, 2004; Luguetti & Oliver, 2019). In recognition of this, this paper will contribute to what we know about the complex entanglement between emotion and transformative pedagogies in HPETE.

Stimulated by post-qualitative scholars we are encouraged to think afresh what we take for granted about the familiar features of qualitative research (St Pierre 2019; MacLure 2003). Collective biography (Davies & Gannon, 2006; Gannon and Gonick, 2018), as a post-qualitative research strategy, provides a framework for our collective exploration of the emotional terrain of transformative pedagogies approaches to/within HPETE. In particular, as two HPETE educators' we draw on our encounters with transformative pedagogies across multiple spaces in an attempt to think through how emotions (specifically love, fear and frustration) function and explore their discursive effects in our pedagogical approaches. We share three co-constructed narratives which map our experiments in an ongoing process of becoming transformative orientated educators in HPETE.

By reflexively interrogating emotions such as love, fear and frustration central to these narratives this paper opens up space for a critical consideration of the boundaries of teacher educators' responses to the complex material realities of social justice in physical education spaces. We argue that teaching should never be reduced to a merely feel-good process; actively engaging with and carefully considering emotions in transformative pedagogical approaches to HPETE can be both radically pleasurable and uncomfortable. This paper is an important invitation for educators and researchers in the field to think differently about how they might work with pre-service teachers to transform physical education.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 8:30 - 10:00

Date: 3rd December 2019

Location: N517 Flat Classroom

728

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

Communicating research creatively

Ethel Villafranca, Sarah Healy

University of Melbourne, Melbourne, Australia

Abstract

Educational researchers have been criticised as residing in ‘ivory towers’ – their works, although valuable, can remain inaccessible beyond academic circles. We argue that making educational research more accessible to both the communities involved in the research and the wider public is an ethical practice that requires knowledge of how to visualise and unpack complex concepts, and ideas. Cultivating the capacity of researchers to do this will enable their research to move beyond lecture halls and academic journals by providing an opportunity for the research to live on in the communities that have played a part in its creation.

As the facilitators of this workshop, we draw from our experience as art educator and as museum educator to demonstrate how we think creatively about communicating research – showing how this helps to build comprehensive knowledge about complex issues within education. We then invite participants to apply some creative communication techniques to their own research, with a view to making it more inclusive and accessible to a wider audience. Combining basic office supplies with digital technology, freely available on iPads and mobile phones, participants will have the opportunity to create a short animation or an infographic that communicates an aspect of their research. No prior drawing skills are necessary.

Presentation

90 minutes

Morning tea & Poster Presentations

Time: 10:00 - 10:30

Date: 3rd December 2019

Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: F509 Lecture Theatre

55

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

Addisu Bailie

Simon Fraser University, Burnaby, BC, Canada

Abstract

Critical pedagogy aims at providing students and teachers with the skills and knowledge necessary to challenge deep-seated assumptions that legitimate disempowering political and social practices that structure every aspect of society. In light of this perspective, it is presumed that teachers serve as agents of social change. For this to happen, teacher education plays a pivotal role by fostering the knowledge and dispositions necessary for their role. This study therefore aimed at exploring teacher educators' conceptions of and dispositions to critical pedagogy in a north-western university in a multi-ethnic developing country. To this end, in-depth interviews were conducted with eight teacher educators who have been teaching foundation courses for many years. The interviews focused on their conceptions of critical pedagogy and their dispositions to engage in critical pedagogical perspectives. The interview data were analyzed through thematic analysis using the constant comparative method. The

results revealed two categories of conceptions of critical pedagogy. The first type is considering critical pedagogy as a teaching methodology that takes a constructivist perspective in which knowledge is socially constructed, and thus focuses on fostering critical deliberations in implementing the prescribed curriculum. On the other hand, three of the interviewees were found to have an emancipatory view in which the relationships between politics, ideology, power, and education and pedagogy are problematized with the aim of understanding and transforming schools and society. Teacher educators' dispositions to critical pedagogy were also found to have different patterns. Most of them had the willingness and commitment to question, challenge and critique dominant ideologies, unequal power relations, social injustices, etc at theoretical and global levels. For example, Neo-liberalism and education, multiculturalism, ideology and curriculum are most likely to be discussed without fear of apprehension. Nevertheless, the types of issues that they tend to discuss and reflect on with reference to local and national contexts depend on their assumptions of the consequences those discussions might possibly incur. They appeared to be at ease when dealing with gender and disability issues. However, they considered politics and ethnicity as issues of high risk in the contexts in which they live and work. Hence, they tend to avoid discussions on educational issues in relation to context-specific power, political and ethnic relations. Unless both teachers and students engage in authentic and critical reflection upon the nature of educational practices and the institutional and socio-political contexts in which they are practiced, transformative outcomes could not be achieved.

Presentation

--Individual Paper--

995

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

Siti Muniroh

Monash University, Melbourne, Australia

Abstract

This is a qualitative case study, conducted in an English teacher education in the National University (pseudonym), East Java, Indonesia. This study focuses to uncover contextual factors

that influence the conceptualisation and practices of critical thinking in EFL classes. The data gathering was done through a questionnaire, interviews, and document analysis.

Teachers' practices in the classroom do not always concur with their cognition due to the mediating contextual factors around and inside the classroom. Sociocultural perspective is employed to explain the relationship between teacher activities and the macrostructure such as the social, cultural, and historical factors that constitute teacher professional world. The findings reveal six factors influenced the conceptualisation and practices of critical thinking in EFL classes for the PSETs. First, the policy of critical thinking for higher education is not clear, and there was discrepancy among the national policies in addressing critical thinking as it is implicitly stated and are not elaborated into framework as its guidance for the enactment. Different understanding of critical thinking as a compulsory or optional target-learning outcome was found among the study programs in the National University. Second, the traditional value of silence that stemmed from the culture shaped the PSETs' anxiety attitude toward critical interaction and critical arguments. Third, the PSET compliant characteristic was formed by the tradition of obedience in the education within the family, Islamic boarding school (*pesantren*) and the National University. Fourth, religious values were found in the conceptualisation and practices of critical thinking. Fifth, the students' low academic competency, especially their low English proficiency and lack of reading make them lack of knowledge, impacts their ability to perform critical thinking in (English as Foreign Language) EFL classes. At last, the finding signified the English Teacher Educators (ETEs)/The Leaders' role as the authority to support the Pre-Service English Teachers (PSETs)' critical thinking development despite the challenges from the traditional cultural and religious values. The implication of the study is that the policy of critical thinking as university graduate competence should be more explicit as written policy. There was sensitivity to criticism among the participants; the PSETs' obedience contributed to their silence to cope with ignorant and strict ETEs. The PSETs' demand the ETEs' professionalism and accountability as the source of knowledge and role model for their future teaching. Also, the PSETs need the ETEs' flexibility that encourages the PSETs' critical thinking development.

Presentation

--Individual Paper--

An Online Interregional Collaborative Inquiry of Indonesian ‘Unity in Diversity’ Principles

Christine Pheeneey

Charles Darwin University, Darwin, Australia

Abstract

Contemporary Indonesian Governance strives for social justice with a directive to animate the National Values – the *Pancasila* - précised as ‘Unity in Diversity’ in daily education activities. However, current education practices are described as too abstract, influenced by professional development activities constrained by aspects of decentralisation and perceived remote logistics. Trainings are typically conducted as large group lecture style briefings, in regional hubs of mostly homogenous enclaves. It becomes apparent that teachers of the populous, dispersed and diverse nation require innovative support towards directive achievement. To date, Indonesia’s representative scope has been largely absent as a resource within professional development and as a unit of analysis in qualitative studies of Indonesian teachers. This is despite the *Pancasila* perpetually arousing political, media and academic attention and prevalence of digital collaborative tools. Application of lateral thinking to context and resources inspired research to engage and study an innovative approach to teacher learning. Twenty-three teachers respectfully representative of Indonesia’s diversity were recruited to engage in an Online Interregional Collaborative Inquiry (OICI). Doctoral research underway studies their experiences and what supports and/or hinders contemporary interpretation of the *Pancasila*. The OICI harnesses the cultural heritage of ‘deliberation among representatives reaching consensus’ as a social communication strategy, to digital technology. Goals of mutual assistance recognised as cultural cooperative ethos, direct the interactions within the assembled professional community. Such undertaking meets Post-colonial, Transformative Learning and Teacher Education discourse’s calls to facilitate inter-group dialogue, deep interpretive processing and mutual mentoring while being synchronous to Indigenous Knowledge methodology involving reciprocal relational interactions. Progressive analysis is being developed within a contextualised form of Cultural Historical Activity Theory. This paper details the innovative teacher professional learning research design that engages cultural ‘unity in diversity’ principles in instigation, recruitment, engagement, analysis and sharing.

Keywords

Collaborative Inquiry; Unity in Diversity; Indonesia; *Pancasila*; Social Justice; Teacher Learning, Education, Indigenous Knowledge.

Presentation

--Individual Paper--

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

Abstract

In New Zealand, most secondary mathematics classes comprise students with relatively similar attainment, a practice known as ‘ability grouping’, ‘setting,’ or ‘tracking’. However, contrary to the beliefs of many parents and teachers, ‘ability grouping’ does not improve overall attainment, and is, some have argued, a form of ‘symbolic violence’ (Archer et al., 2018). The over-representation of Māori (indigenous), Pacific Nation, and working-class students in ‘low ability’ classes, which frequently experience limited opportunities for challenge and higher order thinking, serves to exacerbates existing attainment differences. Despite strong evidence for the benefits of mixed attainment grouping, few secondary schools have adopted this practice.

This presentation reports on a qualitative study of three New Zealand secondary mathematics departments which took the unusual step of initiating a transition towards mixed attainment grouping. Data for the study was generated from cluster group meetings involving three teachers from each school and the two researchers. Utilising co-generative dialogues, teachers shared and critically reflected on the rationale, expectations, and ongoing adaptations of classroom routines, pedagogies, and student learning outcomes.

In this presentation, we focus on teachers' discussions about their support for, and in some cases resistance to, their transition in grouping practices. Their discussions reveal divergent ways in which teachers view social justice in education. For some teachers, their support for the transition was related to their observation that students allocated into 'low ability' classes on entry to secondary school tended to remain low mathematics attainers for the duration of their secondary schooling. This line of reasoning implies that teachers hold certain assumptions, for example, that assessment of current performance may under-represent a student's future potential in a way that unjustly limits their possibilities for subsequent learning. Other teachers argued that creating classes with a wide range of attainment was an unjust impediment to learning for high attaining students, especially if there was an expectation that students work collaboratively in heterogeneous groups. In this view, high attaining students are positioned as deserving of their success, and any benefits from collaborative tasks are assumed to accrue to low attaining students, with high attainers held back from achieving their potential by being positioned – unfairly – as teachers.

Having outlined and illustrated some of the variation in teachers' conceptions of social justice within the 'ability grouping' debate, we explore how such conceptions correlate with 1) teachers' views about mathematical 'ability' and 2) how teachers describe effective mathematics teaching.

Presentation

30 minutes

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

Abstract

We report new empirical findings and reflections from the ‘Best Practice in Setting’ project – a longitudinal, mixed methods study, involving 126 secondary schools in England in a Randomised Control Trial (RCT), starting in September 2015 and following students from age 11-13.

The project sought to address gaps in the literature on grouping students by attainment, by exploring whether setting arrangements that remediate some of the problematic practices identified as affecting those in low sets might improve students’ progress.

Schools participated in a two-year intervention evaluated by a fully-powered RCT examining impact or otherwise of practice in grouping students in English and mathematics in Year 7 (11-12 years old) and Year 8 (12-13 years old) based on research evidence. Baseline surveys were conducted with 13,462 students and 597 teachers across 86 schools; outcome surveys were completed by 10,726 students and 548 teachers across 80 schools. In addition, qualitative work comprised 56 focus groups with 219 students, and individual interviews with 27 students and 54 teachers.

In this paper we present new findings addressing the impact of self-fulfilling prophecy in education, and that of attainment grouping (tracking) on student self-perception. These remain topics of longstanding debate, with important consequences for social in/justice. Focusing on student self-confidence, we draw on survey data from 9,059 12-13 year olds who had experienced two years of tracking by subject (‘setting’), and had provided survey responses shortly after having been placed in ‘ability’ sets at the start of their secondary schooling in Year 7, and again at the end of Year 8; enabling analysis of impact over time.

Students in the top set showed significantly higher levels of self-confidence after two years, and students in the bottom set showed significantly lower self-confidence over time. Effects remained significant for most measures after controlling for prior attainment. These findings show that self-fulfilling prophecy from attainment grouping accumulates over time, comprising a ‘snowball prophecy’, with grave implications for social justice.

Presentation

30 minutes

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

Abstract

In England, no data is systematically recorded regarding ‘ability’ grouping practices although there are reports of increasing use of setting and streaming. In this paper we present findings from a national survey that updates our understanding of grouping practices in English state-funded schools, alongside early findings from ‘The Student Grouping Study’, a large scale investigation of the effects of setting and mixed attainment grouping on outcomes in mathematics, started in 2019.

Heads of English and Heads of Mathematics in all non-selective, state-funded secondary schools in England were contacted by email in Summer 2018 and invited to complete a short online survey. The survey asked about previous, current, and future grouping practices in English, mathematics and other subjects. Respondents were asked to indicate the grouping type used in each of school years 7-11 and to provide additional information if desired. Respondents were also asked if they were planning changes to grouping in the future, and if so, what these changes might be.

Survey responses were linked to publically available data regarding school characteristics (school general information database, school census information, Ofsted rating, student performance information and urban/rural context) using the school name and postcode. In total 197 valid responses were received for mathematics and 186 for English (a response rate of 11.1%).

Grouping practices were categorised as completely mixed, partially mixed, sets, streams and other. In Mathematics, the majority of schools group students in sets, with the prevalence of this approach increasing as students progress through the school. In English, there was more variation: although grouping in sets is again the most popular practice, it is less dominant than in mathematics. In Year 7 (age 11), one third of schools use sets, with the proportion increasing with student age. In Years 7 and 8 (age 11-13), the second most popular practice is completely mixed groups, while in the subsequent years partially mixed groups become more frequently used. It appears that as student age increases, schools reject completely mixed groups in favour of sets. 59 respondents stated that they were considering changing their practices in future.

The survey findings suggest a more nuanced picture of grouping in secondary schools than has previously been implied. We will discuss the implications of this and draw on initial findings

from our new, large-scale study of attainment grouping to illustrate in more detail the diversity of grouping practices in English schools.

Presentation

30 minutes

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

Abstract

This presentation draws on data from an ongoing, longitudinal evaluation of one widening participation and outreach program in NSW, Australia. In a policy context where national standardised testing has been formally linked to successful secondary school completion, one activity within this program sought to encourage students' potential engagement with university pathways through supporting successful completion of such testing. In this presentation, we draw on longitudinal interview data, as well as observations, work samples and focus groups from the days on which the activity was run to explore how the activity was experienced by students. In longitudinal interviews, students reflected upon the experience as helpful in preparing them for what was an unfamiliar, formalised testing environment. However, observational data from the days in which this program was held told a slightly more nuanced story about students' experiences of the program. This data prompted us to consider the practical implications of rolling out a 'program' of learning which is centrally designed at universities, yet implemented

in specific, local school contexts. We thereby contribute to the higher education space by discussing potential inclusive practices in program design, and exploring how the differentiation of outreach programmes may serve to be more inclusive of diverse student populations. We argue that this may come to be a fundamental consideration for the ongoing development of widening participation programs, given their purpose in drawing in a wider, less ‘standardised’ student enrolment.

This research draws on a HEPPP-funded study conducted with the involvement of: Samantha McMahon, Nathan Berger, Sheelagh Daniels-Mayes, Valerie Harwood, Debra Hayes and Meghan Stacey, in collaboration with Mary Teague, Katy Head, Kristy O’Neill and Rhiannon Allen, over the period 2018-2020.

Presentation

--Individual Paper--

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

Abstract

This paper addresses the rise and implications of dual enrolment within Australian secondary schools. Prominent in the United States (US), dual enrolment involves students enrolling in a college/university subject while simultaneously being enrolled in their secondary school, typically during their final year of study. In Australia, university courses are taught in secondary schools across each state, although while enrolments are growing they remain well below levels of US dual enrolment.

The growth of dual enrolment reflects the ‘universal’ stage of higher education according to Trow’s typology, where university is becoming an increasingly popular transition for many school students. Closer alignment between the secondary school and higher education sectors is a

logical result of the normalisation of higher education for large and diverse cohorts. However, the phenomenon of dual enrolment also raises important questions of student equity. Not all schools enable students to undertake a fast-track to university, and not all students are willing or able to study additional subjects while in school. In addition, Australian states and territories currently adopt different levels of credit and recognition for higher education studies within schools, leading to diversity but also inequity across the country.

Our research began by exploring the origins of dual enrolment in the US, where the American National Center for Education Statistics estimates that over one third of high school graduates took a college course while in high school. University courses were historically often introduced into secondary schools to provide more rigorous courses for those who were already college-bound, but in more recent years many state and local objectives have evolved to explicitly serve under-represented and minoritized students.

In Australia, by contrast, there has been little discussion of the potential equity implications of dual enrolment and there is scarce public data available across states and territories. Our research suggests that most dual enrolment courses are offered by the most selective universities and are likely to be delivered to students in positions of academic and financial advantage. We argue that dual enrolment could potentially provide an important role in connecting the secondary and higher education sectors, but that greater transparency and equity are required to ensure effectiveness of the model nationwide.

Presentation

--Individual Paper--

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

464 -

“Hey Policy Makers! Leave Jeanette alone!”

Steven Newman¹, Rachel Buchanan²

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

Abstract

A century of public education reform in the US has been famously termed ‘Tinkering towards Utopia’ by Tyack and Cuban. This paper examines Australia’s version of the utopian tradition of social reform through schooling, ‘education for equity’. Massive gains towards educational equity were made from the mid-nineteenth century in Australia. In the space of two generations the education system was reconfigured to achieve almost near universal literacy, a reversal of the under-education of girls, and access to secondary school education for all students regardless of social background. Yet since the 1990s progress towards educational equity has become incremental rather than monumental. While the 1999 Adelaide Declaration enshrined social justice as a national educational goal, the 2008 Melbourne Declaration shifted the discourse to one of ‘equity’. A variety of policy reforms have rapidly reconfigured the work of teachers in the last two decades, from the introduction of the NAPLAN and the My School website, to Professional Standards for teachers and Principals, the introduction of a national curriculum, a common school starting age and the elevation of the school leaving age, a digital education revolution, and changes in access to the profession and increased accountability. Arguably these reforms have generated barriers, rather than progress, towards equity. Drawing on auto-ethnography and Australia’s history of education policy reform this paper provides an account of the reform fatigue that occurs when education policy is used as an attempted panacea for Australia’s social problems.

Presentation

--Individual Paper--

468 -

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

David Roy

University of Newcastle, Newcastle, Australia

Abstract

Social media has transformed the way researchers can collect data, interact and engage with both those inside and outside the academy. This paper presents how social media was utilised to collect research and present it to politicians and the media leading to a State Parliamentary Inquiry into education.

Through using different social media outlets for particular purposes, and linking to broadcast media, enabled researchers to impact education systems and lead changes based upon the Inquiry recommendations; whilst successfully adapting the terms of reference for a Royal Commission; and developing national and international collegial research relationships.

Presentation

--Individual Paper--

693 -

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

Kevin Lowe

UNSW, Sydney, Australia

Abstract

As many commentators have pointed out, deficit discourses continue to permeate Aboriginal education, through policies, curriculum, pedagogy and the structures and day-to-day practices of education. This presentation examines how Aboriginal and Torres Strait islander students, families, communities and cultures are represented in government policy documents. In particular, this review examines key New South Wales (NSW) government policies in Aboriginal education, from a poststructural perspective that focuses on how problems, and solutions to problems, are represented in the policies themselves. This approach scrutinises the “unexamined ways of thinking” in policy documents and enables the identification of the underlying assumptions upon which these policies rely. The authors argue that what is said in these documents have important implications for Aboriginal students, families, communities and cultures because they make very particular ways of thinking appear sensible, logical and even desirable.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: K109

435

Influences on the school exclusion decisions of Queensland secondary principals

Natalie Swayn

Queensland Department of Education, Brisbane, Australia

Abstract

How principals make the decision to exclude a student from school and what factors, in addition to the student's behaviour, influence their decision-making are key questions explored in this study. In this thesis, school discipline decisions were cast as genuinely 'wicked policy problems' characterised by social complexity, unintended consequences and multiple interdependencies and causes. They were depicted as decision events rich with evidence of the dilemmas faced by those responsible for executing discipline policies at the school level, in that there can be no truly 'correct' results, only 'better' or 'worse' under known circumstances - with either outcome fated to generate new, if different, problems. It is the texture of these dilemmas that the following multiple case study captured using linkage diagrams based on the Complex Dynamic Decision Perspective model developed by Cooksey (2000).

In this study, the school exclusion decisions of seven state secondary principals in Queensland were examined and mapped to provide informative visual depictions of the multi-dimensional nature of such events. Fifteen factors, in addition to student behaviour, were

revealed as having a significant influence on the final decision by a principal to either retain or expel students. The fifteen factors of influence, organised by context, are:

1. Decision response: a) delegation, b) objectivity and c) reactions of stakeholders to event
2. Individual context: a) calmness, b) response to criticism, c) decision experience and d) motivation
3. Environmental context: a) stakeholder expectations, b) legal boundaries and c) organisation tool and resources
4. Interpersonal context: a) respect for colleagues' decision and b) support to school staff as major elements, and
5. Organisational context: a) delegated authority, b) culture and values and c) policies and procedures of the agency.

Most influential among these factors were the attitudes of staff and the broader community. These factors, or micro influences, can be viewed as 'spaces' around decisions, providing scope not only for improving our understanding of how and why different disciplinary decisions occur, but offering new sites for potential intervention, support and adjustments to the decision-making process. In an education era dominated by school-based management and autonomy, the expectation that system-wide discipline policies can provide consistent disciplinary decisions across students and settings was found to be impractical and unrealistic.

Presentation

--Individual Paper--

581

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

Maria Ejlersen

The University of Queensland, Brisbane, Australia

Abstract

How we view and enact notions of care in schools is crucial for inclusive education for a socially just world. The vast majority of schools are concerned with constructing their school as a ‘caring’ place (Mills, Keddie, Renshaw and Monk, 2017). However, what it means to care in schools is often taken for granted and seldom interrogated in detail. In this paper, I build on Nodding’s ethics of care in schools (2005, 2012) to suggest that caring in schools is a relational and situated practice that go beyond institutions and adults caring *for* children, to rather entail reciprocal practices of caring *with* children in ways that are transformative for children and adults alike. The paper draws on a research project with a ‘special assistance school’ in Queensland for 8-15-year-old boys who have been excluded from mainstream schooling, mainly due to non-conforming behaviours. Specifically, I draw photographic and interview data with eight students to demonstrate how dominant discourses of care that emphasise behavioural compliance and self-control are internalised by boys at the school and influence their identities as students and sense of belonging at school. Next, I draw on interview data with 13 school staff to show how such discourses are varyingly sedimented and challenged at the school. Finally, I draw on participant observations at the schools to highlight incidents which challenge notions of caring in schools as teachers unilaterally caring for students. Rather, they suggest a notion of care as a necessarily reciprocal and mutually transformative act, which entail being open to learn from each other. I argue that such a conception of care serves as a useful framework for evaluating inclusive educational practices and reconsidering educational concepts such as student engagement, inclusive education and social justice for education.

Presentation

--Individual Paper--

671

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

Sue Cranmer

Lancaster University, Lancaster, United Kingdom

Abstract

Inclusion has long been a policy issue for governments globally. Within education, the Salamanca statement (1994) has been instrumental in strengthening the drive to deliver inclusion; recognised in policy in many different parts of the world. Even so, disabled young people often experience integration in schools rather than inclusion that does not support their sense of belonging to the community. An important aspect of this is how digital technologies are used in schools given that studies of disabled children's uses of technology remain limited, particularly studies that engage with disabled children's own views in context. In response, participatory research was carried out in England taking an interdisciplinary approach combining digital education with disability theory. It explored how disabled children use digital technologies for formal learning. Research was carried out with visually impaired children, their teachers, teaching assistants and qualified teachers of visual impairment as an illustrative case. Semi-structured interviews complemented observational data collected in classrooms. It was clear that disabled children benefited when schools had adopted 1:1 tablet computer schemes in class because often disabled children were able to use the same devices as their peers thereby reducing stigma. Moreover, analysis also showed that disabled children's experiences of using digital technologies were qualitatively different depending on subject teacher approaches. Some teachers worked closely with teaching assistants in curriculum planning to ensure the seamless inclusion of disabled children. Others relied for the most part on teaching assistants in situ to provide just-in-time support or on children themselves to find workarounds to inaccessible provision. Teachers gave reasons for their different approaches in relation to the development of inclusive pedagogies using technology. This included time availability/constraints, provision/lack of guidance both in terms of using digital technologies for learning and in terms of implementing inclusive education policy; and technical issues when using technology. The paper will set out the main issues and offer short and longer term recommendations for improvement.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 10:30 - 12:00
Date: 3rd December 2019
Location: K323

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

Abstract

In this last presentation of this symposium, we will report current, potential or 'nightmarish' HPE digital technology scenarios from across data sources.

Firstly, we will describe the role of researchers in a study of this type. There is the obvious potential for 'data overload' and we needed to make judgments about when particular data sources have been sufficiently exploited so that more attention can be directed to other sources.

Secondly, we will comment about decisions about what features of artifacts are of interest and, therefore, worth recording. These are important matters that can not be left to the research assistant alone.

In both cases, we will give some examples of ethical and epistemological issues.

Lastly, the researchers will describe examples of the different forms digital HPE is taking. We harvested from a wide range of sources, the most obvious being smartphone apps, teaching resource catalogues, advertisements, professional development programs for teachers, curriculum support documents, websites, social media platforms for teachers (such as dedicated Facebook pages) and magazines. Another important source will be the websites, YouTube videos and publications of the digital HPE entrepreneurs that now exist.

We will offer some concluding comments about the current 'state of play' in digital technology in

schools and potential and possible future scenarios. For example, the diversity in resources from school to school is probably getting larger. On the other hand, the philosophy of teachers might also be might effect the usage or non-usage gadgets and software.

Presentation

--Individual Paper--

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

Abstract

In this first presentation of the symposium, we will describe the ethical and practical issues that a researcher has to face. Most of the issues that we talk about in this first presentation focused on the field work study rather than the survey study which we return to in the third presentation.

Teachers and workers at schools are busy people. Notwithstanding the research is about communication, to get in touch with teachers is a full-time job by itself. At first, we spent many hours phoning, searching and emailing for little benefit. Little by little, the sample grew slowly but steadily. We ended over a hundred interviews and observations in classrooms, gyms, staff-rooms, cafes and homes. We did not claim that we have a representative sample of anything. We broke all the statistical textbook rules. We used contacts, word-of-mouth, recommendations, chance meetings in work corridors and, finally, where the winds blew us. There were strengths and weaknesses of our sample and our journey, some of which we will talk more (!) about this in the presentation.

We conclude with two over-arching findings of this research. First, the research adds, ungainly as it is, to diverse perspectives in schools today. Of course, every researcher says much the same thing. But there are genuine reasons to ponder the changing practices and purposes in health and physical education classrooms. Second, we will give some early 'headline' findings of this research, including the absence of data security in HPE departments, the diversity on issues which cannot be explained by ageing the profession alone, the questions about learning in HPE and the general absence of health of young people.

Presentation

--Individual Paper--

1002 -

“But what about the jobs?”: some notes about findings and a few “surprisings”

Deana Leahy¹, Michael Gard², Carloyn Plum³, Deborah Lupton⁴, José Tenorio²

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

Abstract

The second presentation describes some of findings of this research. We do not have any firm conclusions to communicate to you, at least not publicly. This research generates many and contradictory directions and we are as confused as anybody. The purpose of this presentation is to give full voice to the diversity, the anxiety and the anger in the interviews we conducted with the teachers and school workers. Why is there this degree of tension in the interviews given the low status of HPE against, say, STEM subjects? We are not sure about this, but one pressure point may be coming from the HPE curriculum *per se* rather than students, parents or officials outside of schools. Of course - and again taking an extreme position – some of the interviewees shared that another way to look at decisions around the use or non-usage of digital technology is that it should only be used if it can enhance the health of the students. This presentation will engage with these data and data generated by participants on, for example:

- beliefs about the purposes of HPE;
- concerns or absence of concerns about data security;
- cost of resources for families and schools;
- evidence of learning and justifications of the use or non-use of technology in HPE;
- concerns or absence of concerns about student health.

The importance of helping students to ‘find jobs’ in the future was a surprising inclusion in some of the justifications teachers gave for using technology in HPE. Should this responsibility feature in HPE work? In previous research physical education has often been constructed as a chance to *get away from* the hum-drum of classroom practice. Perhaps, finally, what these data do is bring us back to the most important question that HPE workers might ask. What is the purpose of HPE?

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: K360

402

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

Amanda Heffernan¹, Martin Mills²

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

Abstract

School systems around the world are seeing high rates of stress and burnout in school principals. The average age of principals is rising and fewer people are applying to become school leaders. This dearth of people aspiring to leadership is potentially due to our growing understanding about the personal and emotional toll of leading today's schools. This paper presents findings from a study that explores the emotional impact of the Principalship. We conducted interviews with principals in Australian and English schools characterised by high levels of poverty, which research shows has impacts on principal wellbeing, staff turnover, and longevity in leadership roles. We build upon research into affective justice and care work in schools and the influence of emotions on the work of school leaders.

We advance Kathleen Lynch's framework of love, care, and solidarity, which serves as a heuristic to better understand how the work of school leaders plays out in underserved school communities. We employ the framework to examine the hidden labour of school leadership and the place of emotions in leaders' everyday interactions and encounters. We seek to articulate the

connections between each aspect of love, care, and solidarity, and to understand how they influence principals' work and lives.

The principals in this study demonstrated **solidarity** in their choice of working in these particular types of schools, which can bring with them a higher level of emotional complexity. They came to these schools to make a difference. Their work towards social justice manifests in their **care** relationships and interactions with students, staff, and communities. These interactions, constant throughout each day, are full of emotion. Participants spoke of rage, happiness, shame, pride, fear, anger, and hope. We argue that these emotions and interactions have an impact on the final dimension of Lynch's framework – **love**. Participants' stories illuminate the impact of their care work on their own relationships with their spouses, their children, and their parents.

Developing our understanding of the impact of principals' interactions is vital in better preparing leaders to take on these complex and challenging roles. Indeed, Lynch has emphasised the importance of preparing workers to undertake the affective labour involved in love, care, and solidarity work. We seek to articulate types of support that can prepare, empower, and enable principals to undertake their work while mitigating some of the impacts on the intimate, loving, relationships that are vital for their own health and wellbeing.

Presentation

--Individual Paper--

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

Abstract

This paper reports on a research project funded by the Ian Potter Foundation to embed Indigenous perspectives in schools and classrooms. With the links between Indigenous communities and schools being a key focus area for improving educational outcomes for

Indigenous students, this project sought to bring Indigenous community members into classrooms in 6 NSW schools. Community members were recruited to work with teachers as co-constructors of learning activities that explicitly value and work with Indigenous perspectives to move away from the traditional, often simply, behavioural control practices that have characterised this area for many years. We outline the positive outcomes from this project as well as a number of challenges faced by schools, teachers, principals and community members along the way. We theorise the practices of community members and some teachers and principals using culturally responsive leadership as a way to think about leadership practices that is more than just individualist accounts of exceptional practice. In doing so we argue for an approach to leadership that is grounded in culturally responsive understandings to improve the educational outcomes and opportunities for Indigenous students and also importantly the cultural understanding and awareness of non-Indigenous students, to better promote reconciliation.

Presentation

--Individual Paper--

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

Abstract

In this paper, I outline the subtle ways in which the leadership practices of principals working in some of the most disadvantaged areas in Victoria, Australia, are structured by and structuring of a public education system increasingly influenced by neoliberal ideologies and performative accountability cultures. This contention is based on a doctoral study that examined how social justice is understood and acted upon by educational leaders in socially disadvantaged public primary schools. The data in this study were generated through biographical interviews, observations, and autobiography. The interview and autobiography process prompted leaders to reflect on the unique experiences that had brought them to a leadership position in their current school and asked them to reflect on how their early lives, family and career had influenced their

beliefs and understandings about education and justice. In this paper, I suggest principals' leadership habitus intersects in terms of their gender, class and race. This intersectionality has consequences for how the participants of this study practised leadership in a public school system shaped by neoliberal influences. In particular, these experiences were highly gendered, with the public education field exploiting and profiting from the ethics of care that the habitus of the women principals brought to their professional work. This can be considered to be invisible labour, which is not valued or measured in performative accountability regimes but is crucial in boosting students' academic and social outcomes. All participants were willing to resist external accountabilities to varying degrees, contingent on the reflexivity of their habitus and their own particular understandings of justice. I argue that participants had taken on board neoliberal subjectivities leading to an acceptance of particular deficit discourses of their school communities. This structuring of their habitus has implications for continued symbolic violence visited upon disadvantaged communities and their children, as well as for normative understandings of social justice leadership evident in the social justice leadership scholarship.

Presentation

--Individual Paper--

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

Abstract

Background and aim:

Highlighting the fluid nature of habitus/capital, this paper critiques a ‘rucksack approach’ (Erel, 2010) in the Bourdieusian studies of Chinese migrants’ cultural reproduction and social inclusion, which takes a determinism and fatalism standpoint and assumes that the migrants enter in a new field with their primary habitus and capital unchanged. The paper raises the following questions: do the habitus/capital of the migrants keep unchanged in the new field? Do migrant children inherit their parents’ habitus/capital without making differences? What does this mean for the social inclusion of migrant children?

Research design:

The research project chooses Beijing and Shanghai as fieldwork sites with three months of fieldwork. I followed the purposive sampling and snowball sampling strategies to get in touch with participants. Semi-structured interviews were conducted with 62 teachers, migrant and local parents and students. Among the eleven fieldwork state schools, three have 30-40% of migrant children, six have 60-87% migrants, and two have more than 90% migrants.

Findings:

This paper identifies the re-structuring of habitus and the accumulation of new forms of cultural capital within the urban field, which also produce generational differences. For the parents, the continuation of some aspects of a rural habitus can be identified, for example, not treating themselves as academic educators. Their migrant working-class status also re-structures their habitus, producing a disposition of striving for survival. The intersection of their life conditions as rural, migrant labourers produces their classed child-rearing approach, limiting their motivation to exert their (limited) academic cultural capital to support their children’s study. The habitus of the children is influenced by the urban. This is illustrated by their manner of speaking, ways of behaving, self-presentation, and their appreciation of extra-curricular hobbies. These are valuable and valued forms of cultural capital in the urban field. What can be identified in the migrant majority state school is the well-integrated relationship of migrant and local children.

Implications:

This paper defines both positive and negative effects of migrant children’s social relationships for their future social inclusion in the city. Unlike their parents, social inclusion in school would reinforce their belongingness to urban society, producing a generation of ‘new urban citizens’. However, like their parents, this generation might be a generation of low-skilled workers owing to their underachievement in academic study.

Reference:

Erel, U. (2010). Migrating cultural capital: Bourdieu in migration studies. *Sociology*, 44(4), 642-660.

Presentation

--Individual Paper--

52

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

Chunyan Zhang

RMIT, Melbourne, Australia

Abstract

As a complex set of processes, globalisation is ‘the way we now live’ (Giddens, 1999). Resulting from global flows between East and West, many Australian classrooms have gradually become multilingual and globalised after successive waves of immigrant children having enrolled and settled in local schools. In identifying the significance of Australia’s engagement with Asia, many schools in Victoria have responded to this plan by introducing one of the suggested Asian languages as their LOTE (Languages Other Than English) program, and Mandarin Chinese is one of them.

Within the last six years of doing research-based teaching as a language teacher in a suburban Primary School in Melbourne, I have observed how students’ subjective interpretations of China and Chinese culture are based on their diverse linguistic, cultural, socio-economic backgrounds and the prior, formal or informal, individual learning knowledge. In recognition of this inter-reference between Chinese culture and other diverse world cultures, especially Asian cultures in the process of knowledge flow between teachers and students, I call it “China as method”. Namely, teaching Chinese language and culture becomes a method that makes different cultures visible to Australian young learners. In these knowledge flows between teacher and students,

students to students, different cultures can be seen, heard and discussed in our classrooms, and young learners are encouraged to see the culture others in the context of globalised Australian classrooms.

Against the backdrop of contemporary globalised multicultural society in Australia, China as method presents a number of important implications: (1) unsettle the imbalanced knowledge flow between peripheral (Eastern or Asian) and metropole (Euro-American or Australian) societies and between China and other Asian cultures in today's globalised world; (2) help our young learners see cultural others, differentiate cultural stereotypes, understand, tolerate and respect cultural differences, and minimise or eliminate racism in Australia; (3) add to the discussion of how education, from an individual level, contributes to a socially just, culturally diverse, and multiculturally harmonious world; (4) the teaching purpose of 'developing an attitude to multicultural society without China' ignites the old debate on this ideological shift of teaching focus: a) how LOTE program should be conducted when cultural or racial conflicts or religious terrorist attacks constantly arise around the world? b) how to foster an equal status of teacher-student relationship in knowledge creation process in modern classrooms?

Presentation

30 minutes

1033

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

XU SUN, PING DU, LEI ZHENG

Beijing Normal University, Beijing, China

Abstract

China is experiencing a critical period of transition from low-middle income countries to middle-high income countries. How to cross the "middle-income trap" is the key issue at present. Human capital is a key factor to overcome the "middle-income trap". Education and health are

two main methods for human capital investment. Health is the foundation and prerequisite for creating productivity. For a long time, economic development in rural areas has lagged behind. The poverty affects children's health through multiple ways, and has a potential impact on the cognitive development. Therefore, it is very important to explore the impact of early childhood health status on cognitive ability in rural areas to achieve educational equity and social justice. As a non-marketing benefit of education, the relationship between education and health has been widely concerned by scholars. However, most of the literature only study the relevance of education and health, and do not discuss the causal relationship between education and health based on large-scale survey data.

In this study, birth weight was used as a measure of early childhood health. The data is from 2010 China Family Panel Studies (CFPS). Using OLS regression and the instrumental variable method, the study finds that birth weight has a significant positive effect on the development of cognitive performance in rural children, particularly in lexical competence. The underlying mechanisms of influence may be: (1) Parents tend to allocate more family resources to children with better health. This may be related to the "Strengthening effect" of parents or the tradition of "born children to raise the elderly" in China. (2) Children born with low birth weight are more likely to get sick. Parents spend more on medical expenses, which crowds out spending on education. (3) Poor health condition reduce children's educational time investment, which affects the development of children's cognitive ability. Due to data limitation, this paper cannot verify the above impact mechanism. How children's early health affects cognitive development requires further discussion.

Parents should pay more attention to their children's early health investment and treat every child equally. Schools should teach students more health knowledge and help them develop healthy behaviors. Physical curriculum should be valued in schools, especially in poor rural areas. The government should enact more health care policies and provide more health care services to protect children's health, especially in poor rural areas.

Presentation

--Individual Paper--

Arts Education Practice Research

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: K505

112 -

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

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Technology and Learning

Technology and Learning

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: E151

138

High school students' group argumentation in virtual science lessons

Marko Telenius, [Eija Yli-Panula](#), Veli-Matti Vesterinen, Marja Vauras

University of Turku, Turku, Finland

Abstract

Argumentation, crucial in education of science, can have a positive impact on at least five educational areas including motivation, content learning, general argumentation skills, specific argumentation skills and knowledge building practices. Argumentation can be analysed using several models depending what is in focus (such as Toulmin's and Lakatos' models both focusing on quality and content of discussion, the quality of group argumentation model of Glassner, Eggert and Bögeholz ESD model, Bolt's nine steps model, Baker's thinking skills

models). There are two *aims* for this study. Firstly, to introduce a computer based analysis method to code scientific argumentation in students' collaborative group discussion and secondly, to present the results of their argumentative discussion while they plan and carry out (experimenting, making conclusions) a virtual study. The study revealed integrative content of biology and chemistry. The videotaped *material* of the students' collaborative spoken group argumentation in virtual study settings was transformed into computer supported analysis program to analyse the spoken text as episodes. The participants of this study were from three high schools in southwest Finland. All together 18 students age 16-18 were chosen for the study and most of them studied in their second year. The *results* of the qualitative analysis of the argumentative nature of students' discussion revealed that the two groups ranked as high-level had more argumentation-filled parts of discussion than the four other groups. In overall, the high-level groups introduced more moments where the students gave evidence to their claims, asked questions and interpreted their results. Average-level groups had pieces of all these categories of argumentation but in lesser numbers. Especially the highest levels of these categories were missing. Low-level groups had little if any demonstrations of these average-level categories and were most of the time in the off-task or non-argumentative zone. Of course, there were deviations from this rule especially during the second phase (experimenting part) and due to dynamics of the group itself. This is mostly explained by the different nature of the phases, since the second phase was about carrying out the experiment and not that much of planning and interpreting the materials provided by the virtual laboratory. The results are *discussed* with respect to used computer supported analyses method and collaborative group argumentation and interdisciplinary integration.

Key words: computer supported analyses method, group argumentation, high school student, interdisciplinary integration, virtual studies

Presentation

--Individual Paper--

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

Abstract

Information and communication technologies (ICTs) have become usual entities in all aspects of life. Education is a socially-oriented activity and quality education has traditionally been associated with teachers having good personal contact with learners. ICT can be used as a core or a corresponding means to the teaching-learning process. The use of ICT in education lends itself to a more student-centred learning settings. With the world moving rapidly into digital media and information, the role of ICT in education is increasingly becoming more important. ICT refer to the form of technologies that are used to transmit, store, create, share or exchange information. It can play a dynamic role in technical education sector during delivery of learning materials as learners can access knowledge and improve their skills from anywhere and anytime. The purpose of this study was to determine the impact of ICT use in teaching-learning process at the technical institutions of Bangladesh. Survey research design was adopted in the study by the researcher where the teachers of government polytechnic institutes of Bangladesh were considered as population. There are 52 government polytechnic institutes in Bangladesh and the size of the population is almost 1,500. Eight polytechnic institutes were selected from eight administrative divisions. In Bangladesh, instances of ICT use in technical education are not many. Thus, for the convenience of the study, a purposive random sampling was used to obtain a sample of 120. A structured questionnaire was used for collecting data. The questionnaire was validated with experts' opinions. The data were tabulated in the form of frequency distribution, percentage and weighted average. Collected data were analyzed by the method of inferential statistic and other quantitative approaches and presented in tabular and graphical forms. The research revealed that the use of ICT in teaching-learning process made teaching and learning quite easy, interesting, and time saving than that of traditional way of teaching-learning. More than 70% of technical education teachers strongly agreed that ICTs are essential for enhancing the teaching-learning performance at the polytechnic institutions. The research also suggested stimulating factors such as motivation and attractiveness, which need to be considered in designing ICT-based teaching-learning at the polytechnic institutes of Bangladesh.

Key words: Information and communication technology (ICT), Teaching-Learning, Technical Education (TE), Polytechnic Institutes, Bangladesh.

Muhammad Rashedul Huq Shamim, Assistant Professor & PhD Researcher, Department of Technical and Vocational Education (TVE), IUT, OIC, Dhaka, Bangladesh. E-mail: mrhuq09@iut-dhaka.edu

Presentation

30 minutes

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

Abstract

A hallmark of socially-just education is teachers' capacities to understand their learners, and contextualised classroom-based assessment practices are integral to this process. While curriculum reform in Ireland has attempted to address this, such is the continuing dominance of high-stakes summative discourse that discussions of assessment reform and its implications for teacher's practice have been somewhat slower to emerge. In particular, assessment is considered much more as a means of making summative judgements and less as a support of learning and its role in supporting learning and teaching is not always explicitly recognised. Irish teacher trade unions' perspectives are a factor associated with, and impacting on, policy directions and the national implementation of school-based assessment through training and support.

This study captures the tensions between educational reformers and teachers' unions, posing the question, 'How, if evidence for reform is too great and the need so desperate, are teachers' unions able to block reforms that are in students' best interests?'. This study explores how, while change has continued, it has been contested at every point by teaching unions. Specifically, Critical Discourse Analysis is applied to policy and teacher union directives (and other available text) related to assessment-related curriculum reform in the junior cycle curriculum (first three years of post-primary education). Critically viewing language as a form of social practice provides an insight into how social relations are reproduced or contested and different interests are served.

The story evolves as one of government policy intent on promoting a teacher-led, learning-oriented assessment practice, which has been actively resisted by teacher unions through their insistence that a centralised, externally-conducted assessment for students aged 14-15 years is preferable to classroom-based, teacher-led assessments. As policy documents were revisited, they conveyed a less prescriptive discourse than previous documentation with respect to assessment, and this is mapped to teaching unions issued directives to their respective members. Analyses highlight the need for further exploration into the relationship between teacher unions' discourse, the impact of these discourses, and teacher's enactment of assessment practices. Insights into the interests that drive unions, both in terms of the action they take and the impact they have, become central in progressing a socially-just education agenda in Ireland. We argue, questions of how teacher unions, and by association, teachers construct opportunities to exercise agency by resisting and reforming dominant discourses in assessment practices are integral to this.

Presentation

--Individual Paper--

446

Early career casual teaching: An emotional rollercoaster

Helen Dempsey

Murdoch University, Murdoch, Australia

Abstract

Teaching has an emotional component as interactions with students, colleagues, parents and administrators often include an emotional response ([Nichols, Schutz, Rodgers, & Bilica, 2016](#)). These emotional episodes appear to either confirm or disprove early career teachers' perceptions of themselves as teachers. For casual teachers developing, and in particular early career casual teachers, developing effective relationships with students and colleagues has been reported as being one of their major challenges ([Cleeland, 2007](#); [Jenkins, Smith, & Maxwell, 2009](#)). Critical emotional events, both positive and negative, may impact on negotiation of professional identity and commitment to the profession and with increasing numbers of early career teachers in Australia beginning their careers employed as casual teachers, the emotional impact of this employment context needs to be explored.

This paper presents findings from my research into the experiences of ECCTs in Western Australia, which utilised a qualitative approach. The experiences of both primary and secondary ECCTs were explored through focus groups, interviews and reflective tasks. Results were analysed using a model adapted from Wenger's (1998) theory of Community of Practice ([Wenger, 1998](#)). Although participants were not specifically asked about their emotions, during analysis of the data it emerged as a key theme within personal, school and professional communities.

Findings highlight that early career casual teachers experiences similar emotional responses to interactions with students and colleagues as other early career teachers. However, there were specific emotional responses related to the casual teaching experience, particularly related to employment and registration. Implications for schools and employment bodies include providing ECCTs with access to support and feedback when teaching. Implications for the regulatory body, include providing support and information on how they can achieve full registration while being employed casually.

Keywords: emotions, casual teachers, early career teachers

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Presentation

--Individual Paper--

231

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

Romana Imran

The University of Waikato, Hamilton, New Zealand

Abstract

The present study is a qualitative exploration of the experiences of women academics with job stress about their work-family lives. This study provides an insight into the influences of job stress on professional and family lives of women academics in Pakistan. Data were collected from 20 women academics from different departments of two public universities of Lahore. Participants were recruited through purposive and snowball sampling. Semi-structured interviews were conducted. The duration of the interview was ranged from 45-60 minutes. Thematic analysis was used to analyze the interview transcripts. The findings of the study revealed that the participants had some intrinsic or extrinsic motivating factors behind choosing academia as a profession. However, they were going through a kind of pull between their work

and family responsibilities. They consider themselves neither good mothers nor good teachers. They have suggested certain measures to be taken at the individual and institutional level to combat job stress.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: E153

452

AARE Graduate Student Event: Speed Mentoring

Emma Burns

University of New South Wales, Sydney, Australia

Abstract

Will host an event involving approximately 10 senior academics who can provide feedback to graduate students on their CVs and career trajectories. Although the event will target Motivation and Learning, all AARE graduate students will be invited to attend. The event will be approximately 90 minutes.

Presentation

--Other--

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

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

Abstract

Developing contextually responsive approaches to student wellbeing requires focused attention to what matters to students. The importance of determining and understanding student experiences from their perspectives is therefore an important endeavour. This project sought to engage in a deeply collaborative process between the university researchers, school leadership, and students, to enact a voice inclusive approach to school improvement. The purpose was to support the school to develop and integrate processes that would build a culture of student voice and seek more opportunities for its integration in everyday practice.

A mixed-methods sequential phase design that commenced with a staff and student survey was used to elicit the perspectives of staff and students (grades 7–10) on student wellbeing. Focus groups (n=101 students) enabled further exploration of survey findings. Following this, two parallel groups were formed: a staff working party (n=11) representing different areas of school leadership and responsibility, and a multi-year level student inquiry group (n=21 students). Through a series of weekly sessions over six months, the student inquiry group was supported to co-research wellbeing at their school. The student inquiry group divided themselves into smaller project groups, with each group investigating different wellbeing issues identified through the survey and focus groups. At the same time, the university research team worked with the staff working party to analyse the cumulative research findings. Both datasets were integrated and used to support the introduction of a school-wide culture change where student perspectives on issues relating to their wellbeing at school were actively sought, valued, taken seriously and

acted upon. The consultative process culminated in a collaboratively developed school-wide wellbeing framework for action and school strategic priority, implemented in 2019.

A key aim of the project was to support, enable, and facilitate staff and student engagement in ongoing, meaningful consultations about wellbeing at the school. Through the conduct of this research project, new insights were revealed through directly engaging with students on issues that matter to them, influencing staff perceptions of student voice and its value for school improvement. Robust and intentional collaborative processes enabled the project's achievement of, and contribution to, a number of impacts on students, staff, and school, including strengthening staff-student relationships, streamlining support, and fostering additional opportunities for student connectedness and belonging. Project processes, impacts and wider implications for schools and education systems will be discussed.

Presentation

--Individual Paper--

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

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

Abstract

Teaching evaluation is critical in capturing teacher effectiveness, and has two primary objectives: a) being a tool for educational leaders to manage teaching and learning processes; and, b) being a tool for teachers to improve their practice. Current teaching evaluation procedures, which are primarily based on test scoring systems, seem to fail in delivering these desired outcomes; adding up to studies showing that peer and principal observation-based evaluations can generate stress and anxiety among educators and have a negative impact on student learning (e.g., Finefter-Rosenbluh, 2016; Harris, Ingle & Rutledge, 2014; Hogan et al., 2017; Kraft & Gilmour, 2017; Thompson, 2013). To address this, studies suggested a 360-degree feedback (e.g., Gehlbach et al., 2018), namely, using teacher feedback surveys and student

feedback surveys as an assessment and improvement strategy that can help boost teachers' openness to the use of student feedback surveys on teacher practice. Acknowledging that student surveys correlate with student outcomes on standardised tests (e.g., Wallace, Kelcey & Ruzek, 2016) and both student and teacher surveys have the potential to provide a practical framework for teaching and leadership improvement, this study explored how such surveys intended to assess and improve teachers' and leaders' practices are employed, perceived and modified in the Australian context, specifically in Victorian secondary schools. As Australian education policy enters an era of accountability with increased focus on teacher inputs and outputs (Barnes & Cross, 2018), this study is timely in exploring how the implementation of such surveys not only sheds light on teachers' and educational leaders' perspectives surrounding school and teacher evaluation and accountability, but how survey data can be used to improve practices rather than simply evaluate them.

This study was conducted in two Victorian secondary schools that were chosen for having a strong student voice culture which includes students' participating in Victorian Student Representative Council (VicSRC) initiatives. The schools represent a range of culturally and socio-economically features, having diverse student and teacher population. Implementing the student surveys to 1250 students of 55 teachers, and incorporating teacher surveys to 80 teachers, in addition to conducting teachers', principals' and students' focus groups, preliminary data revealed crucial well-being and pedagogical so as managerial necessities for effective implementation of the surveys. Outcomes include the determination of feedback effectivity and efficient feedback programme implementation complemented with well-being initiatives which can significantly benefit education policies, educators' work and student learning.

Presentation

--Individual Paper--

1034

Supporting collaboration within and across schools using student perception data

Bronwyn Hinz

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

Abstract

Meaningful feedback on teaching practice is critical to effective teacher professional learning, and student feedback is a powerful and reliable indication of effective teaching practices and their impact on student performance and engagement across a diversity of school contexts. Connected to this, student voice and agency are now recognised as a driver of student engagement, self-worth, purpose and academic motivation, factors which contribute to improved student learning outcomes. Finally, research evidence indicates that collaboration is among the most promising of strategies for building collective efficacy, teacher skills and sustained learning growth. However, to be successful, collaboration also requires regular and meaningful connections and exchanges and strong levels of trust, which can be hard to achieve.

This paper connects these threads in a multi-year study exploring how student perception data is used by Australian teachers and school leaders, with a focus on supporting collaboration within and across schools and its perceived value by educators. This was a mixed methods study employing case studies, statistical analysis of aggregated data from the student perception surveys on effective teaching practice; anonymous participant questionnaires; artefact analysis; and semi-structured interviews. Over 300 schools (diverse and mostly government schools) and 3000 teachers participated over 18 months. Survey data was confidential to each teacher, with a breakdown by results by class highlighting differing needs of each class. School Leaders and system leaders received aggregated results reports, broken down by year level and subject, to pinpoint and spread excellence across departments, and support growth areas with targeted PL.

Findings show that student perception data was used and valued by teachers and school leaders in different ways reflecting their differing needs and priorities. Teachers used the data in small groups and with coaches to identify teaching practices for collective inquiry and improvement and for personal development plans. School leaders used the data primarily as a diagnostic tool to identify or refine of a collective area of focus, or as an evaluative tool, to measure the impact of specific interventions and determine their next steps. Change over time analysis data indicates students noticed and valued this collaboration on teaching practice, with scores on the practices under inquiry improving over time. Teachers and school leaders also reported the data as highly valuable, highly complementary and supportive of personal, group and school level improvement strategies.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: E258

779

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

Evangelina Manassakis

Queensland University of Technology, Brisbane, Australia

Abstract

Recent research indicates that teachers continue to take a predominant role in organising early childhood classrooms. There is limited research about the involvement of children in organising kindergarten indoor spaces ready for teaching and learning, or the types of roles that children are able to take up when classrooms are in the process of being organised. By taking a sociomaterial perspective the research reported in this paper takes into account the play equipment, resources, the classroom space itself, along with the children and adults who play and learn in the kindergarten room where this research was conducted. The paper is interested in how children talk about their kindergarten indoor learning spaces and how they are set up, by whom and for what purposes.

Children's much needed insights about their role in organising classrooms, was sought firstly through child-led tours, where children were asked to take the researcher around the classroom showing the who, what, how and when of their engagement in these same spaces. The children talked to the researcher while video recording and taking still images of the tour on a tablet device. The same children were later engaged in video-stimulated recall interviews with the researcher, where they were given the opportunity to discuss the recordings and images that they had produced. Photographs were also taken of the indoor kindergarten classroom. These methods aimed to provide an alternative to the oft used observations and interviews of much research of children and their lives.

The paper aims to problematise the typically taken-for-granted notion that the early learning space is an empty container in which objects and resources are placed, and where children take

up a passive organisational position. The paper unpacks issues related to how children describe their role in organising the materials – the tools, resources, technologies and furniture – in the indoor early learning space of one kindergarten. Six young children aged 3.5-5 years, from one kindergarten in Queensland participated in this study. A sociomaterial lens was brought to the analysis of data enabling the consideration of the underlying forces and interactions between space, materials and people.

It can be argued that child-led tours and video-stimulated recall interviews were effective in hearing children's views about their role in organising the classroom. The analysis demonstrates that children reported participating in organising the kindergarten classroom in a diverse range of ways. The roles children described were complex in nature.

Presentation

30 minutes

835

Enhancing the mosaic research approach: The importance of other voices

Marg Rogers

University of New England, Armidale, Australia

Abstract

The mosaic approach framework is based on three beliefs that children:

1. are adept at communicating and are capable of making sense (Mazonni & Harcourt, 2013);
2. have a right for their opinions and voices to be heard UNCRC (1989); and
3. are knowledgeable about their own lives and issues that affect them (Clark & Statham, 2005).

While this framework gives agency to children's voices effectively, deeper context and richness can often be elicited through the addition of the adult voices in children's lives e.g. parents and educators. Additionally, the use of narrative is a powerful tool to express children's and adult's understandings within the Mosaic approach and these understandings are influenced

by the context of acculturation, ritual and community. During my PhD research, I expanded the Mosaic framework because I found that the adults in children's lives offer additional levels of understanding and both voices can inform decision makers. Additionally, the research showed that it is both supportive and empowering for both the children and the adults to have their voice heard. I believe it is important to understand that listening to children's voices and giving them agency does not need to be devoid of those adults in their lives who are important and supportive. This paper will illustrate ways the Mosaic framework was enhanced by the careful use of adult voices within one research project. Additionally, it will give examples of the way narratives were used as a powerful tool to express the understandings of children and adults and how they were influenced by acculturation, ritual and community. As such, educators and researchers will be able to experiment with these enhancements in their work.

Presentation

--Individual Paper--

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: E259

364

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

Ren Perkins

University of Queensland, Brisbane, Australia

Abstract

I am a Murri man from South East Queensland. I have connections with the Quandamooka People from North Stradbroke Island and to the Aboriginal Settlement of Cherbourg, Queensland. I am proud of my Aboriginal heritage, and would like to contribute to my people

through education and research. My positioning as an Aboriginal man who has worked in Indigenous education over twenty years has contributed to conceptualising this paper and contributing another Aboriginal voice to the literature in Indigenous education.

This paper explores the issue of the critical shortage of Indigenous people in the teacher workforce in Australia. The data shows that there were 3100 Indigenous teachers who were working in the profession in 2015, which made up 1% of the total teacher workforce. This was in contrast to Indigenous students, who made up 5.3% of the total Australian student population in 2015. The recent *More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)* (2017) had the aim of increasing the number of Aboriginal and Torres Strait Islander people entering and remaining in professional teaching positions in Australian schools. Despite calls for urgent investment in increasing the Indigenous teacher workforce, the small numbers of Indigenous teachers are an ongoing issue for Australian schools.

This paper presents an analysis of the literature about those Indigenous teachers who have remained in the profession and why they have chosen to remain rather than focusing on the reasons for the critical shortage of Indigenous teachers and emphasising the problem. The paper will investigate existing research in Australia and in an international context of what impact Indigenous teachers have in the profession, particularly on outcomes for Indigenous students. This literature analysis is attached to my PhD study that will privilege the voices of Indigenous teachers who have remained in the profession, despite the challenges they face in undertaking their roles in schools. Investigating the issue of small numbers of Indigenous teachers through a lens of exploring what has worked and kept the Indigenous teachers we do have in the workforce provides a different way of understanding the issue and will emphasise what works in attracting and keeping Indigenous teachers teaching over what doesn't work.

Presentation

--Individual Paper--

519

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

Michelle Bishop

Macquarie University, Macquarie Park, Australia

Abstract

For tens of thousands of years, Indigenous Peoples in the country now known as Australia have had a very successful education system in place, from place. Currently, many Indigenous students experience systemic harm in Australia's public and private schooling systems at unacceptable levels and are consistently positioned as deficient in both the practices and outcomes of formal schooling. Under the pretense of 'getting a good education', many Indigenous students feel coerced into compliance, with schools used as vehicles of institutionalisation, indoctrination and assimilation. And yet, for most Indigenous students, there is little choice but to participate in Western schooling. It is compulsory. This leaves few options available for Aboriginal and Torres Strait Islander students to escape the harmful nature of mainstream schooling beyond school refusal. This research will review the literature to explore the possibilities for Aboriginal and Torres Strait Islander students to learn outside of colonial-controlled schooling by examining 'alternative' education options in Australia. A specific focus will be on critical and emancipatory education grounded in Aboriginal axiologies, ontologies and epistemologies. This research aims to provide the foundations necessary for self-determining education to become a reality for Indigenous Peoples; to envision an educational future that will strengthen and empower future generations.

Presentation

--Individual Paper--

369

Knowledge Weaving in Murri Women's Groups

Lisa Oliver

University Of Technology, Sydney, Sydney, Australia

Abstract

Social capital theory has been a popular feature of social policy, because there are potential cost savings when relying on social networks to address social problems. Some studies though have found that Aboriginal people have limited access to social capital due to their social and cultural

position as a result of historical dispossession and white privilege. Social capital as a theory has largely neglected issues of culture and gender, although social capital has been found to both reinforce and influence Aboriginal cultural identity. There is little research that has been conducted specifically with Aboriginal Women about social capital and what it means to them and how it might assist in reinforcing cultural identity. One key aspect of social capital theory is the concept of information exchange. This research explores the role an Aboriginal Women's Weaving Group plays in making social capital more accessible to Aboriginal Women, with the focus being the exchange of information. This study is important because it broadly recognises historical struggles for survival must be factored into the articulation of Indigenous Social Capital. In addition, I suggest, Aboriginal Women's groups utilise social capital to assist in addressing cultural and social inequalities experienced amongst Aboriginal Women through yarning, sharing and supporting each other. My standpoint emanates from being Gomeri (north western NSW) and in my research I utilise Indigenous research methodologies, including 'Indigenous Women's Standpoint' and research method 'Yarning'. I explore social capital with Aboriginal Women using James Coleman's (1988) theory of social capital, who describes information channels as an important form of social capital that occurs in social relations, that keeps people informed and can be the impetus for action. Weaving groups create a safe space for women to connect, be empowered, learn and share knowledge, whilst reinvigorating cultural identity. During this presentation, conference participants will have the opportunity to participate in a weaving circle, participants will be asked to share their views on connecting with others and experiences of exclusion. During this creative session I will also share some preliminary findings from my research. Social capital is a concept that has been criticised for overlooking concepts of culture and gender, this weaving groups invites people from all cultures and will not exclude men who wish to take part.

Presentation

30 minutes

Assessment and Measurement

Assessment and Measurement

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B409

Psychological Safety: Shielding Student Voice in Student Self-ReflectionStefanovych Roberts

NESAs, Sydney, Australia. AMEB, Sydney, Australia. Macquarie University, Sydney, Australia

Abstract

Student voice in their own assessment has always involved complexity and challenges in terms of access, engagement and equity for both students and teachers alike. However, in more recent times and with this increasingly becoming more commonplace in educational practice, the literature regarding student self-reflection reveals and raises concerns about the need to consider, be sensitive to and address issues related to students' psychological safety in self-reflective practices by way of privacy and disclosure in particular (e.g., Brown, Andrade & Chen, 2015; Brown & Harris, 2013; Cowie, 2009; Harris & Brown, 2013; Harris, Harnett & Brown, 2009; Johnson, Johnson & Holubec, 1990; Raider-Roth, 2005; Ross, Rolheiser & Hogaboam-Gray, 1998, 2002; J. Ross, 2006). Teacher, peer and/or parent involvement in student self-reflection represents a shift from a purely personal experience to one that becomes a shared, public space in that student thoughts, ideas, reflections and the like are shared with significant others.

In a qualitative investigation—set within a social-cognitive theoretical framework encompassing a multiple-case study design with three secondary music teachers from Sydney metropolitan schools—exploring contextual factors that impact on teachers' implementation of student self-reflection instructional and assessment practices in music performance learning, psychological safety of students' self-reflection was identified as both a facilitating and inhibiting micro-classroom level factor. Findings from inductive, deductive and iterative content analysis revealed psychological safety concerns expressed by teachers in social situations where student self-reflections are shared amongst teacher and students by way of informal open classroom discussions, peer contributions and influences, student embarrassment and shyness, and teachers offending and belittling students and their self-reflections, demonstrating the need for classroom environments to protect students' psychological safety by building, supporting and maintaining effective teacher-student relationships, trust and respect.

This paper presents an interpretative analysis and discussion of the findings from the interview data and literature. Potential implications concerning students' psychological safety in their self-

reflections in instructional learning, training and assessment for music educators, music teacher education (pre- and in-service) programs and policymakers are also proposed.

Presentation

--Individual Paper--

967

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

Stefanovych Roberts

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

Abstract

Some literature advocates the view that students' self-assessment marks should contribute to their final grade (e.g., Boyd, Adeyemi-Bero & Blackhall, 1985; Cowan, 1984, 1988). Conversely, other research (e.g., Andrade, 2010; Andrade & Valtcheva, 2009; Boud & Falchikov, 1989; Brown, Andrade & Chen, 2015; Brown and Harris, 2013; Panadero, Brown & Courtney, 2014) voices concerns about and cautions against incorporating students' self-assessments as part of their summative final or course grades because this raises high-stakes consequences for honest, accurate evaluations. Data suggests that school-aged children are typically not very good at this form of critical, metacognitive reflection—especially with less academically able and younger students—unless veridicality factors are addressed, rendering the use of student self-assessment for grading purposes ill-advised and problematic at best (Brown & Harris, 2013). Students have also been shown to inflate their self-assessments when they count toward formal grades (Boud & Falchikov, 1989) where they may be motivated by self-interest.

Yet, a growing body of research since 2010 demonstrates that many teachers report formally assessing their students' self-reflections at some point as part of their instructional-assessment practice (e.g., Panadero, Brown & Courtney, 2014; Roberts, 2014; Russell & Austin, 2010).

Is there an epistemological problem in assessing students' self-reflections? Why does there appear to be an incongruence between what some literature purports about assessing student self-reflections and what teachers practise? For teachers who do not assess their students' self-reflections, why do they choose not to do so?

In an exploratory mixed-methods study, set within a social-cognitive theoretical framework, investigating NSW secondary classroom music teachers' ($n=216$) student self-reflection instructional and assessment practices, 73% of teachers reported assessing their students' self-reflections in music performance. Qualitative findings from inductive, deductive and iterative content analyses of the multiple case-study interviews revealed reasons why teachers chose not to assess their students' self-reflections due to a lack of student self-reflection knowledge (content, pedagogical and pedagogical content knowledge), awareness, literacy and professional learning; teachers' pre-conceived attitudinal beliefs about assessment (value-removed beliefs), performance-related assessment skill-based concerns and practicalities, unfavourable prior experience, other competing performance-related instructional areas and tasks, time constraints, reduced sense of teacher community, traditional views about performance assessment and the influence of external high-stakes external examination specifications.

This paper provides an interpretative analysis and discussion of the findings from the data and research. Potential implications for music teachers, teacher educators and policymakers regarding the assessment of student self-reflection in music performance are presented.

Presentation

--Individual Paper--

15 **Formative assessment practices in teacher education in Australia and Vietnam**

Anh Duong

The University of Sydney, Camperdown, Australia

Abstract

Formative assessment is shown to improve student understanding and achievements in the learning process (Heritage, 2018; McManus, 2008). The study presented here examines the implementation of formative assessment in teacher education in Australia and Vietnam by looking at lecturers and students' interactions to see its similarities and differences in two cases. Observation and focus groups were employed in the research, involving four lecturers and approximately 100 students. The study found that formative assessment is being conducted efficiently and effectively among classes in teacher education. Formative assessment strategies were implemented in the lecture observation, consisting of but not limited to (1) sharing learning expectations and assessment criteria, (2) collecting learning evidence, (3) providing feedback, (4) self-assessing, (5) peer-assessing. The first three techniques were practiced equally in both countries. However, self-assessment and peer-assessment techniques were not used as much in Australia as in Vietnam, a finding that I attribute to differences in social culture. Observed lecturers have applied many pedagogical approaches to involve students in developing their learning autonomy and learning competence. They have kept saying "this is an idea" and tried to provoke more ideas by saying "any others?" As this paper argues, it is crucial in formative assessment to provide constructive feedback to students during their learning.

Presentation

--Individual Paper--

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

Abstract

The STEM agenda has broadly focused on the promise of a future workforce that will rely on STEM skills. Other beneficial outcomes from a STEM education that address global socio-cultural issues have only recently gained traction in science education research. In this presentation, I explore some alternative learning outcomes that science education has to offer our children through science inquiry projects. At a time of increasing social and cultural divisiveness, this presentation asks whether science inquiry can serve as a vehicle for fostering social bonds amongst high school science students. Drawing on video data from three different 8th and 10th grade science classes, this study explores the dynamics of science inquiry group work. Micro-analytic techniques informed by microsociology are used to interpret student-student interactions and to understand how the status of social bonds changes over time. The focus of analysis is on the impact of various aspects of science inquiry on the formation, maintenance, and disruption of social bonds. Study outcomes revealed how science inquiry projects can make or break social bonds with various effects on individual students. When bonds become broken, considerable effort is expended after the inquiry task is over to repair relationships. This emotional work conducted by students occurs beyond teacher awareness, leaving students to navigate the complex terrain of interpersonal relationships by drawing on individual capacities. The structure of inquiry tasks and their association with assessment is one important factor shaping student choices when interacting with friends and peers. Implications of the study attend to the ways in which science inquiry can be a vehicle for students to learn about social bonds and how to build social solidarity in ways that might prepare for them to foster social solidarity in their post-high school lives.

Keywords: science inquiry, social bonds, STEM agenda

Presentation

--Individual Paper--

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

Abstract

The year 2019 marks a shift in Queensland senior schooling with the introduction of the new Queensland Certificate of Education. The reformed system places strong emphasis on equipping students with a range of cognitive skills. Marzano and Kendall's New Taxonomy of Educational Objectives has been chosen by the Queensland Curriculum and Assessment Authority as the underpinning framework for all new syllabi. This taxonomy proposes a model of cognitive skills for learning new knowledge and each subjects' learning objectives are now prefaced by a 'cognitive verb' based on the New Taxonomy. Teachers across all subject areas are expected to include cognitive skills, e.g. explaining, analysing or evaluating, in their explicit curriculum.

This pilot study analyses cognitive verbs in the new Queensland Biology, Chemistry and Physics syllabi and measures their alignment with cognitive skills taught in classrooms. Teachers' instructions were matched to cognitive skills using a modified version of the Florida Taxonomy of Cognitive Behaviour (mFTCB). The original classroom observation instrument is based on Bloom's Taxonomy, whereas items of the modified version have been re-written to match cognitive levels of the New Taxonomy. Curriculum alignment was calculated using Porter's Alignment Index by comparing the proportions of cognitive skills at each cognitive level between syllabus objectives and classroom instructions.

Classroom observations were conducted in Cairns, Far North Queensland. The region has a number of characteristics which result in fewer professional development opportunities for teachers. Its remoteness, low density population, high student diversity, and shortage of secondary science teachers, all lead to less collaboration between schools of the same district. Hence, the implementation of the new senior system will likely be more challenging than in other regions of Queensland. Research evaluating reform efforts, curriculum alignment and teaching practice in such a context has the potential to increase equity, engagement and achievement of senior secondary students in remote regions of Australia.

Results of this pilot study evaluate the reliability of the mFTCB and introduce secondary school teachers as well as academics to a new method of assessing the implementation and alignment of cognitive skills curricula. The mFTCB may also benefit educators as a self-reflection or planning

tool and thus improve effective and purposeful teaching of cognitive skills. Research building on this pilot study has not just the potential to advance existing theory on cognitive skills curriculum alignment, but also to shape the design of teachers' professional development on cognitive skills pedagogy.

Presentation

--Individual Paper--

Environmental and Sustainability Education

Environmental and Sustainability Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B201b Flat Classroom

772

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

Alison Lugg

RMIT, Melbourne, Australia

Abstract

To learn to live sustainably on Earth is an increasingly challenging social and political goal yet it is critical for the long-term well-being of the planet's inhabitants. Sustainability principles and practices are based on aspirational notions of social and environmental justice. As a cross-curriculum priority these concepts are now embedded in Australian school curriculum frameworks and form an emerging theme in education research, particularly in teacher education, outdoor and environmental education. However Australian teachers and pre-- service teachers are only minimally prepared for this challenge. This scenario presents a dilemma for schools and teacher education programs to grapple with these 21st century curriculum imperatives.

In this paper I examine the attempts by teams of pre-and in-service teachers to collaboratively build an interdisciplinary curriculum to address social and environmental sustainability issues in a secondary school practicum program. The paper reports on findings from a longitudinal case study designed to investigate the impact of the program on the pre-service teachers' (PSTs) professional development. The research questions focused on how the PSTs conceptualised the curriculum in relation to sustainability issues and how the emergent, collaborative structures of the practicum impacted their teaching practice and development as teachers. This paper focuses on the curriculum challenges emerging from; the scope and complexity of the task, the dynamic roles and joint agency required, and ethical questions that arose.

Data were generated via interviews, focus groups, field observation and document analysis. A thematic analysis was informed by an ecosocial conceptual framework drawing on Cultural Historical Activity Theory (CHAT) and on Edwards' theorising of joint collaborative work through the "gardening tools": relational agency, common knowledge and relational expertise. This framework enabled analysis of the relational work involved in enacting school-based curriculum innovation in a short time frame, where pre-service teachers specialising in outdoor education, worked in multi-disciplinary teams with humanities and science teachers as mentors. I highlight the challenges for the teams to develop curriculum and pedagogy that address real world problems relevant to the students' lives and their capacities to make change. In particular, the ethical and educational challenges that arose, highlight the constraints and affordances within schools and educational systems for enacting social and environmental change. I conclude that collaborative team structures significantly enabled pre-service teachers' relational agency including their capacities to respond to ethical issues and to enact change within the limitations of a school placement.

Presentation

--Individual Paper--

396

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 Tolonen¹, Sofia Vesterkvist¹

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

Abstract

This study is a part of the bigger project concerning subject student teachers' (SST) competences in teaching and learning sustainable development. *The theoretical background* of this study lies on Bronfenbrenner and Ceci's bioecological system theory. *The aim* of this study was to clarify SSTs' views on their competences in teaching and learning sustainable development. *The study questions* were: (1) What kind of environmental problems do SST consider important locally, regionally and globally? (2) What kind of opportunities do SST see they have in solving the mentioned environmental problems on a community basis and with whom would they want to solve these issues? (3) What kind of competences could be concluded from SST's answer they have at the end of their educational studies. The participants were SST (n=142) from six Finnish Universities. *The material* was collected using web-based questionnaire. It was analysed by inductive content analyses based on (1) on the general process model of the teacher professional competences in teaching and learning, especially on teachers' social competences and (2) on the competences in education for sustainable development (ESD). *The results* showed that 60 % of the SST were interested to participate in decision making concerning ESD issues at school. They regarded as local environmental problems such as CO²-emissions, overconsumption, littering, plastic waste, climate change, and decreasing biodiversity. The same problems were also mentioned as regional problems and in addition pollution in the Baltic Sea, nonrenewable natural resources, the mining laws, and over logging of the forest. Globally the most often mentioned problem was climate change. Solutions were suggested to increase environmental awareness and discussion, sustainable consumption, public transport and both local and international cooperation. Very few SST made suggestions how or with whom they would solve the environmental problems. At the local and regional level were mentioned e.g. family, school students and staff, municipalities in the towns, the board of condominiums and at the global level multinational companies and institutions such as United Nations and UNESCO. At the end of their studies, SST were concluded to have at least one of the competences - critical thinking or anticipatory. The findings are *discussed* with respect to the social skills introduced in general process model of teacher professional competences in teaching and learning and especially with respect to the UNESCO's listed competencies in teaching and learning ESD.

Key words: content analyses, education for sustainable development, environmental problems, social competences, student teachers

Presentation

--Individual Paper--

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

Abstract

Research Challenge: In 2005, the International Implementation Scheme for the Decade of Education for Sustainable Development (ESD) declared the need to re-orient public education toward sustainable development, including social and environmental justice. While the decade of ESD has spurred policy development across a number of national and subnational jurisdictions, its effect on practices in primary and secondary schools is less clear. This paper examines *ESD policy enactment* through comparative case study analysis of four schools in Canada, and in relation to school division, ministry, and international policy. This research takes a relational approach to analysis, focusing on how leadership practices within schools, together with material contexts such as classrooms and other school facilities, influence ESD policy enactment. Study findings are contextualised within the international ESD policy literature, with implications for schools in Australia.

Methods: This research was completed as part of a pan-Canadian project, conducted by the Sustainability and Education Policy Network (SEPN). The analysis in this paper draws on a subset of data including policy documents, interviews, focus groups, photo documentation and other field observations, and participant ratings of whole school engagement with sustainability. A combined 214 participants took part in this research; this included representatives from the provincial Department of Education and Training and two local school divisions; school staff and administrators, students, and community members.

Findings: Of the four case schools, two appeared to have exceeded ESD policy mandates, while the remaining two appeared to struggle. The two exceeding schools provided evidence of the effectiveness of distributed leadership, as well as the relationship between school leadership and the material contexts of classrooms, offices, and school grounds. Rather than reliance on a single, charismatic leader, successful school-based ESD practices emerged through *enabling relationships* between staff, students, and local school environments. Material infrastructure, including classrooms, school grounds, composting and greenhouse facilities, supported the maintenance of everyday sustainable practices involved in school-based ESD policy enactment.

Across all four schools, we observed complex relationships in the enactment of environmental, social, and economic components of ESD. Participants struggled to articulate examples of school-based practices that addressed the intersections of ESD, social justice, and Indigenous knowledges.

This analysis calls for further research attending to the rhythms of everyday practices in “highly successful” ESD schools, across internationally comparative contexts, to better understand how ESD practices are initiated and maintained.

Presentation

--Individual Paper--

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

Abstract

Educating for social justice, particularly pedagogical approaches that may be effective in achieving feminist aims, can involve ‘uncomfortable moments’ in which students and teachers respond to issues that can prompt feelings of discomfort, such as sexism, racism, homophobia and transphobia. Rather than shying away from this discomfort, the ‘affective turn’ in education research has provided new perspectives on what bodies can do, the pedagogical potential of affect, and why affect matters in the classroom. Classrooms are charged spaces, complex

assemblages of bodies, feelings and material spaces; accordingly, realising the pedagogical power of affective intensities helps us to see how to *know* differently, we need to *feel* differently (Hemmings 2012). This is important, because, if we want classrooms to be places in which social justice aims can be realised, this might involve turning our attention to the ways in which affective shifts can occur as a result of uncomfortable moments in the classroom, including change borne from affective dissonance.

However, within the high school classroom, discomfort can sometimes be seen as a form of disorder and an affront to the idea of the ‘safe space’. While the literature makes clear the pedagogical possibilities of affect in the university classroom, the high school classroom is an entirely different assemblage that needs further attention to explore how affect operates in charged moments. Why might lessons featuring content aligning with feminist aims provoke affective responses? How do teachers manage affective intensities? And if affect is considered as something that flows between rather than from within, how do we conceive of responsibility in terms of making the classroom a ‘safe space’ – and for whom is this space ‘safe’?

While the impacts of pedagogies of affect cannot be predicted (Niccolini 2016), for teachers wishing to utilise pedagogy for feminist aims, considering the power of affect is useful. Therefore, this paper asks: how can affect illuminate the possibilities and barriers for high school teachers trying to teach for social justice, particularly for feminist aims? The presentation is based on the findings of a review of the literature on affective intensities in the classroom, undertaken as part of a current PhD study. The paper’s argument is that to teach for social justice, particularly for feminist aims, we need to consider the affective intensities of doing so. Ultimately, high school classrooms are unique assemblages through which to explore how what *moves* us can *move* us.

Presentation

--Individual Paper--

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

Leanne Coll, Debbie Ollis

Deakin University, Melbourne, Australia

Abstract

Interrogating dominant heteronormative landscapes of schooling is not something that only adults-researchers-educators do. Young people themselves are active agents who negotiate, disrupt and interrogate dominant discourses of sex-gender-sexuality that permeate their everyday lives and schooling experiences.

This paper draws on data from an ongoing participatory activist research project with one urban Australian secondary school Feminist Collective (Fem Co) which focuses on interrogating enduring gender-sexuality injustices in young people's school and communities that matter most to them.

Inspired by queer-feminist scholarship, this paper argues that re-positioning young people as active agents in problematizing and rupturing the boundaries of heteronormativity provides necessary opportunities to account for the transformative potentiality of school spaces. Part of the function of this paper, is to look beyond what is broken and to diversify the stories we hear about young people in queer and feminist orientated research and education.

Presentation

--Individual Paper--

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

Abstract

Determining the depth of discrimination against gender and sexual minority groups in Catholic schools of selected western nations is best undertaken from an international-comparative perspective. Set within a larger project researching homophobia and transphobia in Canadian and Australian Catholic education, this paper discusses the conflict between *the right to be free from discrimination on the basis of sexuality or gender* and *the right to religious freedom*, with particular emphasis on the unfolding Australian context.

Freedom of religion and *freedom from discrimination* are enshrined in the *Canadian Charter of Rights and Freedoms* (1982). Within a faith-based school, these two freedoms can easily come into conflict. Catholic catechism defines homosexual orientation as “objectively disordered”, but Canadian Catholic schools operate within a legal framework where sexually diverse identities are constitutionally protected. The tension between *religious freedom* and *freedom from discrimination* is currently a central theme within Australian political discourse. Unlike Canada, Australia does not have a bill of rights. While the Australian Constitution (1901) prevents the government from creating laws prohibiting the free exercise of any religion, there is no such protection for sexual and gender diversity. Although the *Sex Discrimination Act* (SDA) (1984) protects against discrimination on the basis of sexual orientation and gender identity, it also exempts educational institutions from that law, allowing them to discriminate against LGBTI students and staff “in good faith in order to avoid injury to the religious susceptibilities of adherents to that religion or creed”. This exemption, along with the absence of constitutional protection, means lesbian, gay, bisexual, transgender, and intersex (LGBTI) students rely on state-specific laws when their rights are breached in schools, subjecting them to inconsistencies in approaches between different states. In 2018 the Australian Government ordered the *Religious Freedom Review*, leading to increased debate about whether bolstering religious freedoms would further enshrine discrimination against LGBTI staff and students within educational settings. The re-election of the government in May 2019 placed religious freedom back on the political agenda.

Drawing on law, educational policies, and media accounts, we examine how homophobia and transphobia is enacted and resisted in these contexts. Using critical discourse analysis, we explore the (re)production of discourses about gender and sexuality in relation to Catholic schooling and how policies and practices concerning Canadian and Australian Catholic schools can contradict anti-discrimination laws. Specifically, we highlight LGBTI marginalisation within Catholic schools.

Presentation

--Individual Paper--

Poststructural Theory

Poststructural Theory

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B202b Flat Classroom

475

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

Terri Redpath

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

Abstract

This study illustrates the role played by mobile technologies in facilitating the cross-cultural communication of staff and students involved in a rural university study abroad experience. The prevalence of hand held devices to access cross institutional learning platforms, and the associated changes in the nature and complexity of students' multimodal communication styles, signal a need to plan and deliver place- based student exchange courses that strategically acknowledge cross institutional dialogic and dialectic communication challenges and preferences.

The paper also signposts ways to access the transformative possibilities of place- based learning in higher education course delivery that reach beyond both the demonstrated limitations of a global education 'tourism' approach or the overly restricted demands of a 'transplanted' local curriculum.

Traditionally gathered qualitative participant interviews, written reflections and audio-visual presentations are imbricated with the researcher-participant's own place -based experiences and auto- ethnographic insights. The relevance of de Certeau's concept of space as 'practiced place' is shown, and the paper explores a contemporary 'panoptic gaze' afforded by multimodal devices used during field work. Tactical ways are outlined that demonstrate how study exchange

participants captured, shared and transformed communicative possibilities beyond the planned course curriculum and published itinerary

Finally the inability of originally planned qualitative case study methods to gather and reflect participants' lived physical and virtual experiences is discussed and a post- qualitative (re)storying of the research illustrated.

Key words: place based learning; cross cultural education; post qualitative research; auto-ethnography; de Certeau

Presentation

--Individual Paper--

846

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

Xuan Pham

Monash University , Melbourne, Australia

Abstract

This paper aims to expand the discussions of story underpinned by poststructuralist thoughts in social sciences and education and to offer a way of reading story. Within poststructuralist paradigm, story is understood as a process that brings in heterogeneous time and space configurations and emphasises the virtual forces, silences, and unsaid of story. Drawing on a project exploring academic subjectivity of 14 Vietnamese women academics and doctoral students in Australian neoliberal universities and informed by Deleuzian concept of assemblage, I suggest a way of analysing story as assemblage. I highlight three methodological movements through this analysis. First, it indicates how a relation of heterogeneous forces associated with neoliberal governance, historical and cultural aspects of gender and nationality come together to produce story and academic subjectivity. Second, through mapping molar and molecular movements, it demonstrates affective capacities of the academic self that not only reproduces but reworks and disrupts normalcy, hierarchy, and organisation within assemblages. Third, it offers a way of re-imagining the academic self to minimise its associated corporate ideologies, which has

been increasingly argued as toxic, and to recognise the generative possibilities for developing new relationships within academic spaces.

Presentation

--Individual Paper--

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

Abstract

This paper focuses on speculative texts and their potential to defamiliarise readers, disrupt habitual ways of knowing, and propose more just futures (Truman, 2019). We contextualise our research alongside scholars who consider speculative thought as a “site for imagining other, possibly queerer, worlds” (Luciano and Chen, 2015, p. 188): this world(ing) is material-discursive and, so, ‘real’. While mainstream speculative writing has historically centred white-cis-hetero-futurities, this paper posits Alpha Centauri (the green, one-eyed hexapod from the television show *Doctor Who*) and *Alpha Centauri* (a song we composed) as *speculative* propositions for a queer futurity (Ahmed, 2004; Chen, 2012).

We contextualise our speculative songwriting as a practice of ‘research-creation.’ Research-creation is the intersection of art, theory and research (Truman & Springgay, 2015). As queer artists, researchers and educators, we here embed our research-creation practice in literature focused on queer temporalities and their ramifications for education (Lothian, 2018; Schlak, 2018).

Queer and crip theorists (Halberstam, 2005; Kafer, 2013) have critiqued universal (Chronos) measures of time for consistently *atemporalising* racialised, disabled, and queer bodies. Thinking-with these scholars we investigate how the character Alpha Centauri from *Doctor Who* embodies a queer temporal contour.

‘Her’/‘Their’ most recent encounter with the Doctor took place during the Victorian-era (*Doctor Who: Empress of Mars*, 2017). However, ‘his’ first, 1970s appearances in the show were set in the far distant future (*Doctor Who: Curse of Peladon* and *Doctor Who: Monster of Peladon*). The 1970s’ *future* Alpha Centauri is gendered male, misogynistic, shrill, and a know-all, while 2017’s *historical* Alpha Centauri seems hopefully nonbinary, welcoming the matriarchal Ice Warriors to the universe. This strange temporality is the starting point for speculating-with Alpha Centauri as a proposition for a queer futurity.

We draw on Whitehead’s (1978) articulation of ‘propositions’ to help contextualize the process of speculative world-making with Alpha Centauri. According to Whitehead (1978), a proposition is a “...new kind of entity. Such entities are the tales that perhaps might be told about particular actualities” (p. 256). For Whitehead, propositions act as hybrids between potentiality and actuality—they are “lures for feeling” (p. 25). As speculative propositions, the character of Alpha Centauri, the song *Alpha Centauri*, and this paper, experiment with queer temporality: we attempt to lure (and trap) a (material, real) speculative genderqueer-affirmative past (historical Alpha Centauri) to marshal against the inevitable re-inscription of white-cis-masculinity in a re-gendered future (future Alpha Centauri).

Presentation

--Individual Paper--

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 10:30 - 12:00

Date: 3rd December 2019

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

Abstract

The United Nations estimated that, by 2017, 68.5 million people had been forcibly displaced worldwide (UNHCR, 2018), with the result that quality education is not easily accessible by those affected. Half of the world's refugee children are out of school, and comparatively very few refugees participate in higher education (UNHCR, 2018). There is a clear need for further research to understand the experiences and issues faced by forced migrants in trying to access education in both displacement and resettlement contexts.

Any research with those forcibly displaced places particular responsibilities on researchers, and their ways of working within interdisciplinary teams operating across humanitarian, development and education fields. They need to be strongly cognisant of the ethical challenges relating to such settings in which fragility, vulnerability and urgency are manifest. Researchers need strategies on which to draw to frame their studies appropriately as well as navigate the micro-ethics arising as research progresses (Guillemin & Gillam, 2004; Dona, 2007). This paper points towards the benefits of taking a holistic ethical appraisal approach when researching with people who have been forcibly displaced. By providing researchers with the confidence that their research can contribute to answering ethical questions raised by the displaced themselves, the displaced can express their voices, their choices, hopes and calls for justice.

The ethical appraisal framework discussed in this presentation (Stutchbury and Fox, 2009) incorporates four complementary strands of ethical consideration for research design — *Consequential thinking*, *Ecological thinking*, *Relational thinking*, and *Duties* (the CERD model) —

to guide ethical decision making before entering, while in, and after leaving ‘the field’. This holistic ethical framework can be used to appraise the opportunities and challenges of educational research for (and with) forced migrants. This framework also has significance for other educational research with human participants, particularly with groups considered ‘vulnerable’.

In this presentation, we will present three cases of researching with forced migrants to highlight the benefits of taking an ethics-in-practice approach. The presentation will conclude with implications for researchers to redefine vulnerability and approaches to research which exercise urgency and justice.

Presentation

--Individual Paper--

419

Race critical posthuman education research?

Greg Vass

Griffith University , Gold Coast, Australia

Abstract

‘Role model Indigenous students ...’ The words rolled off her tongue. The teacher then looked at me, gave an uncomfortable laugh, and said she shouldn’t have said it. Since this exchange in 2010, many of my efforts as a race critical education researcher have focused on considering and responding to my ‘methodological responsibilities’. One that is White. Male. Able bodied. These and other identity markers that situate my lived experience as close to the axis of power. Who am I to represent and claim to know something about the lived experiences of others? When I listen to voices such as Linda Tuhiwai Smith (2012), I am reminded of the harm and violence that has emanated from researchers coming from locations such as myself. And while I may try to focus much of my thinking-writing on the experiences and practices of teachers and policy makers that are much like me, the Other is always present. For this paper, firstly, I will critically reflect on

what data - such as the comment above from the teacher - might want from me (Koro-Ljungberg, 2016). Secondly, attention will shift to the consider the ‘concepts and conceptual practices’ (St Pierre, 2016) of posthuman race critical education research. The presentation will be a creative experiment in the post-qualitative present, a co-constructing moment of understanding, and resisting the urge to conclude, sum up, and provide a neat answer.

Presentation

--Individual Paper--

522

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

Catherine Thiele

USC, Sippy Downs, Australia

Abstract

Teacher practice and student assessment results have been de-privatised via the widespread use of the now commonplace ‘data-wall’. This is a tectonic change. What was closed off and private (the classroom, the data about students) is now visible and opened up to ‘collegial’ scrutiny. In the process, pedagogy and the other ‘message systems’ of education (assessment and curriculum) have become ‘conversationalised’. Teaching and its relations to assessment scores now *has to* be talked about. The once inconspicuous standardisation and classification of students point-in-time test scores has now become the subject and site for intense, open-to-inspection interrogation. How one might respond pedagogically is no longer a matter for a single teacher alone.

In an accountability-driven topography, ‘data discourses’ dominate both schooling assessment regimes and research imaginaries. Student standardised data and research data classification systems sort out what is effective, who has it right and who needs fixing. Data walls, as the visceral material produced from and implicated in these discourses, are now ubiquitous. They signal a tectonic shift in how standardised data ‘works’ in relation to pedagogy and how teachers enact their pedagogical responsibilities. An educational fault line has appeared in the midst of these walls. As a teacher who has been in data-wall conversations and experienced the effects (and affects) of this fault line, research is both alluring and threatening. And now, as an early

career researcher, I question the efficacy, purposes and outcomes of standardised data driven research methodologies. I wonder instead how to attune to the affectivity of data-wall conversations. I want to shift towards a more transformative, socially responsible practice desired by and enacted with teachers. A research practice deeply entangled in the affective experiences of data-wall conversations. By working/ walking beside and with teachers, *belonging* to the space and paying attention to emerging concepts, I aim to enact a post-qualitative inquiry; opening up to and in the educational and methodological fault lines to shift the conversations liquefying at these junctures. This paper forms part of the unfolding story of *becoming* through the ‘post-inquiry’ data-research journey.

Presentation

--Individual Paper--

Global Contexts for Education

Global Contexts for Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B2225 Flat Classroom

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

732 -

Exploring the learning experiences of Teacher Candidates through an international internship

Rhonda Di Biase

The University of Melbourne, Melbourne, Australia

Abstract

Our global mobility opportunity is offered as an elective in the final semester of a Master of Teaching program where students are able to gain experience in a school in an international setting in the final semester of their studies. We offer options in Thailand, China, India,

Indonesia, South Korea, Japan, Maldives, Vietnam, Chile, Finland, Italy and the United Kingdom.

Research indicates that such international practicums can have a profound experience on teacher candidate's development as a teacher. The experience provides opportunities for pre-service teachers to question their existing assumptions, expand their understanding of education and teaching, gain cross-cultural skills, experience teaching in an international context and learn to communicate and work with international teachers.

By undertaking this short internship, students experience the full life of a school outside of Australia, through immersion in the day-to-day activities within the school. Through the written component of this subject students analyse their teaching and learning experiences in the international setting, compare and contrast the international experiences to their local placements and reflect on their professional development and teaching philosophies.

The aim of this study was to examine the professional learning of students undertaking this international elective. Data were collected through personal reflections and questionnaires following the internship experience. The responses illustrated the development of knowledge and expertise across the following three broad areas. (1) Development of professional skills such as learning new methods of teaching, developing understanding of bilingual education, exploring new curriculum, learning about the needs of boarding students, considering the needs of students from non-English speaking backgrounds and gaining knowledge about out-of-school programs and community service. (2) Development of cross-cultural awareness articulated as learning about other cultures, interacting with students and teachers from diverse backgrounds, appreciating the importance of being open-minded to new experiences and different ways of working and learning about other countries through first-hand experience (3) Personal and professional growth articulated in the following ways: capacity to learn from challenging experiences, reflection on teaching philosophies, questioning assumptions about learning and teaching, gaining confidence as a teacher and perception of increased competitiveness for employment.

Considering the professional learning found through this investigation, it raises a tension between managing the financial and logistical demands of offering such a subject and reconciling to what the extent we should expand to new schools in new international settings, so more students are able to engage in this global mobility experience.

Presentation

--Individual Paper--

862 -

“Now I know I am a teacher”: International professional experience and reciprocity – act locally: think globally

John Cripps Clark¹, Peta White²

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

Abstract

Deakin University has been taking students to undertake a three-week, staff-supported practicum in indigenous Vanuatu schools for almost two decades and over the last decade the program has expanded, together with many other universities and schools, to countries in Asia and the Americas. The program has been student funded but has recently been able to gain a number of rounds NCP funding. The relationship between the Vanuatu Ministry of Education and Training and the Vanuatu Institute of Teacher Education (VITE) built up over the decades but recently formalized in Memorandum of Understanding has facilitated lecturers from VITE studying at Deakin University and a closer relationship between the university and Vanuatu’s developing higher education sector. Nevertheless, it has always sat awkwardly within a modern corporatized university which privileges efficiency, uniformity, and measurable outcomes over relationships, talking, and slow contingent development.

This paper uses a longitudinal study drawing on a series of focus group interviews spanning the preparation, professional experience and debriefing of two successive years of the Vanuatu Global Education Program to understand the transformative experience not just in terms of intercultural competence but within a wider discourse of the development of relationships (between students, students and ni-Van teachers, and between lecturers from Deakin and VITE) of reciprocity. Framing the global experience within the growth of professional identity enabled students and lecturers to integrate the often challenging and confronting experiences. The analysis of the development of pre-service teachers’ authorial agency draws on Vygotsky’s concept of *perezhivanie*.

By analogy with this profound and generative integration of emotion, intellect and experience of the pre-service teachers in an international practicum, I argue that we need not only a more clearly articulated and coordinated model for the provision of and research into the international student experience across all Australian universities but also this program development and research needs to be framed as a mutually respectful collaboration between Australian and international institutions, while still harnessing the power and excitement of individual relationships and contingent opportunities. A good place to start is with the programs we have in

place for pre-service teachers across a number of Australian universities and the collaborations between teacher educators that is expressed in this symposium.

Presentation

--Individual Paper--

944 -

Ensuring the future for glocal learning projects through strategic research

Reyna Zipf¹, Miriam Ham Ham², Susan Richardson³, Angelina Ambrosetti³, Gillian Busch¹, Michael danaher¹

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

Abstract

Central Queensland University has provided opportunities for tertiary students to participate in overseas study projects for over a decade. In 2012, the School of Education and the Arts offered pre-service teacher education students the opportunity to participate in a volunteer teaching and study tour to India. This project was funded by the Australian Government Study Overseas Short-term Mobility Program (STMP). In 2014, overseas study experience offerings were expanded to include study projects in India and Cambodia. To make these initiatives financially viable for students, the school applied for, and gained funding through initially STMP, and in recent years the New Colombo Plan. To date, opportunities to participate in overseas study programs have grown to include two separate projects in India, two separate projects in Nepal, an ongoing project in Cambodia, and a project in China. While the increase in number of projects has meant expanded opportunities for university students to engage in service and volunteer projects both locally and abroad, the current provision of these projects is ad hoc; dependent on funding from the Australian Federal Government New Colombo Plan and the individual initiative of academic staff. In addition, as the number of projects has increased, those proposing the projects find they are competing for NCP funding not only with other universities, but within their own university. To be competitive, the School of Education and the Arts needs to, not only, improve the quality of their NCP applications, but also be able to measure and articulate the impact of overseas project experiences on students in terms of graduate attributes and professional skills.

Anecdotally, there are overwhelming avowals that these projects provide unique alternate learning experiences that broaden cultural awareness, enrich personal perspectives and have a life-changing impact on participating university students. They are potentially ‘change makers’ for individuals and as such, need to be theorized and researched to inform future projects within the School of Education and the Arts, and more broadly across the university. This presentation provides an overview of the School of Education and the Arts mobility programs and the research conducted in the course of their enactment. Issues encountered with organizing and researching overseas projects are outlined along with their resolution.

Presentation

--Individual Paper--

Educational Theory and Philosophy

Educational Theory and Philosophy

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B236 Collab Learning Space

50 -

Learning in the Margins

416 -

The liminal university: Competing paradigms and implications for educational research

Leon Benade

Auckland University of Technology, Auckland, New Zealand

Abstract

For practical purposes, universities or higher education are characterised by the establishment, development, dissemination and maintenance of higher forms of knowledge. Traditionally, this

knowledge has been disciplinary knowledge, supporting the university in its role as the guardian of reason in society, and as a place of preparation for the professional life. Against this image is the location of university education in the service of the market, the university as a service provider and the student as consumer. This neoliberalisation of university education is mirrored in global economic trends towards the massification of higher education, qualification inflation and stagnant or even decreasing state resources applied to university education.

In this presentation, I suggest that to persist holding onto the traditional conception of the university will leave it to stand uncertainly, with one foot in an Oxbridge world, and another in a digitised, borderless global marketplace, all the while producing outcomes that benefit an elite. With a notion of 'justice' as working towards conceptions of the 'good life' in the background, I revisit some of the salient features of these contrary conceptions, by reference to the provisions of the New Zealand Education Act pertaining to the definition of a university, and by highlighting an exemplar vision of a typical neoliberal university (which could apply equally to (m)any universities of its type). Two statistical examples illuminate forms of social imbalance in the outcomes of higher education. Two possible solutions to both the paradoxical nature of the university and its unjust outcomes are considered, each one appealing to different principles of justice—democratic access to university education against epistemic access. I settle on the latter, suggesting reasons for so doing, and conclude by suggesting practical areas of focus for educational research, and various strategies and practices for enhancing epistemic access.

This presentation is influenced by my personal interest in critical theory and political philosophy, and by my considerations of school-level curriculum transformation in the context of rampant calls for 'future focussed education'. The methodology of this presentation is framed on the critical analysis of key government statistical and university documents in the public domain. The notions of 'justice' and 'epistemic access' have been developed respectively on the work of the American political philosopher, Michael Sandel, and late South African philosopher of education, Wally Morrow.

Presentation

--Other--

Truth and Danger: teaching the theft of Aotearoa

Georgina Stewart

Auckland University of Technology, Auckland, New Zealand

Abstract

This presentation is catalysed by the current call for compulsory coverage in New Zealand schools of Māori perspectives on the history of British settlement in Aotearoa by three main forms of dispossession of Māori land, namely: gifting; sale/purchase; and theft of various kinds, including illegitimate war and confiscation. I am not focusing on this historical content itself, but it makes a good example of marginalised knowledge, since it is known to be true by Māori, but suppressed to the point of denial in dominant discourses of official national history. It is thus **liminal knowledge**, in the sense of being somewhat shadowy and unknown in current social truth. My aim is to imagine and theorise about the implications of making this content compulsory in the national school curriculum. My research strategy combines a form of philosophical analysis applied to education with writing ‘as a method of inquiry’, called ‘post-qualitative inquiry’ by Laurel Richardson and Elizabeth St Pierre.

Two key concepts anchor this study: **interpretive labour** (Graeber, 2012), and how its burden falls on the marginalised of society; and the strong **link between education and war** in Western society (Falk, 2005). In a climate of weaponising information, as change continues to accelerate, truth becomes ever more valuable. Rather than the universal myth of education as a good thing, which Falk calls its ‘immaculate conception’ that hides and therefore protects the status quo, the truth is that schooling has been a systemic experience of failure for the vast majority of Māori children over many generations. Māori schooling continued the legacy of the Land Wars, albeit at a slow, generational pace. Calling on the insights of Graeber, Falk and others, I use the implications of compulsory teaching of the New Zealand Wars as a thought experiment to help analyse the key ideas and logic underlying such a call. I present a philosophical argument, from a critical Māori perspective, to unpack the political/educational nexus lying beneath the surface of this call.

References

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Presentation

--Individual Paper--

433 - Revelry in the Ruins

Nesta Devine

Auckland University of Technology, Auckland, New Zealand

Abstract

The fate of the University in the neoliberal transformation is widely mourned. Against a counterfactual of well paid, respected, autonomous academics teaching highly selected eager students is an elegiac mourning of a university destroyed by neo-liberal regulation, massification and mediocratisation.

I argue that this mourning is for a myth founded on class and clericalism. University origins are in educational practices substantially intended for the edification of the landed gentry of ancient Greece: women, slaves, foreigners are incidental characters to the political, moral, mathematical education of potential leaders of the polis. The mediaeval university trained theologians and administrators for the Church, while the later nineteenth century British university might be seen as a form of finishing school for the upper classes, or as an obstacle course for entry into the administration of the colonies. Humboldt's vision of the university was conceived to cement the Unification of Germany by developing a national spirit and culture. Closer to home, The University of New Zealand, established in 1874, might be seen as a movement in the direction of a Humboldtian national and nationalist university, but its 'national spirit' and 'culture' were identifiably tied to Britain. Only in the twentieth century, once the First Labour Government provided the financial means to make wider access to tertiary education possible, were larger numbers of students, without the cultural capital of the traditional genteel student, admitted.

Neoliberalism, combining distaste for spending ‘tax-payers’ money with belief in human capital theory and the ‘knowledge economy’ has replaced public generosity with ‘user-pays’. It has become painfully apparent that the systematic underfunding of all aspects of the education system, in the service of ‘smaller government’ has told most heavily on those who, arguably, most need it.

Arguing from a historical and philosophical perspective, in this presentation, I assert that we should see ourselves at a liminal point from which to re-envisage the university as a space to retrieve the generous spirit of the 1930s, and to rethink structures and curriculum in the light of a wider understanding of what constitutes knowledge and academic rigour. The impetus should be for forms of education that are specific to local traditions and understandings, indigenous and migrant. These are indeed the marginal forms of knowledge but they have the power to revitalise, offering a discursive alternative to the intellectual and environmental dead end that Western capitalist theory has got us into.

Presentation

--Other--

Rural Education

Rural Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B301 Flat Classroom

History and Education

History and Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B302 Collab Learning Space

74 - Historical Thinking for history teachers: An Australian response

635 -

Asian perspectives to citizenship learning in the Australian history classroom

Yeow-Tong Chia¹, Kieren Beard²

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

Abstract

History, ever since its inception as a school-based subject, has consistently been associated with citizenship building and national identity. The primary goal of governments has been to use history in schools as a vehicle to teach a constructed national narrative through the inculcation of citizenship values. Moreover, it has been widely accepted for generations that the ultimate goal for history education in the classroom to forge 'citizenship'. Due to Australia's vested interests and geopolitical partnerships and interactions within Asia, it should be a prerequisite to reform and reconstruct a national narrative that is reflective of its current engagements. Existing discussion on Asian perspectives in Australian history education suggests some limitations in the historical thinking approach to history education. Pedagogically, the syllabus comprises of aims to encourage student interaction and vested interest in history. Specifically, within the syllabus, they aim to nurture Australian students as active, informed and responsible citizens. Previous efforts to embed Asian histories and perspectives into the history curriculum seem like an appendage or afterthought. However, recent changes have been positive, as the focus towards Asian understandings and perspectives are becoming more focal in not only the history discipline, but across many other subject areas. These will serve to benefit student learning and appreciation of the world through culturally responsive pedagogy; merging existing knowledge and perspectives with new understandings. Therefore, it is critical to initiate the amelioration of our national narrative; one that reflects and mirrors our present. We argue that whilst it is important to teach Asian history, it is equally important that Asian Australian history is not

inadvertently neglected. Therefore, the reformation of the historical discourse must involve a dichotomy of the interwoven Australian-Asian histories. Beyond teaching and understanding Asian history, and the contributions of Asian Australians, there is a need to regard Asian-Australian history as a key part of Australian history. This can potentially be an enrich and deepen Australian multiculturalism. In instilling a sense of pride in the common past, history writing, and teaching of a nation's history, will contribute to the strengthening and broadening of Australian national identity.

Presentation

--Individual Paper--

710 -

Using Websites to Develop Historical Thinking: An Australian Response

James Goulding

The University of Sydney, Sydney, Australia

Abstract

Research on the ability of individuals to effectively assess the quality of online information is a growing field with high social and political stakes. Despite a great deal of research on developing critical approaches, it appears that individuals are not engaging critically with information they locate online (McGrew, Breakstone, Ortega, Smith & Wineburg, 2018). Recent studies suggest that individuals 'read' websites in ways that are distinct from printed materials, and that emotion and social context play a significant role in the evaluative process (Goulding, 2019). This research has prompted a re-think of existing paradigms, which assume continuity with the processes used in the evaluation of print-based material.

Critical information literacy is an acute problem for history educators, who find themselves (and their students) at the coal face in terms of highly manipulated and politicised information (Goulding, 2015; Kelly, 2013). This paper will draw upon both international and Australian research to critically examine the effectiveness of current approaches to teaching critical website evaluation in schools and universities, and will argue that it is not student ability in isolation that limits critical engagement (as much North American research stresses), but also the way students have been socialised to think about online sources in many educational settings (Goulding,

2019). This paper will then outline a broad, principled and research-based approach to thinking critically about the use of digital resources in the history classroom that specifically targets limitations associated with social practices (and not only student ability), and will demonstrate how historical thinking and rich understandings of historical evidence can be productively developed with a range of online material.

Presentation

--Individual Paper--

721 -

Integrating filmic pedagogies into the teaching and learning cycle

Debra Donnelly

University of Newcastle, Callaghan, Australia

Abstract

Whether archival footage, documentaries, feature films or clips, many historically based films are designed to be memorable multi-sensory events with a mission to transport their audiences temporally and geographically. As contemporary history sources, these films serve to link the school and life world of the students and their multi-modality endows them with a currency that is often lacking in other teaching resources, and as such can provide a welcomed change from printed text (Donnelly, 2018). This paper reports the findings of an Australian research project that investigated teacher and student perceptions, understandings and practices concerning film in the history classroom using survey, interview and classroom case studies methodologies. This timely study found that film has become an increasing popular choice as teachers strive for relevance and variety, and with technological upgrades facilitating viewings in learning spaces. Further, it was found that historically based or themed films have the potential to motivate and interest today's visually orientated students and to connect them both emotionally and intellectually to narrative frameworks. This dual appeal lends these films with an enduring impact that can be exploited by teachers in epistemological and ethical investigations and lead to the development of metacognitive frameworks of historical understanding and consciousness.

Historically based or themed films can offer unique and rich opportunities to explore historical knowledge as contested, problematic and interpretative, and to encourage a constructionist

approach in historical inquiry. However, the research project data suggested that these opportunities were often neglected in practice due to limited pedagogical approaches that failed to effectively integrate and interrogate the filmic representations. Using exemplars from the fieldwork, this paper presents pedagogical recommendations and the conclusions of the study. The paper provides guidelines that may be applied by practitioners to other teaching contexts and to other historical representations.

Reference:

Donnelly D.J. (2018). Contemporary multi-modal historical representations and the teaching of disciplinary understandings in History, *Journal of International Social Studies*, 8, 113-132.

Presentation

30 minutes

-

Motivation and Learning

Motivation and Learning

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B304 Collab Learning Space

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

Abstract

Video is rapidly becoming a key medium for the delivery of instruction at all levels of education. This trend is particularly evident in the higher education context where videos have been core elements of blended and online learning and in Massive Open Online Courses (MOOCs). Despite the near ubiquity of videos in some educational environments, the evidence about the most effective design and production of video instruction remains underdeveloped. Established bodies of research and theory such as Mayer's (e.g. 2009) Multimedia Learning Theory (MLT) provide some guidance as to the most effective approaches for delivering instruction in multiple mediums (visual and auditory). Despite the extensive research on video instruction into and based on MLT (see Fiorella & Mayer, 2018), the design and production of videos are guided predominantly by heuristics gleaned from large scale observations (e.g. Guo, Kim & Rubin, 2014) rather than through evidence from rigorous experimental studies (Lodge et al., 2017). In this presentation, we will describe a program of experimental research aimed at determining which design and production elements lead to tangible enhancements in student learning from video instruction. Over the course of a set of interlinked studies, we have tested variations in visual and auditory design, delivery timing and the use of question/answer formats. Overall, the results of these studies suggest that relatively small and simple manipulations of design and production can reap great benefits to student learning. Of practical importance, many of these manipulations do not incur high production costs and can, therefore, be easily implemented.

References

Fiorella, L., & Mayer, R. E. (2018). What works and doesn't work with instructional video. *Computers in Human Behavior*, 89 465-470. <http://doi.org/10.1016/j.chb.2018.07.015>

Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement (pp. 41–50). *Proceedings of the first ACM conference on Learning @ Scale*, New York, New York, USA: ACM Press. <http://doi.org/10.1145/2556325.2566239>

Lodge, J. M., Horvath, J. C., Horton, A., Venema, S., Kennedy, G. & Dawson, S. (2017). Designing videos for learning: Separating the good from the bad and the ugly. *EARLI Conference, 2017*, Tampere, Finland.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). New York: Cambridge University Press.

Presentation

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

Abstract

Background: Student learning process involves at least two essential strategies: regulation (monitoring) and strategic processing, namely, surface (memorizing) and deep learning strategies (comprehending). It is generally construed that regulation and deep strategies are beneficial to, but surface strategies are harmful for students' learning. While it is important to acknowledge the distinctive effects, it is equally important to appreciate the orchestration of these strategies that ultimately determines effective learning. Moreover, the orchestration takes a continuous interplay among themselves as students' learning develop longitudinally.

Aim: This study applied a person-centred approach to explore the orchestration of strategies and the transition of the orchestration across three years.

Design: 2,473 Hong Kong secondary students responded to the 15-item Learning Strategy Scale that measured deep strategies (D), surface strategies (S) and monitoring (M). Data were collected three times at yearly interval. Primary data analysis involved two steps: 1) conducting latent profile analysis with each round of data to identify different types (profiles) of strategy users; and 2) conducting latent transition analysis to examine the transition of strategy use memberships across the three years.

Findings: The results showed that **1)** students could be grouped into low-quantity ($S > D > M$), average-quantity ($M > D > S$), and high-quantity strategy users ($M > D > S$) across all three rounds of data; **2)** during the two transition (T1 from Year 1 to Year 2 and T2 from Year 2 to Year 3), average-quantity strategy users remained most stable (81% and 87% stayers, respectively), followed by low-quantity strategy users (68% and 62% stayers, respectively) and then high-quantity strategy users (51% and 47% stayers, respectively); **and 3)** low-quantity (29% and 36% movers, respectively) and high-quantity strategy users (45% and 51% movers, respectively)

tended to move towards average-quantity strategy users. There is a clear pattern of centralizing describing the moving-staying mechanism of strategies.

Implications: Future studies may explore whether this centralizing phenomenon also occur internationally and why strategy users tend to move towards the middle from both ends.

Presentation

--Individual Paper--

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

Abstract

The ability for students to regulate their learner behaviours and use practical study skills are enablers for their academic success and underpin future productivity. There is a plethora of evidence and insights from the university context, with interventions focused on equipping students with these behaviours and skills to achieve their learning goals. Typically these interventions are focused on first-year students, to support those experiencing academic difficulty or failure to mediate student attrition. Even though these support programs focus on and develop student understanding and use of more efficient and effective techniques, studies have found a tendency for students to stick with familiar, low-utility strategies – typically cramming, re-reading and summarising or rewriting notes (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013; Hartwig & Dunlosky, 2012). One could argue from this evidence, that the current timing of these interventions during the first year of university study is too late. Many appear to react to academic difficulty and failure, rather than a proactive focus on improving preparedness.

The presentation, the first stage of a much larger and longitudinal study, will outline the intent and initial impact of the earlier intervention in a secondary schooling context. It will report on one school's attempt to understand better student learning behaviours and study skills and how

they evolve through their academic journey. The analysis highlighted how student self-efficacy and regulation of behaviours affected their application and use of various study strategies. In turn, this potential relationship appeared to correlate with how students viewed themselves as a learner and the self-assessment of their preparedness and anxiety around assessment. From this understanding, it built a bespoke study skills toolkit and instituted various translations mechanisms within a large student sample ($n > 1100$). It will discuss if, and how, student learning behaviours changed (or not) when presented with and supported in the application of, more efficient and effective study strategies. It will also identify those unforeseen factors, beyond the initial focus on the intervention, that appeared to mediate the translation of the strategy by individual students. Importantly, it will discuss critical behavioural, contextual and personal factors that mediate the ability and desire of students to change from existing practices, while, others continue with behaviours considered ineffective. From this understanding, it is hoped that schools will be better able to help students enhance their self-efficacy and resilience in their immediate and longer-term educational journey.

Presentation

--Individual Paper--

Sociology of Education

Sociology of Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B428a Flat Classroom

188

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

Sher Rahmat Khan

RMIT, Melbourne, Australia

Abstract

Pakistan is a postcolonial nation-state whose complex and diverse society makes it an ideal context for realizing the spirit of pluralism, and for developing respect for diversity as a source of strength, not a weakness and threat. However, this potential for pluralism has not been realized. In recent years, religious fundamentalism and violent extremism have taken large parts of Pakistani society hostage, leading to the death of around 65,000 people (Crawford, 2018, p. 1), an economic loss of billions of rupees (GoP 2018, p. 248), along with damaging the international standing of the country. The violence has also created social challenges, including displacement, poverty and lack of access to education. The situation has made the promotion of pluralism and respect for diversity more crucial for contemporary Pakistani society.

My PhD project is developing a critical discourse analysis of secondary school educational curriculum and textbooks materials in year 9 and 10 *Pakistan Studies*, to identify and analyse the ways in which the cultural politics of curriculum development in Pakistan works to promote or hinder, the Pakistani government's priority of promoting social cohesion and inclusion. In this presentation, I will identify and discuss some of the major causes of extremism and violence in Pakistan, and the role educational curriculum has in delivering on the promise of social cohesion and inclusion. The discussion will be framed by an examination of the ways in which the United Nations Sustainable Development Goals – particularly SDG 4 *Quality education for all*, and SDG 5 *Gender equality* – can provide a framework for development in a postcolonial state, and for delivering on the promise of education in promoting inclusion. Drawing on postcolonial theory I will also acknowledge and discuss the ways in which the cultural politics of curriculum in Pakistan continues to be complex, contested, and reflective of the differences and diversity that characterise this postcolonial State.

Presentation

--Individual Paper--

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

Abstract

In this study, the significance of individual-, family- and school-level factors in the educational aspirations of Finnish lower-secondary students are explored. While the school systems of developed nations are largely built on the meritocratic ideal of equal educational opportunity, the connection between students' socioeconomic background (SES) and their educational success or failure has proven to be one of the most consistent findings of studies in the sociology of education. However, less studied is the interplay between individual ability and SES in determining the educational aspirations and choices of adolescents. If many gifted low-SES students voluntarily give up on achieving higher levels of education, education systems are not only inequitable but also inefficient. Due to the potential self-exclusion of gifted low-SES students from the higher levels of education system, nations lose a large share of their potential talent. Furthermore, if students' gender and school-level factors are included in the analyses, developing an understanding of individual aspirations becomes even more complex.

The present study aims to reach a comprehensive understanding of the complex interplay between individual-, family- and school level factors in determining the educational aspirations of adolescents. The study is part of an international research project titled International Study of City Youth (www.iscy-org), which has been implemented in eleven OECD countries and is being coordinated by Victoria University, Australia. The participants are 1,058 15-year-old ninth-grade students from 12 lower-secondary schools in the Turku sub-region of Finland. They answered a survey questionnaire and participated in a reading literacy test. Variables included in the analyses of the data were 1) students' short- and long-term educational aspirations, 2) gender, 3) SES (ISEI-88 classification), 4) reading literacy test results and 5) school culture (as experienced by students). Cross-tabulations and logistic regression were utilized to analyse the data.

According to the preliminary results, there is a strong connection between students' SES and their educational aspirations, with the relationship being more significant for boys than girls. The inclusion of the reading literacy test results in the analyses did not weaken the effect of SES on students' educational aspirations. School culture was found to be not only an important determinant of students' educational aspirations, but it also weakened the effect of SES on the aspirations, which emphasizes the importance of individual schools and their cultures in the pursuit of educational equality.

Presentation

--Individual Paper--

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

Abstract

Despite decades of funding and initiatives aimed at widening participation in Australian higher education, there has been little change in the overall demographic profile of universities. A major focus of this agenda has been on the aspirations of young people from disadvantaged backgrounds, whose interest in higher education has been seen as problematic and in need of 'fixing'. Indeed, even though there is broad agreement among practitioners and academics about the need to move beyond simplistic notions of 'raising aspirations', working-class experiences and identities continue to be pathologised when research and equity interventions narrowly concentrate on perceived deficiencies in knowledge, information, and inspiration. In this paper, we explore why this agenda has ultimately failed to generate real change by examining both the taken-for-granted assumptions underlying widening participation and how inequalities are inadvertently enacted within and through schools. Drawing on data from a larger project investigating the formation of aspirations among school-aged students in New South Wales, we frame our analysis through a case study of one school, Westland Hills Secondary School, comprising interviews with students ($n = 5$), teachers ($n = 2$), and the principal. Westland Hills provides a powerful foundation for this investigation given that it serves an historically working-class community located in a 'city fringe' area, close to a major university which has embedded equity as a core institutional value. In light of the seemingly intractable challenge of widening participation, we approach our analysis through theoretical reflexivity, using Bourdieusian and Foucauldian lenses to bring to light a more nuanced picture of educational and wider social inequalities. First, we work with Bourdieu's concepts of habitus and misrecognition to unpack

the ‘unthinkingness’ of school practices, which we find actually work to mould and reinforce a vocationally-oriented trajectory, despite a professed commitment to “transformation” of school culture towards an academically-oriented institutional habitus. Second, we work with Foucault’s notions of ethics and governmentality to investigate the forms of subjectivity that are being encouraged or marginalised in the commitment to “transformation”, finding that students are being asked to bear the burden of change by transforming their working-class “minds” in ways which are both resisted and somewhat illusive. Weaving together these distinct theoretical layers of analysis, we argue that widening participation has failed because it ultimately serves as a diversion from the structural inequalities that are deeply embedded within, and being reproduced by, the education system.

Presentation

--Individual Paper--

Politics and Policy in Education

Politics and Policy in Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: B428b Flat Classroom

117

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

Amanda Freeborn¹, Glenn Savage²

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

Abstract

Policies governing Initial Teacher Education (ITE) in Australia derive from two levels of government: 1. the federal Australian Institute of Teaching and School Leadership (AITSL); 2.

state and territory education departments and agencies. As a result, complex overlaps exist between federal and state policies, organisations and agendas. For example, while the federal government has significant power to drive and shape ITE policy (mainly through AITSL), state departments and agencies are responsible for ensuring federally-driven national policies are implemented in ways that align with state policies and approaches.

In this paper, we argue that these complex federal/state policy interactions have resulted in new forms of ‘policy misalignment’ (OECD 2017), as while the federal government plays a major role in developing policies, it has no formal responsibility for implementing policies. State and territory governments, therefore, have only partial influence over shaping policies for which they are responsible and held accountable. Drawing on recent arguments about the dangers of misalignment articulated by the Organisation for Economic Cooperation and Development (OECD 2017), we argue that while policy misalignments can have positive and generative impacts in federations (Savage and O’Connor 2018), this is not the case in ITE.

In making this argument, we use recent changes to admissions requirements for entrance into undergraduate ITE programs in New South Wales as a case-study example. We focus on the introduction of state-mandated minimum academic entrance requirements and how these interact with federally-legislated non-academic entrance requirements that were introduced at a similar time. Drawing upon insights generated from semi-structured interviews with senior academics and student recruitment personnel in three NSW universities, we highlight the challenges produced in a context of federal/state policy misalignment, where different levels of government and different organisations seek to work simultaneously in the same space, creating problematic policy overlap. We highlight three main challenges: 1) issues stemming from the devolution of responsibility from governments to providers; 2) confusion among policy actors regarding processes of policy enactment; and 3) temporal misalignment in the expectations surrounding policy implementation.

In conclusion, we raise critical questions about the value of AITSL in ITE policy. We consider what a more productive form of federal involvement might look like in ITE policy, which would allow the federal government to play more of a ‘support’ role (as distinct from a ‘policy development’ role), while leaving the bulk of responsibilities for the policy development and enactment to the states.

Presentation

--Individual Paper--

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

Abstract

This paper deploys a modified version of the “policy cycle” heuristic (Bowe, Ball, & Gold, 1992) to examine the impact and influence of the Australian government’s education policies in the state of Victoria. In doing so, it focuses on two key recent national education policy documents: the *Review of Funding for Schooling* (Australian Government, 2011) [Gonski 1.0] and the recently released *Review to Achieve Academic Excellence in Australian Schools* (Australian Government, 2018) [Gonski 2.0]. Broadly speaking, Gonski 1.0 sought to tackle the inequalities in Australian schools through “fair” and “redistributive” funding reforms, while Gonski 2.0’s purpose was to focus on the “effective” and “efficient” use of funding to improve student outcomes and Australia’s national performance – as measured by mechanisms such as PISA (Programme for International Student Assessment). I term the case study of these two national education policies as the “Gonski Era” given prominent Australian businessman David Gonski chaired both reviews. The paper provides a snapshot of the findings of a larger ongoing project that deploys a modified version of Bowe et al.’s “policy cycle” heuristic to examine the influence and impact of the “Gonski Era” education policies specifically in the state of Victoria.

As part of a broader interest in exploring the ways in which the Australian national government is influencing education in the state of Victoria and elsewhere, this paper will present a “snapshot” of the findings that have resulted from deploying three of the policy cycle heuristic’s analytical contexts. The first being the context of influence. Here, I provide findings as to how the two policies of the “Gonski era” case study came to be part of the policy agenda and who was involved in constructing the problems the policies seek to address. The second is the context of text production. Here, I will provide findings as to how the policy texts are constructed and whose voices are reflected in their final versions and also importantly whose are not. The third is the context of practice. Here I will provide findings as to the influence and impact of the policies on the ground in schools and for key stakeholders in the state of Victoria

and elsewhere. In doing so, the paper will begin to illuminate the influence and impact of the “Gonski Era” national education policies in the state of Victoria.

Presentation

--Individual Paper--

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

Abstract

Internationally, governments are concerned with issues related to refugee resettlement and global displacement. Australia prides itself on being ‘the most successful multicultural society in the world’ (Turnbull, cited in DHA 2017). However, Australia’s responses to refugees have fluctuated significantly in the past due to historical and political factors (Marr, 2011). Due to the relationships between the federal and state governments, it is likely that the way in which the federal government frames refugees is reflected in the ways in which education department policies also frame refugees. This study explored the relationships between these levels of policy.

To do this, we undertook a critical policy analysis of relevant policy documents. We created a dataset which included the federal public policy statement Multicultural Australia: United, Strong, Successful (2017) and key policies from the departments of education in South Australia and Queensland that related to students from refugee backgrounds.

Policy constructions were critically analysed by considering the policy discourses, unpacking assumptions, identifying those who benefit and those who don’t, locating silences, and exploring policy contexts. A close examination of the selected policies was undertaken to seek alignment and misalignment with related refugee education policies.

The public policy statement *Multicultural Australia: United, Strong, Successful* (2017) seeks to provide ‘the foundation on which we can further build our multicultural society and we look forward to working with all Australians in the tireless pursuit of freedom and prosperity.’ (Porter & Seselja, 2017). The problem addressed is a perceived de-emphasis of Australian values due to increasing multiculturalism; the threat of decreased economic and social participation among immigrants; and the threat immigration poses to Australia’s national security. The history of the policy shows that key policy changes have largely reflected changing federal governments and their ideology. We argue that policy documents can be said to constitute the official discourse of the state Codd (1985).

Analysis of the education policies in the departments of education show some ‘resistance’, and misalignment to this federal policy rhetoric. Commitments to inclusion, wellbeing and learning were evident. However, there was evidence of some alignment with the federal policy. For example, policies explained the importance of students learning English ‘so they can build a better life and become self-sufficient, fully contributing members of society.’

This paper indicates that whilst federal governments attend to concerns of security, social integration and economic contributions, education departments can ‘resist’ and attend to equity and social justice.

Presentation

--Individual Paper--

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

Abstract

Adaptability is a key trait or disposition in the complex working environment of schools. Until recently, adaptability remained an ill-defined teacher trait that resided in the larger set of innate skills that teachers either possessed or not. Recent research, employing a validated scale, has identified links between the disposition of teacher adaptability and outcomes of interest to schools, including teachers' job satisfaction and students' academic engagement and achievement (Collie & Martin, 2016). The gap in this research literature is evidence relating to what adaptive teachers actually do in the classroom.

This paper reports on a study based on data generated from 278 classroom observations using the teacher adaptive practice scale. The evidence from this data suggests that teacher adaptability is based on the following foundation skills and dispositions:

1. Teachers in the school have a sense of collective efficacy
2. Teachers have a sense of their own adaptability
3. Teachers have a sense of support from their supervisor
4. Teachers have a repertoire of classroom practices and routine that they can use adaptively in response to student creative and critical thinking

This study has demonstrated that there is a relationship between teacher adaptability and classroom opportunities for student critical and creative thinking. This is an important area for further research as student critical and creative thinking is a valued outcome of schooling systems throughout the world.

Presentation

--Individual Paper--

907

Measuring adolescent creativity: predictive or problematic?

Tim Patston, Ethel Samalca, Prue Wales

Abstract

Measuring adolescent creativity: predictive or problematic?

The Australian curriculum explicitly states that critical and creative thinking should and can be taught but how do we know what critical and creative thinking look like at particular year levels? Studies which have been conducted to assess creativity have generally fallen into two camps: one relies on self-report measures, the others on generic product based outcomes. However, product based outcome measures come from general tests of creativity and are not domain specific. This presents a conundrum as the dominant view in creativity literature is that creativity is domain specific and not domain general.

This paper discusses the development and implementation of a study exploring base-line and developmental measures of creativity in adolescents at five cross-sectional time intervals. The research explored a variety of measures in creativity assessment from cited literature. However, while the existing measures from the literature seemed adequate for purpose, they were developed and implemented with predominantly adult samples (including undergraduate tertiary students).

While some significant findings were made from the research, there were difficulties assessing the developmental trajectory of creativity in adolescent students. The findings were compromised because while the measures reported on creativity, they were not developed for the adolescent context. Consequently, the implications of these findings have helped the research team develop the next stage of the study. These will include modifying reliable measures and making them fit for adolescents, particularly in terms of language and context. The modification of these measures will be an ongoing iterative process that will capture the progression of creativity in students.

Presentation

--Individual Paper--

Teaching in the curriculum disciplines: Interdisciplinarity and the ‘dual mandate’ of creativity and constraint

Christine Edwards-Groves¹, Pauline Jones², Erika Matruggio², Helen Georgiou²

¹Charles Sturt University, Wagga Wagga, Australia. ²University of Wollongong, Wollongong, Australia

Abstract

Creativity and critique are general capabilities considered to be key drivers of educational excellence and essential for innovation, economic growth and social opportunity in Australia. However, the interdisciplinary nature of these *capabilities* or how they might co-exist with and within distinct disciplinary practices as they relate to school education is not well understood. Indeed, disciplinarity and creativity are often seen as antithetical: to some, interdisciplinarity is synonymous with creativity and freedom, disciplinarity with tradition, constraint, and regulation (Fuller 2003; Frodeman, Klein & Mitcham 2017); others have pointed out that disciplines have ‘a dual mandate, carrying a sense of practical regime into an economy of conceptual enterprise’ (Anderson & Valente 2002, p.4). To understand creativity and critique in different curricula, the project presented in this paper interrogates three distinctly different disciplines - physics, literature and history. Selection of these fields was based on the considerable variation in knowledge and textual practices (Goldman et al 2016), and attention to creativity, critical thinking and inquiry practices as identified in broad scientific and social sciences fields (Macdonald 2010). In addition, physics, literature and history have recognisable trajectories in Science, English and History syllabuses from the middle primary years to upper secondary years.

The paper presents preliminary findings from qualitative research exploring the relationship between creativity and critique, and disciplinary constraint in Science, English and History. Semi-structured interviews were conducted to gain insights into how ‘insiders’ of disciplinary practices make sense of their respective fields (Brenner 2006). Project participants were selected due to their acknowledged expertise in tertiary scholarship, and teaching the relevant discipline or subject area; and were identified through professional associations and research team members’ networks. Three expert educators from each discipline area (physics, poetry, and history) and from different educational sites (primary, secondary and tertiary) were interviewed (n=27). By consulting with physicists, poets and historians (in tertiary settings) along with expert

teachers from school settings, the project explores participant accounts of what it means to engage in creative and critical thinking in the disciplines of science (physics), English (literature and poetry) and history. Thematic analysis provides insights into convergences and divergences concerning disciplinary knowledge, practices and dispositions; the nature of creativity and critique; the pedagogic practices assumed by experts and their respective views about pathways for learners' development. It is concluded that to improve how creativity and critique are understood and practised across educational settings, accounts from expert insiders must be prioritised if innovation is to prevail.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: N408 Flat Classroom

526

The Distance between “Ivory Tower” and “Lectern”: Exploration of Core Competency for Early Career Teachers in Chinese Secondary Schools

Xiaoqing Yan, Philip Wing Keung Chan, Hongzhi Zhang

Monash University, Melbourne, Australia

Abstract

This research explores early career teachers' competency in Chinese secondary schools. In the research, early career teachers are defined as whose teaching time is 0 to 3 years. The teacher

education system in China is based on normal colleges / universities and involved in other higher education institutions / universities, in addition linked pre-service teacher education and in-service teacher training. Therefore, some of early career teachers do not graduate from teacher education majors so that they do not have essential educational knowledge. However, their disciplines knowledge is professional. In addition, the Ministry of Education of the People's Republic of China (MOE) issued the Professional Standards for Secondary Schools' Teachers (Trial) in 2012. The standards' contents are (1) professional ideology and ethics, (2) professional knowledge, (3) professional competency. Based on teacher standards, some early career teachers cannot obtain teacher competency during their initial teaching time so that the state, schools and teachers do some professional development programs for improving their teacher competency. In the research, I will discuss the relationships among teacher competency, teacher standards and professional development to explore: (1) what is early career teachers' competency? (2) how do Chinese early career teachers improve teachers' competency through professional development? (3) what are the challenges of Chinese early career teachers to develop their teachers' competency? Qualitative research will be the methodology. The data used are from 7 early career teachers' interview. They are from two secondary schools in Zhejiang province. The analysis is conducted using content analysis with the assistance of the software NVIVO 12. The initial conclusions are teacher standards are the lead for improving teachers' competencies and professional development is the pathway for improving early career teachers' competencies. Furthermore, in teaching practices, educational knowledge is the main point for Chinese early career teachers to improve. Besides, teaching ethics competency in China also is different from western countries, so Chinese early career teachers need to learn and improve it too. Furthermore, teaching practices are vital competencies for Chinese early career teachers, which are separated into classroom practices, interactive practices and technologies practices.

Key words: Early career teachers; Teacher competency

Presentation

--Individual Paper--

Taufik Muhtarom

National Dong Hwa University, Hualien County, Taiwan

Abstract

This research purpose is to figure out the effect of self regulation to fear of missing out (fomo) level and internet addiction level on pre service teacher. This research was conducted with a questionnaire/ survey method, taking a sample of 208 active students at the PGRI University of Yogyakarta, the sample was taken using a simple random sampling technique from a total population of 480 students. The data were analyzed using linear simple regression techniques. The results of the study showed that $t\text{-value } -0.438 < t \text{ table } (1.972)$ show that the variable self regulation does not affect significantly to the variable fear of missing out. On the other hand, student's self regulation had a significance value of $0.000 < 0.05$ is obtained so the variable self regulation has a significant effect on variable Internet Addiction with negative regression.

Presentation

--Individual Paper--

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

Abstract

This study explores the scope of social justice teacher education content reflected in two common units and twenty-two core units in one Australian Bachelor of Education Primary course. Using Leximancer, web outlines of units were analysed to identify key word density and prominence, from which interpretation of social justice teacher education was conveyed. The data revealed the low frequency of social justice teacher education-related words and expressions, which generally implied a small account of social justice teacher education issues in the course. The underlying cause for such limited presence of social justice teacher education issues seemed to be vocational skill-oriented principle embedded in the program. However, it cannot be denied that two specific social justice teacher education-oriented units may be seen as course design efforts to incorporate social justice teacher education in the program on the one hand. On the other hand, the study doubts that intent behind social justice principles when social justice is contained in specific units. In short, the findings suggest that social justice teacher education discussion and content is present in the course; nevertheless, its presence is neither as integrated or visible as one might expect from University Strategic documents, nor as strongly aligned with social justice teacher education issues as one would expect given contemporary policies.

Presentation

--Individual Paper--

664

Assessment for Social Justice: realising the social justice potential of assessment

Jan McArthur

Lancaster University, Lancaster, United Kingdom

Abstract

Assessment for Social Justice (McArthur 2016,2018) looks to realise the potential for assessment to play a significant role in furthering social justice within and through higher education. It takes inspiration from assessment for learning and the important role assessment plays in shaping what and how students learn. I will explore how we need to rethink assessment in order to fulfil its social justice potential. What assumptions do we have that need to be challenged? For example,

what counts as ‘fair’ in an assessment context? How do we conceive our pedagogical relationships with students – what role is there for trust and honesty?

The paper will demonstrate the ways in which conventional thinking about assessment relies on an unacknowledged procedural view of social justice – with the concept of fairness assumed to be achieved so long as fair, or ‘due’, process is observed. In contrast the paper considers social justice in more complex terms, such as that associated with critical theory. Thus this paper aims to provide a philosophical re-consideration of assessment that also translates clearly into practical action.

To lay the foundation for Assessment for Social Justice I draw upon two distinct theoretical traditions. Firstly, the theoretical framework of Axel Honneth’s third generation critical theory and his understanding of social justice in terms of mutual recognition. I will argue that social justice demands that students engage with assessment tasks that enable them to develop traits and abilities which are socially useful (which extends far beyond economic use value alone) and are recognised by others as such, and by students themselves as such. In order to focus on how we can effect change in our assessment practices I introduce the further theoretical element of Schatzki’s social practice theory. This enables us to consider what we would change in our assessment practices in order to enable the mutual recognition at the heart of greater social justice. While the focus of this paper is higher education, much of the broader philosophical and theoretical elements are equally applicable to other education contexts. Indeed, if we do not consider assessment for social justice in children’s first experiences of assessment, we make the later task so much more difficult.

McArthur, Jan. 2016. “Assessment for Social Justice: the role of assessment in achieving social justice.” *Assessment and Evaluation in Higher Education* 41 (7): 967-981

McArthur, Jan. 2018. *Assessment for Social Justice*. London: Bloomsbury

Presentation

--Individual Paper--

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

Abstract

In this paper we report on a mixed method study intended to clarify and define the nature of social entrepreneurship as it is experienced by three participant student groups at La Trobe University. Each student group participated in a professional experience study tour to 3 areas in India: the cities of Mumbai and Delhi and the tribal area of Pal, in the north-west rural regions of the State of Maharashtra. In particular we focus on the attributes and environmental contexts that can predispose social entrepreneurship in young people and the two-way learning that can occur in short in country programs involving a complex humanitarian context.

Social entrepreneurship is an area of growing interest in the provision of social services such as education. Issues such as poverty, abuse, neglect, environmental degradation and students with disabilities challenge rigid approaches to learning and school culture. Increasingly, schools and community organisations are encouraged to introduce innovative approaches to funding and service delivery while maintaining values and outcomes related to personal and professional growth, learning and development. Yet, little is known about how individuals and organisations such as schools and community centres can drive and sustain desirable social change. If we are to argue that more sustainable and innovative approaches are required in education where the principles of social justice, empowerment, innovation and good business complement each other in positive and constructive ways (Lackeus, 2015), then it is equally important to understand, identify and develop social entrepreneurial qualities in education programs.

Educational entrepreneurship is poorly defined in the literature as a sub set of social entrepreneurship (Yuan Gu, 2016) yet it differs significantly from the economic orientation of generic entrepreneurial activities. Educational social entrepreneurship has the capacity to enhance innovative and personalised approaches to student motivation, learning and autonomy

so that school structures can become more responsive to diverse student and environmental needs.

Presentation

--Individual Paper--

580

Rethinking knowledge hierarchies in educational leadership

Bev Rogers

Flinders University, Adelaide, Australia

Abstract

The Masters of Education (Leadership and Management) at Flinders University attracts a significant number of International students who travel to Australia for two years, usually with a desire to learn about how they might improve the lives of people in their communities, when they return home. When I began to teach within that program, I questioned the assumed unproblematic nature of the presentation of Western leadership and management theories/models to students from a diverse range of countries without understanding the diversity. As it turns out, the expectations, of International students, that overseas study is designed to facilitate the transport of Western theory, as *the solution*, makes the indigenous knowledges they bring, struggle to appear. Few students seem to question transferability of Western knowledge to other cultures, yet the transference of Western-based theories may actually be of limited value to the real concerns and issues associated with the leadership and management of organizations in their home countries.

Building on the ideas of Raewyn Connell (Southern Theory 2007) and the Portuguese intellectual and sociologist Boaventura de Sousa Santos (2016), this paper examines possibilities for research-led pedagogies (Zembylas, 2017) which support an awareness of the dominance and “persistence of the overall northern-centric pattern of global knowledge production” (Connell, 2014, p. 218). This could challenge students to question their own ‘extraversion’ (Hountondji,

1997[1994])—expectations that overseas study is designed to facilitate the transport of Western or Northern theory as the solution—and through so doing, make possible the re-imagining of possibilities through the *emergence* of alternatives. Santos (2016) suggests that one path, is to subject global North assumptions to critique—to not privilege any knowledge through assumption of superiority. Engaging in democratic deliberation about what is gained and lost from adopting various knowledge positions, which are not based on abstract hierarchies between knowledges (p. 205), informs a better understanding of human social and organisational experiences. The diversity of knowledges comes about by enabling contradictions and possibilities. Rather than subscribing to a single, universal and abstract hierarchy among knowledges, which privileges Western theories, *cognitive justice* favours *context dependent* hierarchies of knowledges. *Intercultural translation* allows for dialogue and interpretations across cultures, at the same time as raising the awareness of reciprocal incompleteness of knowledges.

Presentation

--Individual Paper--

918

Working together for the benefit of Ngāti Waewae learners.

Teena Henderson, Richard Manning

University of Canterbury, Christchurch, New Zealand

Abstract

The Ngāti Waewae* hapū (sub-tribe), from the West Coast of New Zealand's South Island does not currently enjoy the status of an equal Treaty partner with local schools in its own rohe (territory). This socially unjust situation has resulted from a variety of cultural, geographical and historical reasons which combine to impact upon the retention of that tribe's language, cultural practices and current success in the schooling system.

This paper aims to share the work done with a cluster of schools (kāhui ako) in the area of professional development and learning (PLD) led by the hapū. The PLD wānanga (forum or workshop) aimed to raise the cultural competency of the school leaders and teachers involved in order to benefit Waewae learners and make for a more socially just education system. This initiative included modules on tribal history, traditions, language and song, the impact of colonization, educational aspirations and also sessions on planning for partnership. The PLD wānanga was held on the hapū's marae (traditional meeting and gathering space) where the educators from the cluster stayed overnight in the hapū's meeting house.

Finally this paper hopes to share not only the work done in regards to the PLD wānanga , but to also share insights gained and possible next steps.

* Ngāti Waewae (sub-tribe of Ngāti Tahu**) consists of approximately 5000 members and is centred at Arahura Pā (village) on the West Coast of New Zealand's South Island. Our sub-tribe area is geographically large and isolated.

**Ngāti Tahu are the main tribe of New Zealand's South Island totalling about 65, 000 members.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: N417 Flat Classroom

Building academic staff's capacity for internationalisation in Vietnamese and Australian universities: A comparative case study

Diep Nguyen

Deakin University, Melbourne, Australia

Abstract

In the enactment of internationalisation of higher education, academic staff are seen as primary agents lying at the core of the faculty. Despite academics' crucial role in internationalisation implementation, the achievements of internationalisation are claimed to be constrained by their lack of relevant knowledge and skills. Meanwhile, academics' capacity building in internationalisation has been under-researched, and comparative studies on this topic are barren. In this context, my study compares the practices of capacity building in internationalisation between Vietnamese and Australian universities. Australia and Vietnam provide contrastive rationales for internationalisation (internationalisation at 'trade' in Australia, as opposed to internationalisation for international integration and cooperation in Vietnam) and their positions in the international higher education market (Australia as a major exporter of international education and Vietnam mainly as a receiver or importer). Specifically, my research looks at the university's current policies and practices of capacity building for academics, and academics' agency in mediating their professional learning needs and finding opportunities for engagement in professional learning.

In order to conceptualize the capacity building for academic staff in internationalisation, this research draws on Amartya Sen's Capability Approach, which is an analytical framework for assessing human development. This research views academics' knowledge and skills in internationalisation as achieved *functionings* and argues that the development of their competencies depends on the enabling or constraining social arrangements created by higher education institutions, and on academic staff's *agency* in capacity building. Reversely, examining the institution's support structure and academics' agency reveals underpinning factors that influence academics' capacity building.

This research follows comparative qualitative case study inquiry based on constructivist paradigm. The research involves collective multi-sited cases, focusing on one issue in two different settings (one Vietnamese university and one Australian university). Both institutions are selected based on their proactive enactment of internationalisation compared to other local universities. Two main methods of data collection are employed: official documents (national and institutional policy documents) and semi-structured interviews with 30 participants, including two policy makers, eight institutional executives and 20 academics from both countries.

This paper presents findings of my four-year empirical PhD thesis. With critical insights into the discrepancies and similarities in institutional policies and practices, together with individual academics' agency in developing their expertise for internationalisation between two contexts, my study provides useful implications for more effective institutional capacity building policies, thus can be of strong interest to HE institutions, governments and researchers alike.

Presentation

--Individual Paper--

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

Abstract

International students seeking cross-border academic degrees report having experienced various kinds of academic challenges in their overseas studies. One of the purposes of joint programs is to prepare students academically so that they can transition smoothly into the host academic culture. However, among the plethora of studies examining international students' academic experiences, few have focused on students' pre-departure preparation in academic subjects. This study aims to fill the research gap by exploring the pre-study academic preparation of Chinese students in Sino-Australian 2+2 programs where students are prepared at their Chinese home universities in English and foundation business courses for two years before they come to complete their degree at the Australian university in the remaining two years.

Qualitative face-to-face interviews were conducted with 22 Chinese students doing the business degree on the 2+2 joint programs between four Chinese institutions and an Australian university. The interview language used was Mandarin Chinese (the native language of both the participants and the interviewer) for ease of communication and capture of nuances of meaning.

Thematic data analysis shows that more than half of the participants acknowledged and appreciated that their home institutions made particular efforts through courses delivery to prepare them for their subsequent overseas studies and that the course credits were transferable to the Australian university. However, they also pinpointed areas where improvements could be made such as the mismatch between English and Chinese terminology, the general and basic nature of the foundation courses, and the little study pressure at home as opposed to the daunting demand and overwhelming difficulties they experienced in their overseas academic study.

These findings present important implications for program managers on both sides and academics at the Chinese home institutions. The program managers should research the feasibility of adopting Chinese-English bilingual education mode in preparing these 2+2 students at the Chinese institutions. The Australian and Chinese sides need to work together to develop a teaching team capable of delivering bilingual instruction. The foundation courses at the Chinese universities also need to consider adopting some of the assessment forms used in the Australian universities to facilitate students' transition.

As increasing number of collaborative programs are established between universities across-border, the significance of this study is that it not only provides implications for the joint program institutions in question and similar ongoing programs, but offers evidence on the basis of which future joint programs can optimise international students transition experience.

Presentation

--Individual Paper--

914

Practising digital technology policy in English language education in Vietnam: Two storylines of tension and equilibrium

Linh Thi Cam Nguyen

Monash University, Clayton, Australia. Vietnam National University, Ha Noi, Vietnam

Abstract

This paper presents my doctoral research, which explores university staff's enactment of digital technology policy in English language education in the University of Good Practices (UGP) in Vietnam. The research aims to understand the translation of a national policy into practices, and offers insights into institutional changes as the result of the policy enactment.

The research, designed as a qualitative case study, elaborates two storylines. The major storyline is based on interviews with thirty-seven UGP staff members in different leadership, academic and professional positions. Drawing on Pierre Bourdieu's practice theory, and critical sociology of education, the study theorises the policy landscape at UGP, and interprets subtle structures of staff practices in relation to digital technology. Concomitantly, a minor storyline is developed from the researcher's reflexive accounts of UGP and this research, thus explicating Bourdieu's practice theory for self-analysis. The two storylines complement each other and create tensions between and infusion of objectivity and subjectivity, rationality and romanticism.

The research makes original contributions to knowledge in terms of context, theory and methodology. It offers a critical analysis of practices of education policy in the public sector of Vietnamese higher education. It reconsiders Bourdieu's practice theory in the digital age, suggesting the immanent tensions in his system of theoretical concepts and questioning the boundaries between co-existing fields. By developing two simultaneous storylines of empirical fieldwork and the researcher's reflexive accounts, a new methodology is suggested for generating and interpreting qualitative data, and conceptualising metaphors for theorisation.

The research concludes that staff's practices through policy enactment ultimately imply the tension between socio-institutional structure and individual agency, and collective practices constitute an equilibrium status in UGP. The tension triggers policy effect, cross-field effect and institutional changes in terms of leadership, management and staff self-development. Although these effects and changes have been patchy, UGP has been able to maintain an equilibrium in the middle of internal and external tensions. However, the equilibrium is flimsy and might be broken by neoliberal forces. It is thus argued that the academic, intellectual and emotional capital of UGP should be strategically mobilised and continually invested so that good practices can be sustained and promoted. Understanding the patterns and substance of staff practices and tackling tensions can help optimise staff's capability and dedication to work, minimise their burnout due to overwork, and strengthen the physical space and social status of the university.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: N418 Flat Classroom

109

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

Eun Park

UNSW, Sydney, Australia

Abstract

This study draws on family language policy (FLP) research to explore the relationships between immigrant parents' beliefs about bilingualism, family literacy practices and their children's identity development in Sydney, Australia. In the study, I examine how parents' ideological beliefs, knowledge and experiences are related to their provision of family literacy practices and management of environment for their bilingual children. This is a follow-up study to my Master's thesis that presented Korean immigrant mothers' beliefs and decision making with regards to supporting their children's bilingualism. This project is to include fathers' perspectives within the participating families as a whole by comparing and contrasting perceptions of identity development alongside bilingualism. It adopts a qualitative approach, exploring the attitudes, beliefs and practices of twelve immigrant mothers and fathers living in a Korean-Australian community whose child/children attends one of the community Korean language programs. It includes auto-ethnographic data, by adapting introspective and self-evocative research method (Ellis, 2004) and taking my own reflexivity into consideration. As the initial data set was collected from the first part of this study, I built on the data including a family literacy log and focus group interviews with mothers. Additionally, new data is to be collected over a three month period: 1) a focus group interview with mothers; 2) a brief self-report of fathers; 3) my researcher's reflective diary. To analyse these multiple data sources, a thematic analysis and coding will be used to reveal the ideologies surrounding bilingualism and the bilingual identities of the participating Korean immigrant parents. It will highlight the complexity of language and literacy practices in the family domain interrelated with

sociocultural factors. This project makes an original and significant contribution to the field of FLP and a major methodological contribution by introducing auto-ethnographic input of this community's lived experiences and practices. It will enable educators and policy makers to access authentic information about how bilingualism is practised within Korean-Australian immigrant families in multiple ways and to help inform the creation of culturally appropriate partnership between home and school-community.

Presentation

--Individual Paper--

514

Language policy in the family domain: Mother's home-language maintenance efforts versus children's resistance in a Vietnamese family in Melbourne

Thi Minh Thu Bui

Monash University, Victoria , Australia

Abstract

Language policy traditionally focused on the macro and meso levels such as states, schools or the workplace. Recently, the area of language policy within the intimate sphere of the home and family has drawn more researchers' attention. Nevertheless, children's agency in co-constructing family language policy still needs more investigation. This study looks into language ideologies and practices of Vietnamese immigrant families in Melbourne with attention to children's agency. Through one case study which investigates Vietnamese parents and children's attitudes towards the use of English and their home language as well as their language practices in the family domain, this study hopes to depict how the Vietnamese immigrant families are juggling with the two languages in the socio-economic context of Melbourne. Main data collection methods include semi-structured interviews with parents and children, observations of family language practices, and the family's auto-recorded home-based conversations. Findings show the mother's strong beliefs towards multilingualism, which are reflected in her persistent efforts in maintaining her children's home language despite her children's different levels of cooperation. The study findings highlighted children's agency by examining their beliefs about language values and preferences as well as their actual language practices. In particular, children's agency

is seen through their everyday language practices when initiating and requesting their own language choice as well as rerouting parental medium choice. These findings raise the challenges of maintaining the home language in a multicultural context like Australia. This study contributes to the literature on family language policies among Vietnamese immigrants in multicultural nations and on the issue of home language maintenance among immigrant communities in multilingual settings.

Presentation

--Individual Paper--

523

Teacher strengths and needs for quality teaching in community languages schools

Jing Qi, Kerry Mullan, Guosheng Chen

RMIT University, Melbourne, Australia

Abstract

Community language speakers form a rapidly growing population in the globalised context. Community languages schools in Australia have been a story of success, especially in terms of increasing student access to language education programs. Despite the availability of a range of community languages “to meet diverse student needs, desires, and aspirations” (Scarino 2018, p. 468), major challenges remain regarding, among others, ‘the capabilities of teachers who may or may not have been trained but willingly volunteer to offer their language to younger generations of children’, and “at a fundamental level, [that is] the nature of the programs offered and their meaningfulness to learners” (pp. 471-2). As in other states and territories, teacher training for community languages schools is a core part of Victoria’s sustainable strategies to address disjuncture and discontinuity in languages learning, and a shortage of high quality languages teachers in Victoria, particularly in regional and rural areas (Victorian Department of Education and Early Childhood Development, 2011, p.7). The partnership between universities, community schools and community languages Australia is crucial to sustaining this success through providing high quality training to current and potential teachers.

This paper is part of a larger study that examines how university courses can best support quality teaching for community languages schools in Victoria through teacher training. The large study is a multi-stage and mixed-method study that uses community-based participatory action research, ethnographic case study, and descriptive statistics (Creswell, 2015). Research design and instruments incorporate key dimensions of the Community Languages Schools Quality Assurance Framework (CLA, 2008). This paper reports on Stage 1 of this research, which identifies teacher strengths and needs for professional learning in relation to four (out of eight) dimensions in the Quality Assurance Framework. These dimensions were selected first because they are more directly related to teacher work. These include curriculum, teaching practice, purposeful learning, and monitoring and evaluation. Stage 1 data was collected through workshop observation, teacher surveys and group discussion, and analysed using iterative thematic analysis and descriptive statistics. Findings illustrate the characteristics of community languages schools and teacher work as compared to mainstream schools, existing strengths of community school teachers and their needs for further professional learning.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: N419 Flat Classroom

39

Geographies of exclusion

Lucie Zundans-Fraser

Charles Sturt University, Bathurst, Australia

Abstract

Often the ways in which special needs settings are conceptualised within schools are already exclusory. A high number of special needs classrooms are situated 'out the back' in isolation from the central school site. There is a need for these classrooms to have contact with others for behavioural, health and safety reasons. The researcher found special needs classrooms in hastily converted ex-toilet blocks, rowing equipment sheds, sports store rooms, draughty hallways with a barricade to create a room and resource store rooms. This is in total contrast to where these classrooms should be placed for optimum support, access and safety for both the students and teachers. There is also a dichotomy created between what is officially stated by a school regarding their enrolment policy of students with disabilities and how they can be subtly excluded purely through their physical placement in the school setting.

A case study approach was used which allows for an in-depth investigation of an issue. A case study focuses on the unique attributes of an individual case or cases and investigates a contemporary phenomenon within its real-life context (Richards & Morse, 2013; Yin, 2011). A case study approach allowed the researcher to explore the dynamics of relationships, interactions and decisions made. This case study utilised snowball sampling as the recruitment process for participation with participation and interest shown through 'word of mouth'. Five illustrative case studies will be used to demonstrate the special needs classroom placement within a wider school context, discuss the implications and propose a number of solutions. Data was analysed by making comparisons between the site maps drawn by the researcher, discussion with participants and examining the placement of special education classrooms for things such as safety, access and support, elements that had been identified as the optimum for the student experience as determined through literature.

Preliminary findings suggest that in school settings educators are at times reluctant to introduce accommodations and adaptations for students with special needs, arguing that these provisions provide an unfair advantage over other students. Further to this, students with less visible disabilities may experience high levels of stigmatisation as compared with students who have more visible disabilities. There is a failure to view students within a broader ecological context which considers them as an individual, their connection and engagement with their environment, their perceptions of themselves and others and the opportunities provided to engage and interact with others.

Presentation

--Individual Paper--

368

Alternative education policy in New Zealand: illegitimacy, tolerance and inclusion (?)

Adrian Schoone

AUT Auckland University of Technology, Auckland, New Zealand

Abstract

A concern shared by many Western nations, is the large numbers of students disenfranchised from mainstream secondary education. In New Zealand, approximately 5000 secondary aged students are categorized by the Ministry of Education as ‘at risk’, and in need of education provision beyond conventional education. One such programme is alternative education for 13 to 16 year olds who have been, so called, ‘alienated’ from mainstream provision due to exclusions, multiple suspensions or truancy. The emergence of alternative education in New Zealand coincided with neoliberal policies of the 1990s that introduced a market approach to education. As a result, schools competed against each other for high performing students. This left struggling students vulnerable. As McGregor and Mills (2011, p. 8) have observed, ‘Credentialing and rank-ordering of students demand regimes of comparability and uniformity of assessment that takes little account of the life circumstances of marginalized youth.’ In New Zealand, students and whānau (family) sought community-based alternative education centres as refuges from antagonisms they faced in conventional schools.

In this presentation, I critically examine government and Ministry of Education policy positions and their implications regarding alternative education, between the years of 2000 to 2018. Through undertaking a critical discourse analysis of key policy documents and Ministerial speeches from the period, I identified three policy motivations, and conceptualised them as policies of illegitimacy, tolerance and inclusion. Given alternative education centres were grassroots initiatives, the government loathed to embrace unauthorised education visions and pedagogical approaches. During the early 2000s, the government was compelled to find ways to legitimise alternative education centres, owing to the sheer numbers of students attending, while at the same time appearing not to endorse a dual education system. During the mid-2000s to early 2010s, the government showed little care and no responsibility for the growing alternative education sector; freezing state funding of alternative education to focus on enhancing inclusive

approaches in conventional secondary schools in the hope that alternative education would no longer be required. Recently, alternative education has been re-imagined as a legitimate intervention under Learning Support for students with additional needs. While this approach signals a softening towards alternative education, it is unclear whether the organisational and pedagogical approaches that currently make alternative education 'alternative', will be allowed to continue under the new policy settings, or whether the 'new alternative' will be, in many respects, conventional education on a smaller scale.

Presentation

--Individual Paper--

961

Creating social hope is a way of being - but how does it happen?

Susan Carter, Lindy Abawi

University of Southern Queensland, Toowoomba, Australia

Abstract

As educational leaders we raise the question: how do you use 'the school' to change society? It is not a question of 'can' but a question underpinned by moral purpose and agency. Perhaps it is better worded as 'how do we create social hope using education as a way of being transformative?' To explore this concept of social hope we share our research findings based on school stories where peace, harmony, respect for diversity, and inclusion are evidenced. National test results for these schools signal how 'social hope' impacts learning.

A qualitative case study was used with data collected over a three year period, from nine schools and three educational districts, across two inter-linked studies. Data included interviews, dialogical and behavioural data, and documents related to school structures and operations. The findings include descriptions of what Principals, Heads of Special Education, teachers and students believe inclusion to be and how leaders worked with staff to embed inclusive practices.

The voices of these crucial stakeholders highlight the noticeable expectations and understandings underpinning high quality inclusive education. Some schools created an inclusive school community with an explicit focus on the positive learning achievements of every student. Others made remarkable advances in understanding and accepting difference as just a part of everyday life and society - to be acknowledged and celebrated. What was occurring in these educational settings is a very small part of the change we seek in society, for diversity and inclusion to be mainstream.

Study one in our research revealed that some school communities accept diversity and become inclusive through the enactment of six fundamental principles. The second study supported this finding and helped us to refine a conceptual model of the cultural indicators of an inclusive school, indicators connected to concepts such as: informed leadership; moral and collective commitment; and, getting it right from the start. This research is significant. It evidences a way of leading transformative engagement leveraged through social justice leadership. This way of leading has been proven to be effective in a number of diverse and complex school contexts.

It is this creation of social hope, a way of being inclusive and accepting diversity that we seek to share. We also anticipate engaging in reciprocal learning so we can further develop and refine the effective ways of working that emerged from our research and that leads to the creation of peaceful, sustainable schools full of hope.

Presentation

--Individual Paper--

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

Abstract

Low teacher self-efficacy has been acknowledged as a common barrier to teaching nutrition. Teachers’ professional identity interact reciprocally with their self-efficacy. Teachers who have a clear sense of their professional identity exhibit a stronger sense of self-efficacy. Likewise, teachers who have a strong sense of self-efficacy exhibit a clear sense of their professional identity. To date, the research on teachers’ professional identity tends to focus on generalist or pre-service teachers, and the development of their identities. Moreover, most findings on teachers’ self-efficacy to teach nutrition originate from Canada and the United States, leaving a gap in research within the Australian context. This research study aims to investigate the relationship between the professional identity of secondary Health and Physical Education (HPE) teachers (□ five years of HPE teaching experience), and their self-efficacy to teach nutrition in schools.

This study utilises an explanatory sequential mixed-methods design involving collecting and analysing quantitative and qualitative data across two phases. The first phase is built upon through the second qualitative phase to refine and explain the statistical results by exploring participants’ views in more depth. Data collection methods include an initial online survey comprising published questionnaires and opened ended questions which will provide data for clustering groups of participants using Ward’s cluster analysis method. Thematic analysis of the qualitative data and themes identified in the quantitative data from the survey will form an initial analysis of each cluster. The analysis will provide further description and present a deeper

understanding of the participants within each cluster. Semi-structured interviews are then used in phase two to gather qualitative data that will further explain or elaborate on the results obtained in phase one, to provide a richer and thicker description of the participants within each cluster. The presentation at this conference will be a discussion of the preliminary findings of the data generated from the online survey in phase one of the study.

The outcomes of this research will inform practicing secondary HPE teachers, teacher educators, and policy makers about the significance of developing a clear sense of HPE teachers' professional identity and self-efficacy, as it is closely linked to their self-efficacy and experiences to teach nutrition. Also, the findings of this study will enable school communities to understand the need to support teachers' development of their professional identity and self-efficacy. Subsequently, improvements to policies to support teachers' development of their professional identity and self-efficacy can be enabled.

Presentation

--Individual Paper--

569

Charting the food literacy terrain

Kerry Renwick

University of British Columbia, Vancouver, Canada

Abstract

Food literacy is a concept that has been heavily theorized however there has been less attention given to what it 'looks' like in practice. It is a term that has been adopted by practitioners and scholars working in a range of sectors that share an interest in food and nutrition. As a result the questioning of food literacy has emerged as a topic of research in and of itself.

This paper reports on federally funded research currently being undertaken with schools in the Canadian school district of Vancouver since 2018. It builds on food literacy work with children and youth since 2010. Using the three dimensions of critical food literacy, this research is

working to identify a range of practices that build the capacity of young people to be food literate and to understand food as a social practice. Emerging data from this research demonstrates different foci and activities that support operational food literacy and offers possibilities for appreciating why the cultural and critical aspects of food literacy are under-represented.

Presentation

--Individual Paper--

930

The fragmentation of work environment training in Swedish vocational education and training

Erika Bjorklund

University of Gävle, Gävle, Sweden

Abstract

Research indicates that contemporary work environment training in Swedish vocational education and training (VET) is insufficient in terms of students' learning. In 2011, the Swedish government implemented the current curriculum and syllabi, replacing the older one from 1994. One of the changes made was the restructuring of work environment training (WET) in VET. The reform was played out by breaking apart the former cohesive course of WET into different subjects and courses. An apparent risk with this new 'integration' of WET into different subjects and courses is that WET within a program may become fragmented and disorganized, not only in the policy documents but also in the daily education practice. Based on these notions, the paper will firstly develop an understanding of the thinking behind the current syllabus for WET, secondly exemplify the distribution of WET within various subjects and courses, and thirdly illustrate how the current syllabus may be played out in daily education practice. Based on these initial observations, the study will explore how notions of a 'good work environment' is framed and constructed within the newly re-organized context of WET. Accordingly, the study aims to explore how WET is made intelligible within the new curriculum and syllabi for VET in upper secondary school and how notions and expectations attached to a 'good working environment' is part of this discourse. The empirical material is the 2011 curriculum and syllabi for the upper secondary school Electricity and energy program. By systematically reviewing and analyzing the

various course syllabi, the study will contribute with a comprehensive view of the current syllabus for WET and additionally and knowledge about what a 'good work environment' is conceived to be within these policy documents. This will provide a better understanding regarding what kind of knowledge of work environment that young people are expected to be equipped with before entering the labor market. Finally, consequences for students' ability to learn effectively by distributing a specific content into different subjects will be discussed and elaborated on. Even thou the specific example here is WET, the results have a potential to be universal.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 10:30 - 12:00

Date: 3rd December 2019

Location: N517 Flat Classroom

655

STEAM using Arts-based inquiry research for socio-emotional learning in primary education

Bronwen Wade-Leeuwen^{1,2}, Carey Furze³

¹Macquarie University, Sydney, Australia. ²Maria Regina Catholic School, Sydney, Australia. ³Bookform Publishing, Sydney, Australia

Abstract

This paper investigates how research inform policy and practice can assist educators to imagine new possibilities for access, engagement and equity of all learners in the classroom. The new Australian Curriculum: Visual Arts questions how children learn through making and responding to artworks. Children are expected to engage with the knowledge of visual arts, develop skills,

techniques and processes, and explore a variety of materials, a range of forms, styles and world contexts (ACARA, 2019).

Teaching STEAM (Science, Technology, Engineering, Arts and Maths) approach through Arts-based inquiry at a local Catholic School commenced this year. The primary school children are learning how to interpret and communicate important scientific concepts while building on their 21st century capacities. The Pilot project was to work collaboratively with industry to bring STEAM integrated Arts programs into the classroom. The design was to engage primary children (K-6) in a whole-of-school project that would generate socio-emotive learning over a six-week continuous period.

The Arts-based inquiry method used 'hands-on' materials found in the art room to transform children's imaginative ideas into a professional online e-publication using the Bookform platform. Children under the guidance of their teachers created personal emotive images and text into a collaborative publication to share with families on the school's website, social channels and in printed form.

This paper discusses the implications of using Arts-based research inquiry to inform policy and practice in primary education settings. Focusing mainly on examples that show how a STEAM approach can encourage 21st century skills of communication, collaboration, creativity, connectivity, compassion and community of practice (Wade-Leeuwen, 2016).

During the pilot project, teachers could share the digital e-book on a smart board in the classroom and provide opportunities for meaningful classroom discussions and collaborative editing of their e-books. Follow-up interviews conducted with teachers and participant children at the end of the process will be discussed. The paper investigates the strengths and challenges using Arts-based inquiry research methodology and shows how complex relationships between researcher, industry, teachers and students can be scaffolded towards success when using new technologies.

This local Catholic primary school had become a pioneer in implementing STEAM learning and leads by example in giving teachers further autonomy to try new transdisciplinary programs & initiatives in their curriculum. Another important finding is that the latest technological approaches to learning can help foster children's socio-emotional intelligence in a fun and playful way.

Presentation

--Individual Paper--

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

Abstract

The Arts are integral to our lives and the benefits of Arts education are widely documented. They offer us different ways of knowing and of understanding our world. With their own semiotic systems, each Arts subject represents a rich store of understandings and skills, embracing nuance and complexity. However, the inclusion of high quality Arts education in primary schools may be threatened by the influence of high-stakes testing which, in some cases, has been interpreted through narrower test-driven pedagogy. Equity in the classroom may be compromised by narrower pedagogical approaches, the dominance of word-based texts, a ‘back to basics’ approach to teaching and learning, and the marginalisation of non-high-stakes-tested subjects in the curriculum. When learning and teaching become narrow experiences, particular learners and teachers may be favoured. One of the unintended consequences of high-stakes testing regimes is that some students may be privileged if the testing framework becomes the defacto curriculum and the classroom focus is on practicing for the test. There is a risk that this group of favoured students may tend to dominate positions of leadership in classroom learning while others are excluded and disengaged. In a socially just world, the pathways for learning and teaching should be wide, diverse and inclusive.

In this research project an Arts specialist and a generalist teacher work together in the same primary school classroom using an *Arts Immersion* approach to learning and teaching. *Arts Immersion* is the process of using the Arts as the purposeful medium through which enhanced learning occurs across disciplines to inform mutual understandings. An *Arts Immersion* approach provides an opportunity to increase teacher capacity, widen the learning pathway for students, and access the Arts as the home language of the classroom. The findings from this Year 6 classroom in a low socio-economic and culturally diverse school show that an *Arts Immersion* approach can: enhance engagement with learning and improve focus; provide an effective strategy for professional learning; enhance equity in the classroom; use rich tasks to address to stress of an overcrowded curriculum; and offer a sustainable change in learning and teaching.

This presentation will demonstrate how an *Arts Immersion* approach to learning and teaching contributes to a socially just world, providing specific examples from completed PhD research on this topic.

Presentation

60 minutes

Lunch

Time: 12:00 - 13:30

Date: 3rd December 2019

Location: Exhibition

Book launch

Time: 12:30 - 13:00

Date: 3rd December 2019

Location: F509 Lecture Theatre

Welcome to Country - Youth Edition
An Introduction to our First Peoples for Young Australians
Author: Professor Marcia Langton
Hardie Grant Publishing

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: F509 Lecture Theatre

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

Abstract

This initial paper provides an introduction to the overall theme relating to TPAs globally and is followed by a discussion of Australia's approach to understanding a PST's classroom readiness. The development of the Assessment for Graduate Teaching (AfGT) will be used as a case study.

In the first part of this paper, a number of concerns are raised about the growing movement towards the development of more-generic TPAs. Challenges to a socially just education system such as a one-size-fits-all approach are explored and the design process for such TPAs are addressed. We consider the need for high-stakes assessment of a TPA to be valid in relation to what PSTs are actually taught on the one hand, and the desire for it not to have a reductive, marginalizing or otherwise constraining effect on coursework, on the other.

A key policy mechanism for improving initial teacher education in Australia has been to require ITE providers to demonstrate in their programs evidence of their impact on school students' learning (Australian Government Department of Education & Training, 2015). Further, it requires that ITE providers include a final TPA as evidence of pre-service teachers meeting the *Australian Professional Standards for Teachers* at the Graduate level. We present a case study of the implementation of the AfGT as a response to this policy.

The AfGT is the result of comprehensive, collegial and collaborative actions of initial teacher educators from across Australia. It comprises four intricately related elements, each completed individually by the PST, to reflect teaching in its entirety. The development and trialling of the AfGT has been a large-scale project with universities, initial teacher educators, schools, parents, school students and PSTs participating.

This paper will also provide an outline of the assessment, the issues and challenges identified with such an approach. The perspectives of initial teacher educators and PSTs will be presented, which illustrate that some PSTs have found the process valuable for focusing thinking and understanding in many areas of their professional journey. Teacher educators' perspectives of the positives and ongoing challenges are also explored.

Presentation

--Individual Paper--

908 -

Understanding the quality of prospective teachers – the perspective from Finland

Mirjamaija Mikkilä-Erdmann, Tuike Iiskala, Anu Warinowski

University of Turku , Turku, Finland

Abstract

This study focuses on the characteristics of Finnish teacher education that may contribute to the classroom teacher students' readiness to start to work as qualified teachers. Finland has gained increasingly global interest among educationalists and politicians because of its excellent results on large-scale international student assessments like the Programme for International Student Assessment (PISA).

The reasons for Finland's successful and egalitarian school system can be investigated from many perspectives. There may be some characteristics of the Finnish teacher education system contributing to the quality of the whole school system. According to Finnish legislation, a special aim of teacher education is to equip students for autonomy as a teacher, instructor, and educator. The main organizational theme behind the current academic classroom teacher education in Finland is research-based studies and evidence-based training.

Teacher Education programs require five years of training at university. Pre-service teachers have educational sciences as their major and complete two empirical theses: a Bachelor and a Master's thesis. After graduation they are given a certificate to teach as qualified teacher.

The Finnish comprehensive school is free from standardized tests and inspectors. The pedagogical autonomy of Finnish teachers is also high. Teachers can participate in developing school curricula, select and design own learning materials, and create student assessments based on their own rationale. Hence, classroom teachers study five years in academia. The general design principle in Finland's teacher education curriculum is to socialize students into academia and give them a robust introduction to the educational sciences, empirical research methods, and basic skills and knowledge in teaching subject studies. The idea of evidence-based training is considered a twofold practice. Teacher students practise teaching and research. Furthermore, a two-phase selection of teacher candidates and progressive curriculum design that supports teachers' learning of content knowledge, and the creation of teachers' didactic skills, contributes to teacher quality. In addition, systematic teaching practices in special training schools of the university, are part of the Finnish teacher education. This assists in supporting students to integrate theoretical understanding and the practical skills needed for the teaching profession, especially those related to individual student learning in everyday classrooms. However, a challenge for the future is to develop systematic research-based in-service education.

Presentation

--Individual Paper--

912 -

Assessing readiness to teach: a New Zealand perspective

Fiona Ell

The University of Auckland, Auckland, New Zealand

Abstract

New Zealand's education system needs teachers who can teach in ways that support the aspirations of Māori, as well as help to create more socially just outcomes for the multi-dimensionally diverse people in our centres and schools. Teachers' attitudes and competencies are recognised as critical to promoting equity and social justice, alongside systemic change. Concern about teachers' attitudes and competencies leads to concern about teacher preparation and whether or not new teachers are prepared with the right knowledge, beliefs and skills to

teach in ways that promote social justice, take an asset-based approach to diversity and include all learners. These concerns have led to an international focus on ‘classroom readiness’ as the aim of teacher preparation. In New Zealand this focus is embedded in the new (April 2019) Teaching Council requirements for the accreditation of teacher education programs.\

New Zealand’s teacher preparation providers have until January 1, 2022 to meet the new requirements, which represent a shift in the Teaching Council’s focus from ‘inputs’ to ‘outputs’. While still specifying length of practica, entry level competencies and partnership arrangements, the new requirements place most emphasis on assessment of readiness to teach. Three different types of assessment activity are required: the development of an overall assessment framework that shows how all program assessment contributes to knowing whether or not teacher candidates have met the Teacher Standards, a ‘culminating integrative assessment’ which centres on evidence of complex, integrated problem solving by teacher candidates and must be presented orally, and a list of ‘key teaching tasks’ that teacher candidates can perform independently. These new assessment activities challenge teacher education providers to consider the authenticity, trustworthiness and utility of their assessments and will require considerable new learning by teacher educators.

This paper outlines the process of trying to address the new assessment requirements at the University of Auckland. Using expansive learning as a theoretical framework, the paper examines the key teaching tasks and the culminating integrative assessment, describing the extent to which these assessment events can be seen as robust, authentic, trustworthy and useful in determining readiness to teach. In both these assessments of readiness to teach there are issues of content (what is in them) and process (how they are conducted and how they are assigned scores) – and both these sets of issues raise questions about the assessment of professional competence at the end of teacher preparation.

Presentation

--Individual Paper--

917 - Aligning teacher preparation and professional licensure to impact equitable learning proficiency for K-12 students. A US/Utah perspective and Utah State University/Utah Valley University/Utah State School Board case studies.

Parker Fawson¹, Vessela Ilieva¹, Jennifer Throndsen²

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

Abstract

A preponderance of literature suggests that students who develop proficiency such as foundational knowledge in literacy and numeracy by the end of third grade are able to more effectively navigate the set of opportunities that arise as they prepare for life. Evidence suggests that as students move beyond third grade they are able to activate and leverage this foundational proficiency to develop deeper capacity in skills that will be highly valued into adulthood. When students do not attain learning proficiency in these areas by the end of third grade, chances for equitable access to a range of future opportunity will diminish rapidly. Teachers who can impact student learning proficiency open up opportunities for their students to experience a healthy and rewarding life.

The National Assessment of Educational Progress (NAEP) 2015 data indicate that only 35% of public school educated fourth grade students in the US are proficient in literacy and only 40% of fourth grade students are proficient in numeracy. These data are similarly representative of student low proficiency rates in Utah. To address this learning equity challenge, education college leadership and faculty from Utah State University and Utah Valley University, along with education policy bodies in Utah, engaged in learning to improve teacher preparation with the goal being to produce school professionals who are able to dramatically increase learning proficiency rates in their students. The urgency around this goal has been to provide K-12 students with the knowledge and skills needed to fully access opportunity in their lives. One important element in realizing this increased learning goal was to introduce a better means of establishing entering teachers' proficiency in providing effective instruction that is reflective and grounded in learning science. An important attribute of this collective plan was to institute a requirement that teacher candidates seeking professional licensure would have to demonstrate, through TPA performance, that they had sufficiently internalized the dispositions and knowledge associated with increased student learning. The new licensure policy allows for some flexibility in selecting which TPA a preparation program may use, as long as the validity and reliability for the instrument is established. This change in policy has impacted teacher preparation programs to better document professional learning that creates equitable student learning proficiencies. TPAs have impacted professional program design towards targeting increased candidate understanding of impactful teaching and learning.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: W201 Lecture Theatre

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

Abstract

As educational leadership thought is principally grounded in Western Judeo-Christian beliefs and values, it is essential to consider Muslim school leaders’ understandings and practices of educating Muslim students. To this end, this qualitative comparative case study explored how two school principals, one Australian and the other American, led Islamic schools focussed on providing exemplary academic knowledge in Islamic environments. This study provides new understandings as to how and in what ways two different approaches to Islamic school leadership foster school cultures that prepared Muslim students to succeed in an ever-changing world.

The data for this qualitative case study was taken from two larger studies on Islamic education in Australia and the United States. Data collection included interviews focused on topics related to: school history; mission and vision; curriculum and instruction; leadership and staff relationships; diversity; and societal pressures. Data analysis occurred via open coding and led to the identification of two dissimilar leadership approaches; namely, the adaptive-balanced approach and the directive-corrective approach.

The American school principal, Lena, led through an adaptive-balanced approach, which provided a secure school environment that developed students’ Islamic and American identities. The school culture and mores were grounded in the Qur’an and Sunnah; however, students were also taught to question dominant and wide-spread beliefs. Lena saw students as innately

inquisitive and encouraged students to question and develop their critical thinking skills. Lena acknowledged and allowed for students to express their individual and religious diversity, such as encouraging students to pray in the manner they were taught by their families.

In contrast, the Australian principal, Ibrahim, led through a directive-corrective approach. Through his leadership, he infused Islamic traditions and knowledge throughout the school. This ethos connected students to their shared faith and provided a safe space in students' lives. Ibrahim stressed that all teachers and students needed to be of one voice, specifically from the Sunni tradition. Ibrahim's conception of providing a holistic Islamic education for Muslim students and developing well-rounded Muslims was paramount.

This comparison sheds light on how two Islamic school principals envisioned and practiced their leadership. It also reveals the important role Islamic school leaders play in shaping not only school culture but also the type of education Muslim children receive. Possibly more importantly, this study underscores the need for future research on Islamic school leadership and the essential roles Muslim leaders play in the development and education of Muslim children.

Presentation

--Individual Paper--

1059 -

Contemporary readings of the Muslim Child: Implications for Educational Justice

Dylan Chown

University of South Australia, Adelaide, Australia

Abstract

Over the past two decades research on Muslim learners has emerged as a significant subset within discourses of equity studies in education. Post 9/11 Muslim learners have been subjected to outright discrimination and acts of hate that has shaped and reshaped anti-Muslim racism and Islamophobia studies. Continued migration and settlement of learners from Muslim majority countries has influenced research on language learning, the place of religion in secular spaces, and cultural responsiveness of the strengths and needs of Muslims learners.

However, across multiple empirical studies on Muslim learners, two very distinct images of the Muslim child have emerged. The first is an image imposed. This includes the Muslim learner as 'suspect citizen' (Mac an Ghail and Haywood 2017; Chowdhury 2018), anti-western (Hoque

2018; Schlein and Chan 2010), and as an ‘uncivilized’ refugee (Keddie 2018; Collet 2007). The other image is one that is self-articulated that includes ‘grounded religiosity’ (Johns et. al. 2015); civically minded and civil society actors (Johns et. al 2015; Cristillo, 2009); ‘Muslim cool’ (Khabeer 2016); and co-constructing a unique, hybrid identity of what it means to be Muslim (Hoque 2018; Panjwani 2018; Collet 2007).

The response of Muslim learners post 9/11 has been to re-articulate who they are, how they see themselves, how they allow the world to see them, and most importantly, an emergence of the distinctions within the broader categorization of themselves. Whether it is Sudanese Muslim learners in Melbourne (Keddie 2018), Bangladeshi learners in London (Hoque 2017), Pakistanis in New York (Chowdhury 2018) or Somalis in Toronto (Collet 2007), empirical studies have reinforced the complexities of Muslim learner identities, the intersections between culture and religion, the dynamic and fluid nature of religiosity, and the multiple and hybrid articulations of what it means to be Muslim.

For schools and classrooms committed to equity and social justice, these diverse self-articulations within a context of imposed and assumed identities deserves deliberation. Images of the Muslim child challenge the ways educators create spaces for and are responsive toward the contested and changing lifeworlds of learners. This paper presentation will provide a deeper conceptualization of the two broad images of contemporary Muslim learners and synthesize emerging educational responses.

Presentation

--Individual Paper--

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

Abstract

This introductory paper sets the scene by exploring the inaugural “Australian Curriculum: English” and its potential to support the development of students’ identities, cultures and societal interconnections. We also consider the professional learning needs of primary and secondary English teachers for supporting their students to “appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue” and “understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings” (National Curriculum Board, 2009, p. 5). At the time the “Australian Curriculum: English” was being developed, the National Curriculum Board (2008) made reference to teachers’ professional knowledge bases for the new curriculum, in particular dealing “head-on with commonly expressed concerns about ‘the loss of literature in primary English’ and ‘the loss of language and literacy education in secondary English’” (p. 19). Our research work thus explored multi-site face-to-face and virtual makerspaces where primary and secondary English teachers came together over a six-month period to develop creative writing projects, write like a writer, and celebrate their writing achievements in front of a live audience of their peers and other interested guests. Our research focused on two dozen primary and secondary English teachers as they experienced a culture of creating writing and being a writer, as opposed to a culture of being taught how to teach writing via a lock-step approach. Our research explored the affordances and challenges of a dialogic approach to teacher professional learning as it was experienced in these makerspaces. This project produced new findings about face-to-face and virtual professional learning delivery for English teachers and the impact of this professional learning on teachers’ pedagogical practices and students’ learning. We found that teachers’ professional knowledge bases were evoked, shaped and re-shaped and negotiated in and through the discursive sites of the face-to-face and virtual makerspaces and that the teachers drew on their experiences with different levels of intensity according to the demands of their current teaching context. The research highlighted the teachers’ capabilities to reflect on professional learning events to advance their own practice and their students’ learning. The research reinforced that teachers’ pedagogical content knowledge

for teaching writing is not a static concept but rather context specific and as such, residing in the teacher.

Presentation

--Individual Paper--

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

Abstract

Although there is a growing body of research that attends to the teaching of writing, we argue that the emotional experiences of teaching and learning to write are an underexplored dimension of three established and interlinked bodies of work: teachers' identities as writers, the 'emotional labour' of teaching (Hochschild, 1983) and teaching writing. Working from Shapiro's (2010) assertion that 'emotional identity is fundamental to our understanding of professional identity and the interactions it may generate or preclude' (p.616), this presentation offers an empirical account of the emotional work that is an integral part of teaching writing.

In our ethnographic study of teachers-as-writers in the primary classroom, we found that whilst institutional and interpersonal factors influenced the writer-teacher/ teacher-writer identity positions adopted in the classroom, intrapersonal factors were also significant (Cremin and Baker, 2010; 2014). Moreover, the teacher-participants' relationships with their unfolding compositions and their emotional engagement/disengagement with their writing were highly salient in influencing their situated sense of self as writers in this context, and this contributed to the emotional struggle experienced by the teachers as they sought to adopt the dual identity positions of teacher and writer.

In this presentation, we offer analysis of one teacher — Jeff — and his emotional engagement as a 'spontaneous' writer in front of 33 pupils in a primary teaching classroom. Our analysis of his emotional positioning shows that, if teachers choose to position themselves as fellow 'authentic' writers, they submit themselves to the emotional risks involved in public composition (which need to be recognised and supported). However, despite the risks of performing such

vulnerability, teachers who engage in spontaneous composition can also work towards building communities of writers that are attentive to the social and affective nature of writing and being a writer.

Presentation

--Individual Paper--

837 -

Teachers as literary writers in English: from formulas to freed expression.

Bree Kitt

Central Queensland University, Rockhampton, Australia

Abstract

Teachers' writerly identities are influential in shaping writing practice in the classroom. Specifically, their own confidence and perceptions of capability, derived from their prior learning and leisurely pursuits, creates a disparity in how writing is enacted in English. Understanding this relationship is vital given how dynamically the 21st century has repositioned secondary English subjects, emboldening acts of writing and rewriting, which encourage students to be creative and critical learners. Whilst traditionally the role of a secondary English teacher has been a critical one more akin to editorial work, there is increasing recognition of their valuable role as writer or co-writers in the classroom. The analytical and creative processes of composition require students to think about and experiment with diverse forms of writing; an enterprise that is inherently more achievable when modelled by a teacher writer.

This paper, drawing upon teachers' perceptions of literary writing in the senior years of English, explores the nuanced ways in which teachers' writerly identities influence writing practice. Whilst the research focused on the senior years of English, teachers' reflections encompassed a broader view of writing across the secondary years. Four themes emerge across their narratives. The first of these themes articulates how teachers' self-perception as writers impacts how they structure and participate in writing discussions; the role of the distant critic is contrasted to that of collaborating authors. The second theme focuses on teachers' perceptions of themselves as critical writers or essayists, elucidating a discourse around formulaic approaches to writing and the implications of these on critical responses to literature. Thirdly, the narratives describe how teachers' own writing histories impact on share aloud and modelled writing. The final theme explores how teacher writers can develop a culture of critical and creative authorship in English.

Collectively these perspectives elucidate the influential and valuable role of the teacher as writer in secondary English.

Presentation

--Individual Paper--

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

Abstract

The “Makerspaces for Teacher Writers” research project involved volunteer teachers from six Queensland schools (primary and secondary) in professional learning designed to develop their own creative writing. Some participants participated in face-to-face professional learning, and other participants participated in online professional learning. Follow up teacher interviews were undertaken to focus on the teachers’ accounts of shifts in their disciplinary content knowledge for teaching creative writing, and their pedagogical orientations when teaching creative writing. Samples of student writing were collected which provided the stimulus for the interviews with the teachers. This paper critically analyses the research journey across these multiple modes of professional learning and the teachers’ multiple sites of practice, and considers the challenges and affordances of developing and managing collaborative relationships in the research process. An important aim of this research was to influence educational policy at a systemic level and contribute to the discussion when professional learning models of practice were under consideration.

The research focus underpinning the “Makerspaces for Teacher Writers” project had four aspects.

First was the development of writer-teachers through shared creative workshops with the members of the research team. Participating teachers engaged with six writing workshops led by the research team. These workshops were undertaken either face-to-face or in synchronous

virtual on-line makerspaces. The research paradigm was one of “engagement, reciprocity and doing” (Brereton, Roe, Schroeter & Hong, 2014) and the process culminated in a shared public performance of self-selected writing refined during the six-month professional learning program. Impacts on teachers were ascertained through an ethnographic reciprocity lens of effects upon teacher practice in their own writing and in the English classroom. Second, the pool of teacher interview data and student examples of writing collected over six months was analysed through multi-methodologies as the project team of five experienced researchers individually brought to the process a different qualitative lens. This process strengthened claims about the findings of this complex phenomena and offered a holistic approach to the study. Third, the Teacher as Writer process was explored by the autoethnographic reflective-reflexive practices of the team. Reflexive researcher journals allowed consideration of assumptions, prejudices, subjectivities and beliefs and provided opportunity to acknowledge the intricacies of the range of classrooms associated with the project. Finally, the collaborations within and across the research team and the collaborating teachers are interrogated as the researchers and the teachers journey through the dis/comforting processes of creating writing together.

Presentation

--Individual Paper--

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

Abstract

Although there is a growing body of research that attends to the teaching of writing, we argue that the emotional experiences of teaching and learning to write are an underexplored dimension of three established and interlinked bodies of work: teachers’ identities as writers, the ‘emotional labour’ of teaching and teaching writing. Working from Shapiro’s (2010) assertion that ‘emotional identity is fundamental to our understanding of professional identity and the interactions it may generate or preclude’ (p.616), this presentation offers an empirical account of the emotional work that is an integral part of teaching writing.

In our ethnographic study of teachers-as-writers in the primary classroom, we found that whilst institutional and interpersonal factors influenced the writer-teacher/ teacher-writer identity positions adopted in the classroom, intrapersonal factors were also significant. Moreover, the teacher-participants' relationships with their unfolding compositions and their emotional engagement/disengagement with their writing were highly salient in influencing their situated sense of self as writers in this context, and this contributed to the emotional struggle experienced by the teachers as they sought to adopt the dual identity positions of teacher and writer.

In this presentation, we offer analysis of one teacher — Jeff — and his emotional engagement as a 'spontaneous' writer in front of 33 pupils in a primary teaching classroom. Our analysis of his emotional positioning shows that, if teachers choose to position themselves as fellow 'authentic' writers, they submit themselves to the emotional risks involved in public composition (which need to be recognised and supported). However, despite the risks of performing such vulnerability, teachers who engage in spontaneous composition can also work towards building communities of writers that are attentive to the social and affective nature of writing and being a write.

Presentation

--Individual Paper--

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

Abstract

Less than 1% of academics employed in Australian higher education institutions identify as Aboriginal or Torres Strait Islander. Increasingly, these institutions are engaging in ‘speech acts’ and branding which emphasise a commitment to inclusivity, diversity, and Indigenous engagement. There exists a paucity of literature which considers how these institutional commitments, and the associated workload and enactment, are experienced by the existing Indigenous academic workforce. This paper draws upon 20 semi-structured, one-on-one interviews with Indigenous women employed in academic roles in Australian higher education institutions located across six of a possible eight States and Territories. Conducted by an Indigenous woman, utilising Indigenous research methodologies, and a decolonising lens, questions explored why participants chose and continue to choose academia, and whether they were fulfilling their own goals whilst navigating higher education institutions.

A novel finding of this study, and the focus of this paper, are the relational dynamics reported by Indigenous academic women with executives at their institution, and the way this contrasted with their experiences with faculty members and collegiate. Overall, participants reported positive relationships with executive level academic staff (e.g. Vice Chancellor, Faculty Deans). They also reported feeling ‘empowered’ in their roles, and both ‘heard’ and ‘trusted’ by executives who demonstrated genuine commitment to Indigenous engagement. However, regardless of the participant’s own employment level, many reported having experienced fraught and negative experiences with non-Indigenous faculty members.

Significantly, participants noted that when non-Indigenous colleagues were tasked by the executive with enacting inclusivity within their course content or research practise it was not uncommon to observe them respond by simply seeking to “bring on the black performer”. One participant compared constantly being called on to ‘perform’ for non-Indigenous colleagues as feeling treated as a “house nigga”, a reference to the indentured service of Indigenous people throughout Australian history. Whilst some participants felt able to refuse these calls to perform, it was acknowledged that both acceptance and refusal was fraught and came at a cost.

While this participant pool is small, there are currently less than 300 Indigenous women employed in academic roles across the entire continent. Thus these findings provide valuable insight into experiences of the small pool of sovereign women engaged in academic roles during an era of increasing institutional commitment to diversity and Indigenous engagement.

Presentation

--Individual Paper--

338

Exploring academic agency and assessment literacy in the context of higher education

Deborah Heck, Peter Grainger

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

One of the major criticisms from students of our academic work relates to assessment and students concerns about the subjective nature of the marking guides used by lecturers and tutors. Hence, an aspect of developing socially just pedagogy in higher education (Osman & Hornsby, 2018) is the development of ways to openly examine our assessment practices and consider our interpretations and biases. This research reports on a university-funded Learning and Teaching Grant that aimed to improve assessment literacies for academic staff through developing quality assessment rubrics and enhanced student outcomes using a peer review process. Data related to the construction of assessment rubrics were generated via group interviews using a 10 question framework (Christie et al., 2015) with academics from various disciplines and later following implementation with students. The data were analysed using an ecological agency theory (Emirbayer & Mische, 1998) to explore how our understanding of past, future and present generate assessment practices in higher education. The findings identify that academic assessment literacies develop as academics engage in conversations in the present that draw on their experience of the past to make plans for the future. The way academics talk and think about assessment and rubrics connects with their sense of agency and contributes to the development of socially just pedagogy in higher education. The process evidences the usefulness of the human agency as a framework for the analysis of the dialogue about rubrics and assessment in higher education. Our ongoing research will now explore student data to understand how students experience the rubrics redeveloped following the team conversations.

Presentation

--Individual Paper--

1031

Creating positive and enduring impacts on communities: What academic work is mainly about

Thao Vu

University of Melbourne, Parkville, Australia. Monash University, Parkville, Australia

Abstract

This presentation discusses the purpose and value of academic work in terms of creating positive *impact on the community* larger than the university itself, through education, research, service and engagement.

This presentation draws on both a historical review of Idea of the University, including ideas suggested by Laozi, Plato, Rousseau, Humboldt, Ortega, Jaspers, Newman, Barnett and Bengsten, and so on, and an empirical multiple case study that involved in-depth interviews with 37 academics at three different Australian universities. This is part of a bigger project that I have conducted to examine academic performance management in relation to its alignment with the nature of academic work at the specific context of the university.

The idea that academic work was about making impacts through education, research, services and engagement was not recent, yet critically important and worth reiterating because it underpins how academic work would be best supported and appraised.

This presentation shares a holistic understanding of academic work in terms of "creating positive and enduring impacts on communities" in the current context of three investigated Australian public universities. It then discusses the extent of alignment and coherence between existing academic performance management policies and implementation and this nature of academic work, and what should be done as a way forward.

The research findings also provide empirical support for considering *impact on the community* as the major evaluation parameter for the quality of academic work. Thus, it also holds up the discussion of the conceptualisation of impacts and what evidence for academic work

performance could be, as well as questions the relevance of using indicators such as “grant incomes” to determine the quality of academic work.

Presentation

--Individual Paper--

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

Abstract

This paper will examine new modes of standardisation, datafication and evaluation in teacher preparation programs (TPPs) in two national contexts – Australia and the United States. Drawing on a variety of data, including policy documents (e.g., federal policies), TPP artefacts (e.g., brochures, websites, course listings), and accreditation materials (e.g., standards, assessment tools, performance reports), the paper will map the varied and evolving uses of standards, data and metrics in TPPs. The first aim of the paper is to understand the emergence and evolution of data practices within these contexts, while showing how the two countries have come to incorporate data into their TPPs in similar and different ways. This part of the paper will focus on the ways in which data feedback loops are increasingly used for the accreditation and evaluation of TPPs, and how this is changing the role of TPPs and their relationship to schools.

Then, the paper will turn to contemporary thinking around datafication (Bradbury, 2018; Roberts-Holmes and Bradbury 2016; Lupton and Williamson 2017; Selwyn 2015) to look at how

teacher preparation is coalescing around a data discourse that privileges standards, rubrics and test-based evaluation. Two major discursive effects will be highlighted, including (1) the effects of data practices on TPP priorities, including implications for practice; and (2) the way data practices are creating a tight link between TPP and schools, and the implications of this for teacher subjectivity and practice. Here, I argue that pre-service teachers are trained to understand themselves and their practice as data (and data producers). This is then reinforced in the field, as teachers are subjected to similar systems in schools. As the transition between teacher training environments and schools are made evermore seamless—as is necessary for the data practices identified in the paper—then the exposure teachers have to other discourses, knowledges, practices, and so forth, about teaching is increasingly reduced. Implications for teacher expertise, authority and professionalism will also be discussed.

Presentation

--Individual Paper--

879

Are there mode effects in NAPLAN 2018?

Greg Thompson¹, Leslie Rutkowski², David Rutkowski²

¹Queensland University of Technology, Brisbane, Australia. ²Indiana University, Bloomington, USA

Abstract

Australian school students in Years 3, 5, 7 and 9 have been sitting NAPLAN since 2008. In 2015 ACARA began trials of an online version of the test which would utilise an adaptive, rather than a linear, design. National and international large-scale assessments (LSAs) are increasingly adopting a computer platform for test administration. Prime examples include NAPLAN, the Trends in International Mathematics and Science Study (TIMSS), and the Programme for International Student Assessment (PISA). Administering LSAs in an electronic environment opens up numerous possibilities however one challenge regards the equivalence of a computer platform with more traditional pen-and-paper administrations. This online version of the NAPLAN tests was trialled in 2016 and 2017 with ACARA satisfied that the online version performed similarly to the paper version (ACARA, 2019). However, when the online trial was extended in 2018 to 20% of schools and results were included in the larger dataset, concerns

were raised regarding the mode equivalence (ie whether the mode in which the test was administered impacted results). The concern regarding mode equivalence has led the Victorian Education Minister to suggest that the results were not comparable and to advise parents, educators and the media that caution should be exercised when interpreting student and school results in NAPLAN 2018 (McGowan, 2019). In this presentation we investigate the assumption of measurement equivalence in the computer-based version of NAPLAN.

References

ACARA. (2019). 2018 NAPLAN Results. *NAP: National Assessment Program*. 29th August, 2019. <https://www.theguardian.com/australia-news/2018/aug/09/act-concerns-about-online-naplan-tests-rejected-by-minister-months-ago>

McGowan, M. (2019). "Education chiefs have botched NAPLAN online test, says Victorian minister". *The Guardian*. 9th August, 2019. <https://www.theguardian.com/australia-news/2018/aug/09/act-concerns-about-online-naplan-tests-rejected-by-minister-months-ago>

Presentation

--Individual Paper--

246

Affective learning for effective learning? Data, numbers and teachers' learning

Ian Hardy

The University of Queensland, Brisbane, Australia

Abstract

This article draws upon literature and theorising in relation to the affective qualities of the effects of the datafication of education to reveal the nature of teachers' work and learning under current policy conditions. Empirically, the research draws upon interview data with experienced teachers from one school in northern Queensland, Australia, to elaborate the nature of the affective qualities of increased policy attention to different forms of numeric targets, and the data to which

such targets referred. The research reveals that the increased datafication of education has led to significant, increased pressure upon teachers to ensure enhanced results. Such pressures are explicitly felt by teachers and students in relation to their learning, with sometimes problematic effects. This pressure is understood as a manifestation of particular affective qualities of the increased use of data and enhanced enumeration of education in schooling. At the same time, there is also evidence of more positive and productive engagement with data, as evident in teachers' willingness to engage with various forms of 'data conversations' as a vehicle for their own, and their students' learning. In this way, the research reveals the multifaceted nature of the affective qualities of the datafication of education, even as it cautions against the erosive emotive effects of the unrelenting push for enhanced data as a proxy for learning.

Presentation

--Individual Paper--

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

Abstract

Twenty-five years ago, UNESCO's (1994) Salamanca Statement on Special Needs Education broke new ground by providing a framework for inclusive education. The Statement was extremely successful in raising awareness of the concept of inclusion internationally. However, and despite much effort, tangible indicators suggest this awareness has failed to translate into material progress. Not surprisingly, there has been a great deal of research investigating barriers to inclusive education over the last two and a half decades. The knowledge and attitudes of educators (Urton, Wilbert & Hennemann, 2014), allocation of support funding (Vaz et al., 2015), suitability of inclusion for particular students (Stanforth & Rose, 2018), and the appropriation of inclusive education discourse by special education (Slee, 2018) have all received attention. One potential barrier to the realisation of inclusive education may be the low level of awareness of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), which came into force in 2008 and has since been ratified by 177 countries. The CRPD is the first legally binding instrument to articulate the right to an inclusive education through Article 24: The Right to Education. Noting the lack of progress towards and misunderstanding relating to inclusive education, the UN Committee published General Comment No. 4 (United Nations, 2016) close to a decade after adopting the CRPD. At 24 pages, the General Comment is the most comprehensive and authoritative international instrument explaining the human right to inclusive education. The CRPD surpasses the Salamanca Statement by explicitly defining inclusive education, as well as the processes and practices necessary to ensure its progressive realisation by State Parties. Arguably, successful realisation of the right to inclusive education also requires scholars in the field to embrace the CRPD and embed its principles in their work; yet it seems the Salamanca Statement is still perceived as more significant (Ainscow, Slee, & Best, 2019). To consider the uptake of the CRPD and General Comment No. 4, relative to the Salamanca Statement in education research, we conducted a scoping review of literature published since 1994 to 2019. In this paper, we look at how each document has been used in the literature over time and what impact the CRPD and General Comment have had on education scholarship since 2006. We conclude with strategies to help improve knowledge of the CRPD/GC and discuss how these documents can be used to progress inclusive education.

Presentation

--Individual Paper--

Inclusive education teacher educators: Knowledge, identity and agency

Elizabeth Walton

University of Nottingham, Nottingham, United Kingdom. University of the Witwatersrand, Johannesburg, South Africa

Abstract

The likelihood of inclusive education gaining ground internationally is largely dependent on teachers' willingness and ability to teach inclusively. In turn, this capacity is largely dependent on teacher education. There is a substantial body of literature that focuses on what teacher education for inclusive education should comprise in terms of curriculum and outcomes. There is, however, relatively little focus on the teacher educators themselves. This is problematic as it renders invisible those who produce the pedagogic discourse of inclusive education. In this paper, I focus on inclusive education teacher educators by exploring issues of knowledge, identity, and agency. In so doing, I lay some conceptual foundations for much needed empirical research to understand more about those who teach the teachers.

Inclusive education teacher educators must design and deliver curricula that combine theory, codified principles of practice, and field-work opportunities. The epistemological grounds on which these components are selected, privileged and sequenced will determine the nature, and possibly the impact of the pedagogic discourse. To illustrate this, I present four curriculum models found in pre-service teacher education for inclusive education. These models reflect different epistemological commitments of teacher educators, and offer different opportunities for knowledge building.

The intersecting personal, professional and academic identities of inclusive education teacher educators should be acknowledged and understood. This second section of the paper is an argument against an ahistorical, decontextualized approach to teacher education for inclusive education that obscures the people doing this work. The work of inclusive education teacher educators needs to be seen as dynamically shaped by their life experiences, axiological commitments, and the communities of practice to which they belong. Finally, I will give attention to the contextual factors that enable and constrain the professional agency of inclusive education teacher educators, that is, the extent to which they can exert power and influence for change. These factors include national and supranational imperatives for inclusive education, the demands of marketized higher-education systems, challenges to university-based teacher education, and contextual exigencies.

The conceptual framework for this paper is built with reference to the work of Basil Bernstein, and Legitimation Code Theory. Together, these enable me to explore the knowledge practices of

inclusive education teacher educators. Critical theory and post/decolonial scholarship then allow me to consider the imbrication of global and local knowledge, intersectional identity, and agency as power, influence and resistance.

Presentation

--Individual Paper--

1023

Media representations of special schools: A challenge for inclusive education

Ilektra Spandagou

The University of Sydney, Sydney, Australia

Abstract

Research on disability media representations has explored how powerful and persistent stereotypical representations are. In an analysis of disability representations in Greek media, a hybrid model of representation was identified which presents disability as simultaneously a personal and social issue (Zoniou-Sideri, Deropoulou-Derou, Karagianni, & Spandagou, 2006). The conflicting nature of this representation isn't recognised but rather suppressed framing disability concerns as unproblematic and commonsense. Research on newspapers representations on inclusive education (Connor, & Ferri, 2007; Dorries, & Haller, 2001; Oreshkina & Lester, 2013) has focused on inclusion as an emergent discourse and how it challenges dominant disability models that have informed segregated special education provision.

While 178 state parties have ratified the United Nations Convention on the Rights of Persons with Disabilities which defines and recognises inclusive education, there is evidence that many countries are moving towards increased segregation. This is the case with Australia, where segregated settings, like special schools, are on the increase (Australian Institute of Health and Welfare, 2017). This study aims to explore how this increase in special schools is presented in newspaper articles and how these representations relate to inclusive education.

Using Factiva, articles published in Australia in the last two years reporting on special schools were identified. From the more than 800 articles originally found, a set of 300 with a clear focus

on special schools were included in the preliminary thematic analysis. The identified articles with a positive representation were grouped based on whether they referred to the need for more special schools, funding, benefits of special schools, their organisation and running, specific programs offered, or a focus on their students and/or teachers. The articles with a critical stance towards special schools constitute a noticeable smaller group and they were explored in terms of the reasoning provided; equity, social, financial, academic, and personal reasons being the most common ones. In-depth analysis of a subset of 30 articles is underway to explore how the dominant media representation of special schools deflects attention from the right to inclusive education. This is achieved through an emphasis on special schools as an essential, hard-earned resource for communities that is benevolent in nature, and inclusive in orientation. The appropriation of an inclusive discourse is notable as it reinforces the commonsense understanding of special schools as good schools for all involved. This analysis raises questions for inclusive education and its response to these representations.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: K323

799

Inclusive Practice: Understanding the sentiments, attitudes and concerns of pre-service Health and Physical Education students

Tahlia McCracken¹, Sian Chapman², Ben Piggott²

¹The University of Notre Dame, MELVILLE, Australia. ²The University of Notre Dame, Fremantle, Australia

Abstract

Social justice takes many forms, but in education helping students to achieve their full potential is a constant goal. One area of education that has had increased attention in recent years is inclusive education. A push for more inclusive education practices across schools where students with special needs are integrated into mainstream classes has been a focus. For Health and Physical Education (HPE) teachers the implementation of inclusive education practices has proved challenging, highlighting concerns around teacher confidence, ability to individualise plans, and cope with difficult behaviour. These issues are amplified by preservice HPE teachers who often feel under-prepared to deal with students with special needs in their classes when on professional practice placements during their degrees.

To understand the issue in greater detail, the perceptions' of preservice HPE teachers around inclusion of students with disabilities, within Health and Physical Education classes has been examined. The study employed a sequential, explanatory mixed methods research design. Participants included 44 Bachelor of Health and Physical Education (Secondary) students in their final year of study who had completed a compulsory Adaptive and Inclusive Education course in their third year and then completed a final 10-week school internship in their fourth year.

Sentiments, attitudes, and concerns were examined using the Sentiments, Attitudes and Concerns about Inclusive Education- Revised Scale (SACIE-R). Students completed the survey pre and post the Adaptive and Inclusive Education course and then again after completing their final school internship. Results were reported using both Total Scale Scores and Subscale Scores for sentiments, attitudes, and concerns. As part of the questionnaire process, students who were interested in also participating in a follow up interview provided contact details. As a result, six students participated in semi-structured interviews that further delved into the challenges of inclusive education practices in the preservice HPE environment.

Results suggest an improvement in attitudes towards inclusive practices through participation in specific courses that provide direct opportunities for preservice teachers to practice inclusion. In addition, qualitative data highlighted the importance of openness and communication in schools that embraced inclusive practices. Implications for teacher education programs include the importance of direct experience with and without the pressure of school environments.

Presentation

--Individual Paper--

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

Abstract

There has been an intensification of privatisation and commercialisation in and of higher education in recent years. Scholars have argued that this has led to ‘transformative shifts’ and ‘ideological drifts’ in the higher education landscape, with universities increasingly indistinguishable from any other business organisation. Importing business practices, such as accountability infrastructures and performance management techniques, has the potential to rework the purposes and motivations of educational practitioners. In this paper, we argue for the need to establish and debate the ethical implications of creeping commercialisation and privatised policies and practices in higher education. We focus specifically on one practice, outsourcing, in the context of one higher education area, Health and Physical Education Teacher Education (HPETE). This is because HPETE has proved to be a particularly attractive market for an increasing number of commercial and non-commercial actors. Our arguments are framed using an emerging body of literature on ethics in the neoliberal universities. ‘Developmental vignettes’ (i.e. fictionalised scenarios which unfold through a series of questions) were generated for this paper for a number of reasons. Firstly, the variety in the vignettes endeavours to illustrate the different forms outsourcing can take in higher education; from ‘out-tasking’ of individual components of a course to the large-scale outsourcing of an entire degree. Secondly, the vignettes progress based on questioning, a method used to prompt readers to consider how decisions to outsource are made and to what ends. Finally, the vignettes act as a stimulus for readers to be reflective of outsourcing practices in their own institutions. Following these vignettes, we offer a vision for the ethical and educative outsourcing of higher education and advocate for universities and teacher education programs that are driven by social good rather than profit.

Presentation

--Individual Paper--

1028

Public-corporate partnerships: Dangerous encounters. The case of *SUMA-Nutrir* in Veracruz, Mexico

José Tenorio, Michael Gard, Eimear Enright, Doune Macdonald

University of Queensland, Brisbane, Australia

Abstract

This paper is nested within a broader PhD research, funded by the ARC project ‘HPE without Borders’, that explores the politics of anti-obesity policies in schools in the Mexican state of Veracruz. This research seeks to understand why these policies have emerged at this particular moment, what political and economic conditions have allowed their creation, and how they are working as mechanisms of government.

In this paper I argue that, in the name of fighting obesity, food corporations have deployed a complex bio-political project to govern the health and lives of Mexicans. Following Foucault and other poststructuralist scholars, I build my argument through the analysis of the program *SUMA-Nutrir*, a public-corporate venture to promote ‘healthy lifestyles’ in primary schools, developed by the transnational food corporation Nestlé and the Secretariat of Education in Veracruz (SEV) in 2012. Data was generated through interviews with high and medium level education authorities at SEV and through observing the day-to-day functioning of *SUMA-Nutrir* during four months of fieldwork in Veracruz, Mexico in 2016.

The data reveals three issues. Firstly, the chaotic political and economic conditions at the federal and state levels have facilitated the expansion of Nestlé’s presence across schools. Poorly resourced and lacking government funding, the education authorities in charge of *SUMA-Nutrir* had to rely on Nestlé’s funds. Secondly, through this program Nestlé has been constructing a vision of health underpinned by a self-responsibility logic, which is aligned with its own commercial agenda. Thirdly, Nestlé has used *SUMA-Nutrir* as a tool of government where recording the number of ‘covered’ schools and ‘trained’ teachers and students have become vital to make a manageable, disciplined, and ‘healthy’ population. In this public-corporate health promotion partnership education authorities and teachers are, perhaps unwittingly, aiding to expand the corporate bio-political project through schools.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: K360

82 -

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

Abstract

Educational leadership literatures are frequently entrapped in the analytical dualism of structure and agency. Those advocating for turnaround, transformational, successful, effective, and so on leaders focus almost exclusively on the agency of individuals to overcome contexts to achieve positive change. In contrast, others portray the bureaucratic iron cage of structures and the inability of individual leaders and/or communities to escape the constraints of social structures. Increasingly, various forms of policy sociology overlay this analytical dualism with layering to reflect the global ebbs and flows of policy trends.

Neither agency nor structure based arguments can capture the constitutive and emergent relations of school leadership. We cannot think of schools, and their leadership, as separate to the systems of which they are apart. Attempts to add layers (e.g., micro, meso, macro or local, national, global) simply introduce artificial partitions that assume a distance between policy and practice.

Theoretically informed by the *relational* approach (Eacott, 2018), this paper argues that to overcome the analytical dualism of structure and agency requires a new way of looking at the problem. Our complicity with existing ways of thinking mean 'new' theories are often little more than iterations of existing ideas. If however we can re-cast our ways of thinking about school

leadership, policy, and contexts, we can see the ways in which perceived separations are not sustainable yet alone defensible. In contrast, school leadership is at once constitutive of and emergent from the system. In being shaped by and shaping of the system, school leadership is neither victim nor saviour of education. Rather than continuing to argue for structure and/or agency, there is a need for quality scholarship that describes unfolding activity and illuminates alternate ways of being. The *relational* approach mobilized in this paper offers such description.

Presentation

--Individual Paper--

726 -

Public interest, education policy and the crisis of the ordinary

Tanya Fitzgerald

University of Western Australia, Perth, Australia

Abstract

Across three decades of educational reform, the rhetorical and calculative practices of the market and marketisation have been inserted into schools and universities. This has had, I would suggest, a significant impact on research, particularly research about leaders and leadership in education. Research has gradually been re-positioned and aligned with insistent demands by universities and funding bodies that there is an ‘end use’ or consumer demand for conclusions derived from empirical scholarship. Consequently, the practitioner has been re-positioned as a consumer whose consumptive practices determine, in effect, the worth and relevance of research deemed to be in the public interest (Riddle and Apple, 2019).

The everyday has become a crisis of the ordinary whereby ordinary (read: public) institutions and services have been reduced to the interests of the market and the accumulation of capital. As Evans and Giroux (2015) argue, the future has become disposable. The everyday is now marked with global economic, political and social inequalities and relentless attacks from the conservative right with its agenda to modernise and slowly erode services such as education, healthcare, welfare, law enforcement, and local infrastructure. Significantly this has led to increased restrictions and control over teachers, teaching and educational leadership.

In this paper I interrogate ways in which the everyday and ordinary have been constructed in education policy. I contend that everyday practices of teachers and educational leaders are

increasingly subject to the agenda of the state; an agenda that is connected with the tyranny of the market yet disconnected to the everyday aspirations and hopes of local communities. I outline the reciprocal obligations of educational researchers to speak out and speak back to the various agendas and tensions that confront us and to seek ways not merely to tolerate but to encourage debate and dissent. In doing so, I draw on Berlant's (2011) notion of cruel optimism to suggest how we might shatter the illusion of the neoliberal everyday and to work towards a more optimistic future.

Presentation

--Individual Paper--

761 -

Paradoxes of policy: productive tensions in the policy work of principals

Chris Dolan

University of South Australia, Adelaide, Australia

Abstract

This paper draws from a 2019 interview study conducted with a group of 20 principal participants in primary and secondary schools. The study revealed a range of tensions that characterise the lives and work of principals. Prominent amongst these tensions are those originating in dissonance between the crisp and authoritative requirements of centralised policy and the profusion of local practices that mark the implementation work of principals. I argue that these tensions provide insights into the sanctioning of preferred principal subjectivities while, at the same time, revealing possibilities for principal agency, ambivalence, refusal and, occasionally, resistance. In effect, the policy work of principals is taken to be a potential site of struggle in the interactions between principals and the policy makers – a struggle that is here illuminated by my use of a paradox lens and Foucauldian insights about power, truth and subjectivity.

The paper is underpinned by *the paradox of policy implementation*. This paradox draws from my field data to reveal broader choices for principal policy work beyond their idealised casting as untroubled conduits of governmental aspirations. It characterises principals as doing this work in spaces of 'translation', 'manoeuvre' and 'settlement'. Bringing a Foucauldian perspective, this space is used to unsettle seemingly unavoidable forms of disciplinary power and technologies of

control – to challenge the neoliberal conceptions of principal leadership that they advance and the will to truth they prompt in principal subjects.

The other paradoxes in the paper are derived from a broader consideration of prominent neoliberal policy discourses. These paradoxes of *excellence*, *choice*, *principal autonomy* and *professionalism* highlight the presence of conflict, ambiguity and struggle in principal policy work. They bring the institutional logic of policy makers into a simultaneous and interdependent relationship with a conflicting field of local needs, competing priorities and personal tensions. In doing so, they indicate the possibility of different subjectivities and policy practices and seek to expose the fragility and contingency of the status quo by revealing the simultaneous and interdependent existence of valid oppositions.

Presentation

--Individual Paper--

813 -

Creating future-focused schools: Leading within and working around the system

Katy Theobald

Winston Churchill Memorial Trust, London, United Kingdom

Abstract

By the time a five year old leaves school the world will be dramatically different, demanding knowledge and skills that many schools are not set up to provide. This challenge is internationally recognised (Care, Kim, Vista, & Anderson, 2018; OECD, 2015) and many countries, including Australia, have begun to respond by integrating capability development into their educational frameworks.

Socioeconomic gaps in attainment already pose a systemic challenge, but young children from lower income homes also have less developed noncognitive skills such as self-regulation (Economic Policy Institute, 2015; Lleras, 2008; Pearce et al., 2016). For many educators, developing student's noncognitive skills, their broader capabilities and learner agency, is a matter of social justice, since these are the capabilities that will empower them to change their trajectories.

Most research in this area focuses on the pedagogical and curriculum changes required for future-focused schooling (schooling which effectively and holistically prepares students for their

futures). Less emphasis is placed on the leadership of the innovation required to create future-focused schools and how system factors facilitate or inhibit it. This paper presents findings from research into future-focused school leadership, investigating how systems facilitate or inhibit the school-level innovation required to deliver a future-focused education.

The research was conducted with policy makers, development providers and school leaders in Singapore, New Zealand and Australia, all of which have system strategies for 21st century schooling, and contrasted with England where no such strategy exists. Interviews with school leaders and teachers were conducted in schools serving disadvantaged communities and were thematically analysed in order to identify common aspects of culture, environment and leadership behaviours in innovative schools. A system-level analysis through the lens of control factors (Oates, 2017) was then used to examine how system level factors facilitated or inhibited school-level innovation.

In this paper I will examine how school leaders shaped a vision of future-focused schooling for their community. I will then critically examine their response to official education policy relating to future-focused schooling and will explore how selected control factors facilitated or inhibited their capacity to deliver a future-focused education to students from lower socioeconomic status communities.

The paper is relevant at a policy level, for those considering the intended and unintended consequences of policy, and to educators who are interested in critically exploring how system factors shape their practice through the lens of future-focused education.

Presentation

--Individual Paper--

Sociology of Education

Sociology of Education

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: K424

38 -

The Possibilities of Bernstein's Sociology: Distributive Injustices and Democratic Formations Across Education Systems. Part B

249 -

Reimagining Pedagogy and the Revolutionary Device: Experimenting with Bernstein and Guattari on the Water Revolution in Hong Kong

Henry Kwok

Griffith University, Brisbane, Australia

Abstract

This paper is an experimentation with Basil Bernstein's and Félix Guattari's thoughts and proposes a concept called 'the revolutionary device' as a tool to reflect on the ongoing political unrest in Hong Kong since June in 2019. The anti-extradition bill protest is not only a social movement that is highly political in nature. It is also highly pedagogical in the collective unconscious level in terms of the Oedipalised discourse at large on the protesters in Hong Kong and the postcolonial city's relation to China. This paper attempts to weave a narrative of the production of subjectification in the Hong Kong, which is critical to the process of decolonisation. To do so, the discussion is divided into three parts. To begin with, it revisits Bernstein's conception of 'pedagogy' by highlighting its implications for understanding broader social relationships – for example, problematising the dominant discourse of policy actors in the official recontextualising field which posits the activists on the streets as 'unruly children' who need to be disciplined, as revealed by the paranoid discourses on the Hong Kong education system. In the second part, we highlight the affective intensities in the political movement by highlighting how the young activists reclaim the pedagogic discourse and speak back to the powerholders by highlighting the semiotic flows in this movement: their discourses against the baby boomers generation, messages couched in vandalisms in the subway stations, pro-Chinese businesses, artistic productions such as quasi-anthem of 'May Glory Be to Hong Kong' circulated on YouTube and the multi-category online forum called LIHKG. The third part is an attempt to appropriate Bernstein's concept of 'pedagogic device' and create the concept of 'the revolutionary device' which is made up of various machines of weakened power and control relations – the machine of Liberal Studies, LIHKG, the use of Telegram, counter-desiring machines such as the disinformation attack by the Chinese government, and so forth. Data include affective voices of students in their conversations with teachers, tactics and discourses of the current regime on restricting voices in schools.

Presentation

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

Abstract

The basic education reform in China since 2001 has triggered the transition of the pedagogic code from strong classification and strong frame to weak classification and weak frame. And the curriculum of English in high school stage has undergone profound changes of pedagogic code. Compared with other subjects, English course has more advantages in introducing international learning theories and methods. Hence weakening classification could be found in the full fields of curriculum, textbooks and pedagogy of English.

Achievements in the High School/ College Entrance Examination are the most authoritative evaluation method for English teachers just like their counterparts in other subjects. Result assessment instead of process assessment in English education strengthens the strong classification and frame. English teachers in basic education in China have to be confronted with the tension between different classifications and frames. English teachers from different SES (socio-economic status) schools construct their own identities against the tension between different classifications and frames.

A case study will research six high school English teachers and the research questions will include: 1.what are the concrete expressions of the contrast between different classifications and frames in the curriculum, textbooks and pedagogy of English subject ? 2. How does the tension between different classifications and frames interact with high school English teachers' identity negotiation (in the professional values, the view of expanding teaching beliefs, the view of promoting English language competence, the view of teaching reform and the view of teaching and research training)? 3.What are the reactions of high school English teachers from different SES schools in balancing the conflict of the contrasting classifications and frames?

The study shows that the contrast between different classifications and frames has much to do with the great disparity between identities constructed by English teachers from high SES schools and low SES schools. Different classifications and frames in English subject witness

different reactions from students and teachers of different SES backgrounds. The different identities of English teachers from different SES schools, which is closely related to the pedagogic code of strong classification and frame vs weak classification and weak frame, are critical to rural teacher recruitment and retention, one of the key problems of rural teachers.

Presentation

--Individual Paper--

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

Abstract

Inclusion is a buzzword in education policies and institutional practices across the globe. In this paper, we discuss research work and practices in schools and local communities in Queensland, Australia and Wales, United Kingdom oriented towards 'radical' inclusion. The phrase 'radical inclusion' arose from conversations with practitioners. It signifies something more than the phrase inclusion, where the latter equates to tolerating rather than fully recognising the complexity of difference and diversity in schools serving high poverty communities. We ask: what if the 'norm' or 'normal' in the category school student, includes students experiencing complex trauma and associated high levels of anxieties, subjectivities constituted by historical, structural conditions of global capitalism and the rise of the precariat class? How should research and practitioners work together towards racial inclusion in these communities? In this paper, we elaborate on various research projects undertaken in co-designing curriculum and pedagogy, as well as other innovations to achieve radical inclusion. Our definition of radical inclusion builds on the work of scholars questioning: (1) the purposes of education and (2) pedagogic rights and democracy.

Presentation

--Individual Paper--

754 -

Children's Rights in Global Citizenship Education

Nandini Dutta

Griffith University, Brisbane, Australia

Abstract

This paper presents a review of the literature on teaching about children's rights through Global Citizenship Education (GCE). To explore the issues surrounding teaching about children's rights through GCE, I examine how the discourses around GCE might have influenced the GCE curriculum and how these discourses are translated into schooling policies and classroom practices. A number of papers have been identified for detailed review. These papers were categorised as follows: children's rights as defined in national and international discourses around GCE; factors influencing GCE curriculum and pedagogy; children's rights through transformative pedagogy. The major concept emerge in the literature is that approaches to GCE varies, depending on the levels of engagement with power issues, critical thinking and how the concept of culpability is interpreted through GCE. It reveals as the profile of 21st century learners have changed, there is a need to shift conceptualisations of knowledge, learning and identities in education for contemporary 21st century societies. But, the difference in approaches to GCE exerts a significant influence on GCE curriculum (what is to be taught) and pedagogical strategies (how is to be taught). Bernstein's theory of pedagogic discourse, pedagogic rights, recontextualization and pedagogic practice is useful for thinking about the themes which have emerged from the literature. Bernsteinian concepts provide a valuable tool to understand how the power and control relations regulate the process of production, reproduction, transmission and acquisition of the knowledge about children' rights through GCE.

As children learn to explore their own needs and needs of others through GCE, they learn to reflect on what and who help them to lead safe and comfortable lives. Children develop awareness of their rights and access to rights that children in other countries may have. My study is important as it examines how the knowledge of children rights are being produced and reproduced in primary schooling context. As children begin to develop an understanding of empathy and fairness from a very early age, a pedagogical approach that would encourage children to understand and articulate their thinking around issues of differences around the world is needed. This would provide a starting point for these young children to develop a more complex and critical global understanding, to take responsibility for their own decisions and actions as they progress in the context of further education.

Presentation

--Other--

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

Abstract

In the UNESCO Observatory of Arts Education, University of Melbourne is a purpose built, multi-award winning, multi-disciplinary arts education studio called *studioFive*. Here I practice alongside becoming secondary art and design teachers as they develop their pedagogical knowledge through doing, knowing and being. With each new cohort of becoming teachers we recruit new participants of graduates to join our TAP professional learning community (PLC). As a PLC, we mentor our practitioner early career artist-teachers in a variety of ways to support their first years in schools post-graduation.

This practice informed research is a living inquiry; a PLC of practitioner educators who are united by a belief in practice-led pedagogy, praxis and sustainable interdisciplinary education. Our research is supportive of the belief that practice matters and that by TAPping into practice we can ensure that art and design education is reflective of the Seoul Agenda (Goals for development of Arts Education, Seoul, 2010) aspirations to create opportunities for:

- the teaching research nexus,
- sustainable, emerging and innovative solutions to teaching, learning and research in the arts, and
- inclusive and diverse approaches to informal and formal learning in the arts.

This paper will explore the TAP inquiry in *studioFive* and explore the ways that co-designing and co-creating contextual learning offers opportunities for knowing and being for life as an artist-teacher now and into the future.

Presentation

--Individual Paper--

733 -

Practitioners as dataworkers

Ethel Villafranca, Sarah Healy

University of Melbourne , Melbourne, Australia

Abstract

Villafranca and Healy extend TAPs practitioner focus to its role in data visualisation and analysis, providing evidence of the ways arts production builds comprehensive knowledge about complex issues within education. Villafranca showcases how her curatorial practice is enacted in her datawork using stop-motion animation and Healy showcases a digital da(r)tafact from an arts-based engagement with empirical material. Villafranca and Healy then briefly reflect on how their respective professional practices not only inform their research but also strengthens it in a range of ways.

Presentation

--Individual Paper--

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

Abstract

As a longitudinal study, the Teacher as Practitioner (TAP) project is gathering evidence about how practice-based interventions might improve early career teachers' retention and perceptions of teaching quality. This paper specifically reports on the latent structural modelling that determined the relationship between three key variables measured by the project: a desire to practice, perceptions of teaching quality and teaching as a career. The model was derived using a sub-sample of 340 TAP participants who are primarily employed as teachers, with most of the sample comprising of visual arts teachers. The best fitting model showed the TAP intervention, a discipline-based practice-focused intervention, is a mediating factor on perceptions of teacher quality and teaching as a career. The model begins to build empirical evidence that maintaining discipline practice after initial teacher education supports early career teacher quality.

Presentation

--Individual Paper--

Technology and Learning

Technology and Learning

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: E151

932

Theorising from Scratch: Technology-based Interpreter Education in Vietnam

Linh Nguyen^{1,2}, Hoang Do²

¹Monash University, Clayton, Australia. ²Vietnam National University, Ha Noi, Vietnam

Abstract

Conference interpreting is a newly-emerged profession in Vietnam as the country has thrived to integrate itself into the global playing field, and neoliberal flows have changed the nature of the domestic market and conceptualisation of employability skills. Such phenomena have given rise to international events and communication that require qualified interpreters working in Vietnamese and other languages. Interpreter education is on demand in the national context, but it faces the challenges of under-developed training programmes, and under-theorisation of pedagogy and practices.

This paper gives a historical account of interpreter education in Vietnam, mostly focusing on technology-aided conference interpreting since the early 1990s to date. It then provides the authors' critical reflections on localising European technology-based pedagogy of interpreter education in Vietnamese technologically under-facilitated universities. From a sociological perspective, the authors base themselves on Pierre Bourdieu's practice theory, particularly habitus and field, to analyse individual and contextual influences on interpreter training programmes that they have designed for undergraduates at a well-established university in Vietnam. They examine related technical conditions from supporting software to customised devices for teaching, learning and assessment. They take a closer look at the agency of academic staff in the process of curriculum design, social aspects of technology, and the inter-relation between technology and pedagogy.

In so doing, the authors reveal challenges of theorising from scratch when little prior research into technology uses in Vietnamese interpreter education has been found, and tensions arisen when standards-based reform has been explicitly promoted in the national education system. It may be problematic to impose standards-based requirements on an infant subject area of interpreter education, of which the paradigm, conceptual framework and curriculum design have been more experiential and anecdotal rather than systematic and theoretically informed.

Given such challenges and tensions, it is argued that academics' habitus and agency play a crucial role in designing and delivering interpreter training programmes. Interpreter educators need to be mindful of their institutional conditions to decide appropriate degrees of technology uses. More importantly, with their pedagogical understanding, they need to contribute more to theorising their field, and speaking back to their institutional and national narratives in order to accommodate more technologically favourable conditions for interpreter education. The paper concludes by projecting some pedagogical constants in the age of rapid technological advancement.

Presentation

--Individual Paper--

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. Leppänen²

¹Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. ²University of Jyväskylä, Jyväskylä, Finland

Abstract

Due to the increasing complexity of everyday life, collaborative problem solving (CPS) as a discipline-free skill, is frequently mentioned as one of the key-competencies for 21st-century learners to be mastered. This paper presents a multimodal method how to better understand CPS and particularly, the establishment and the role of joint attention during CPS in dyadic interaction in remote setting. In CPS, the acquisition of joint attention is seen critical since it is seen to form the foundation of interaction predicting productive collaboration. However, in spite of increasing interest in joint attention, no unified definition exists for what is considered as an adequate account of joint attention. It is argued here that to merely focus on gaze following in dyads is not enough; it is only through communication and sharing of attention what makes joint attention joint instead of parallel. How we may, then, better understand and examine gaze as “social” and how a participant’s gaze operates in social interaction? In the current paper, CPS processes in dyads are examined in a dual-space online assessment environment (ATC21S, www.atc21s.org). The environment comprises of a game-like visual space for overt actions (i.e. moving objects), combined with a free-form chat interface. This remote, human-to-human interaction context is challenging as it lacks a fully predefined structure for joint activity. Accordingly, in productive CPS, it is expected that a well-performing dyad would organize their efforts in serial sequences of chat and actions, comprising of initiating and responsive activities. To capture these sequences and their actual meaning, this explorative study applied a multimodal method that amalgamated synchronized gaze data evidence in dyads with log stream data (i.e. chat and actions) from the environment. Next, these data were combined with cued retrospective reporting (CRR) interviews, cued with the gaze data recorded during CPS and, were qualitatively analyzed for correspondence. In line with previous research in face-to-face setting, also the “when” question (the timing question of gaze) was a critical indicator here if compared to “where” question of gaze in social interaction. That is, the “correct” timing of gaze was essential

for understanding and joint attention to occur. Also, as interactions are not continuously in lock step, how difficulties arise in social interaction and how participants were orientated towards repairing the break-downs, were essential in understanding productive CPS. In the presentation, the analysis on CPS processes, based on the immediate measures of interaction, their orderings and relations are discussed.

Presentation

--Individual Paper--

922

Embracing the disruptive potential of Blockchain Technologies in education

Mark Rahimi

Deakin University, Melbourne, Australia

Abstract

Recently, there has been a revival of interest in applying blockchain technologies in many areas including law, transportation and health. Known as a type of General Purpose Technologies, blockchain technologies are anticipated to have a Global spread Impact bigger than the Internet (Hutchinson, 2018) within a few years. By getting familiar with blockchain technologies, the education community will be more prepared to appropriately apply the blockchain in education. At the same time, we can avoid the countervailing tendencies, which could lead to greater inequality, at the time when these new technologies are reaching out to education.

This workshop provides a discussion on the basics of blockchain technologies and how education can properly embrace a technology that is characterised by transparency, decentralisation, immutability, enhanced security and consensus. In particular, this workshop aims at considering how blockchain technologies can be used as a driver of change that reshapes the ways individuals, institutions and sectors interact in education.

The workshop is consisted of an introduction in the form of presentation, a set of simple group activities and a collaborative conclusion. The first part of the workshop outlines how blockchains work. In order to provide a common working ground, the introduction starts with a brief

overview of the initiation of blockchain development, recent advances and the applications of the blockchains.

In the second part, the workshop continues with a set of simple activities on the operation of blockchain technologies without overwhelming the participants with technical details. The discussion will further expand on reviewing the application of blockchain technologies in education by holding global, sectoral and institutional perspectives in relation to various topics, including human resource management, finance, MOOCs, credentials, expenses of education and management of talent.

At the end, the participants will collaborate to put together their concluding points on the disruptive potential of blockchain technologies in education.

Presentation

60 minutes

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

Abstract

Over the past 15 years, research has highlighted systemic and professional barriers to teachers using and conducting educational research in their classrooms. This finding has been noted across international contexts including Canada (Lysenko, Abrami, Bernard, Dagenais, & Janosz, 2014) the UK (Evans, 2017), Turkey (Beycioglu, Ozer, & Ugurlu, 2010) and Greece (Papasotiriou & Hannan, 2006). Barriers are identified as variously relating to contextual factors (e.g. school and system expectations and support) and individual factors (e.g. personal orientations toward research and professional confidence in one's capacity to interpret and conduct research).

Over the same period, school teachers in Australia and elsewhere have been subjected to increasing expectations, on the part of policy makers and system leaders, to engage with educational research and data so as to advance 'evidence-based' and 'evidence-informed' practice (Furlong, Menter, Munn, Whitty, Hallgarten & Johnson, 2014).

This paper reports on a mixed-methods study designed to shed light on Australian teachers' engagement with educational research and data. Semi-structured in-depth interviews were conducted with 20 primary and secondary teachers located in five states and territories and used iteratively to inform a questionnaire comprising both quantitative and qualitative dimensions, distributed via social media to primary and secondary teachers and responded to by 524 participants. Here we present an analysis of quantitative data, using factor analysis and regression techniques to develop a model that explains teachers' orientations to research and data. We sit this quantitative analysis alongside qualitative interview and survey data to highlight enabling and constraining conditions for teacher engagement, as well as associated professional learning and development pathways to support critical, informed engagement into the future.

References

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Papasotiriou, C., & Hannan, A. (2006). The impact of education research on teaching: the perceptions of Greek primary school teachers. *Teacher Development*, 10(3), 361-377.

Presentation

--Individual Paper--

164 -

Research and teacher education in England: barriers to building capacity

Clare Brooks

UCL Institute of Education, London, United Kingdom

Abstract

This paper explores the role of research in initial teacher education building on the four ways in which research can make a difference to teacher education as outlined in the BERA/RSA report (2014). Through a systematic literature review of research reports and policy documents, this paper argues that the current context and climate of teacher education in England precludes any of these approaches to be fully enacted in a meaningful way. The findings are of international significance as the challenges facing teacher education in England, although a highly regulated context, are indicative of reforms happening globally (see Ellis et al 2019).

The first and second principles, that the content of teacher education programmes should be informed by research-based knowledge and scholarship, emanating from a range of academic disciplines and epistemological traditions, and that research can be used to inform the design and structure of teacher education programmes, has been over-ridden by two dominant influences on which knowledge(s) feature in initial teacher education programmes. One approach, illustrated through a survey issued by Ofsted, the English inspectorate, indicates a preference for certain types of knowledge around teacher education derived from an ideological framing and particular conceptions of research; and another, the construction of an initial teacher training curriculum by the Department for Education seeks to determine and control the knowledge about teaching that new teachers encounter on their programmes, and to influence the ways in which those programmes are designed and constructed.

The third and fourth principles focus on teachers and teacher educators being equipped to engage *with* and be discerning consumers *of* research, and to be equipped to conduct their own research into practice. Both principles are similarly undermined by trends to remove teacher education from the academy. Such a move has a direct effect on teacher educators (and indirectly then onto teachers) by actively removing them from the primary source of research engagement, production and verification. Here evidence is taken from reviews of the changing working conditions of teacher educators to show how systematically (through changes to contracts and job descriptions) and practically teacher educators are denied the opportunity to be research active in this way.

Finally, the paper concludes by exploring alternative approaches to research in teacher education and how the vision outlined in the BERA/RSA reports could become a reality within the current climate and context.

Presentation

--Individual Paper--

304 -

Paper 4: Teacher engaged research in a performative era: English case studies

Antonina Tereshchenko, Martin Mills

UCL, London, United Kingdom

Abstract

England suffers from a significant problem with teacher retention. This crisis has been attributed to a number of factors. However, key contributors have been the de-professionalization and increasing intensification of teachers' work, especially in relation to performative demands. This paper examines the place of teacher-engaged research in this context. Whilst calls to increase opportunities for teachers to engage with research have the potential to contribute to a re-professionalisation of teachers' labour, they may also contribute to the intensification of workload. In this paper we will argue that in schools where teachers engage in collaborative action research projects as a vehicle for professional development commitments to a school are developed, feelings of being overwhelmed are eased, especially for early career teachers (Ado, 2013), and some of the conditions which contribute to poor retention can be addressed.

This paper reports on research conducted in three different case study sites: a school with designated teacher-researcher positions, a school sponsored by a university where there is a commitment to research; and a loose network of schools where research is coordinated by a key teacher. Through interviews with key personnel in each school we compare and contrast these three different approaches. In particular we consider the ways in which teacher engaged research in these sites is seen as a pathway for professional knowledge building (Cochran-Smith & Lytle, 1993), teacher professional learning and development (Groundwater-Smith & Mockler, 2009), professional renewal (Sachs, 1997), professional, personal and political transformation (Noffke, 1997), and broader democratic and transformational possibilities for schools and teachers (Zipin & Hattam, 2009). We also explore the ways in which the different approaches either address or contribute to the intensification of teachers' work. Consideration is also given to what constitutes research in these sites.

Our conclusions indicate that whilst teacher research activity (as either consumers or producers) is regarded as a critical component of school life, and something that benefits schools and students, it has to be managed appropriately. Consideration has to be given to diverse factors such as: workloads, appropriate professional development, time, who decides on research questions, the development of a research informed culture, research literacy, and scholarly partnerships.

Presentation

--Individual Paper--

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 Hardman¹

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

Abstract

Paper 1. Title: Research engagement as evidence of the self-improving system? A national survey of teachers' engagement with research activities in England

The issue of teachers' engagement with research has become highly topical. Interest has been driven by the datafication of schooling and the inclusion of research considerations in teacher

proficiency frameworks in many locations. For example, teacher research engagement has been explored by national associations concerned with educational research in the UK and Australia. In the UK the importance of teachers' research literacy for building a self-improving education system was highlighted in an influential joint report by the British Education Research Association (BERA) and the Royal Society for the Arts (RSA) in 2014 (Furlong et al., 2014). It was argued that research engagement should be integrated into the professional life of teachers across their careers. In Australia an alliance between ATEA/AARE/ACDE produced a report (White et al., 2018) that highlighted concerns by teachers, education policy makers and education academics that there was a dominant trend to view research in schools in extremely narrow and instrumentalist ways with a focus on systemic data such as absenteeism and student performance on standardized tests. This paper is derived from a project that draws on the findings of such research.

The paper reports on a national survey in England conducted as a partnership between the Centre for Teachers and Teaching Research (UCL) and the Chartered College of Teaching (the professional body of teachers in England). The survey sought to determine the extent to which teachers are engaging with research and in what ways, as well as the barriers to research use for those teachers not currently engaged. We will report on the range of research activities engaged in by teachers and the reasons they present for this. We will additionally report on what teachers find harder and easier about research engagement and reflect on the ways in which the academic community could facilitate and support engagement. Considering teachers as researchers, we will explore how teachers engage with research practices and how they share their findings. We will also explore the emerging phenomenon of the school 'research lead'.

We will draw conclusions about the state of teaching as a research-engaged profession and whether we are seeing signs of research contributing to the self-improving system.

Presentation

--Individual Paper--

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

Abstract

Load reduction instruction (LRI) has been proposed as an instructional approach by teachers aimed at managing the cognitive burden on students in the early phases of learning—and incorporating independent and autonomous learning as students build fluency and automaticity in skill and knowledge. A major principle of LRI is that students are at first novices in academic skill and subject matter and a structured and explicit approach to instruction reducing cognitive load is important at this stage. Then, as fluency and automaticity develop, LRI emphasizes the importance of guided discovery learning in order to sustain students' motivation, engagement, and achievement. Thus, in the early stages of learning, LRI typically encompasses explicit and direct instruction, and as expertise develops it also encompasses guided discovery. LRI is hypothesized to comprise five factors: reduce difficulty, support and scaffold, practice, feedback-feedforward, and guided autonomy. In this presentation we summarise findings from two studies investigating LRI and its role in students' motivation, engagement, and achievement. In Study 1, among a sample of 393 high school students from 40 classrooms, we assessed the validity of the Load Reduction Instruction Scale (LRIS), an instrument developed to assess LRI. Findings showed that the LRI factors were normally distributed and reliable and confirmatory factor analysis (CFA) supported its factor structure. Intra-class correlations confirmed the hypothesized class-to-class variability in LRIS scores and multilevel CFA indicated sound factors at student (level 1) and classroom (level 2) levels. Study 2 was a longitudinal follow-up to Study 1, examining the association between LRI and students' motivation, engagement, and achievement. Results indicated that load reduction instruction predicted motivation, engagement, and achievement, both at student and classroom levels, after accounting for prior variance in motivation, engagement, and achievement, and controlling for age, gender, and socio-economic status. The findings are discussed in terms of effective teaching and instructional strategies—

including those strategies that seek to gain the optimal balance between explicit instruction and guided discovery learning.

Presentation

--Individual Paper--

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

Abstract

Self-determination theory (SDT; Ryan & Deci, 2000) has identified three basic psychological needs that, when met, support students' adaptive functioning: autonomy, competence, and relatedness. Extant research has examined the factors that meet these needs in classroom settings (e.g., Jang et al., 2013). By and large, this research has focused on teaching practices that promote autonomy (Reeves, 2009); however, more attention is being paid to the role of structure (Jang et al., 2010) and how it supports students' need for competence. As such, there have been calls for more integrative approaches. Recently, Aelterman and colleagues (2018) developed the circumplex model to examine the dimensions of teaching practices that are likely to meet all three basic needs in the classroom and, in turn, support high quality motivation (e.g., self-efficacy) and academic outcomes (e.g., engagement, achievement). The model presents two broad dimensions that inform teacher practice: needs support and teaching directiveness (also referred to as structure). Needs support refers to the ways in which teachers communicate support for students' needs and teaching directiveness refers to the methods that teachers use to provide clarity and organisation in the classroom (Vansteenkiste et al., 2019). Aelterman and colleagues (2018) demonstrated that teaching styles characterised by high needs support or high directiveness were the most positively associated with student motivation. While this research demonstrates the unique effects of these teaching styles, there is also a need to examine the interaction, or additive, effects of needs support and structure. It is likely that teachers who are able to teach in a style that provides needs support and structure will be better positioned to support students' adaptive motivation (e.g., self-efficacy) and outcomes (e.g., engagement, achievement). Using the 2015 Australian PISA sample ($N = 14,530$ secondary school students), the present investigation examined (a) the extent to which needs support and teaching

directiveness predicted students' self-efficacy, engagement, and achievement in science and (b) if significant additive effects between needs support and teaching directiveness predicted self-efficacy, engagement, and achievement in science. Structural equation modelling was used. Findings demonstrated that needs support significantly predicted self-efficacy and engagement; teaching directiveness significantly predicted self-efficacy and achievement. Additionally, significant additive effects were found for students' self-efficacy and achievement, such that students who experienced higher needs support and teaching directiveness had significantly higher outcomes. Taken together this suggests that the provision of needs support and teaching directiveness are critical to supporting adaptive student outcomes in science.

Presentation

--Individual Paper--

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

Abstract

Our study's aims were to identify profiles of demands and resources experienced by teachers, and then to explore the extent to which distinct profiles are associated with meaningful differences in workplace outcomes. We also investigated school-level profiles by identifying the proportion of teacher profiles evident in different school types. We harnessed job demands-resources theory (Demerouti et al., 2001), which establishes the role of job demands (that hinder well-being), job resources (that support well-being), and personal resources (that support well-being). Two job demands (barriers to professional learning and student misbehavior), two job resources (teacher collaboration and input in decision-making), and one personal resource (feeling prepared to teach) were investigated.

Participants included teachers who participated in the OECD's TALIS 2013 survey from Australia ($n = 6,670$ teachers from 369 schools). Latent profile analysis (LPA) revealed four teacher profiles: the flourisher (low job demands, high job and personal resources), the persister (high job demands, low job resources, high personal resource), the copier (above average job demands, below average job resources, low personal resource), and the struggler (high job

demands, low job and personal resources). We next examined the extent to which profile membership predicts teacher well-being (job satisfaction) and motivation (occupational commitment). Results showed that the flourisher evinced the highest job satisfaction and commitment, whereas the persister evinced the lowest outcomes. In phase two, we extended the teacher-level findings to identify school-level profiles using multi-level LPA, which reveals types of schools characterized by different proportions of the teacher profiles. A 2 profile school-level solution was appropriate revealing an unsupportive school profile (largely characterized by high levels of copers) and a supportive school profile (largely characterized by high levels of flourishers). Membership in the supportive school profile was positively associated with greater school-average job satisfaction and occupational commitment. Taken together, the findings have important implications for understanding how demands and resources typically align among major subgroups of teachers and schools. The findings also yield knowledge about how such profiles are implicated in teachers' wellbeing and motivation outcomes.

Presentation

--Individual Paper--

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

Abstract

Teacher attrition and retention have emerged as issues of considerable concern for the teaching profession, both in Australia and in other developed countries (Weldon, 2018). The vast bulk of prior research has tended to focus on teachers' negative experiences of the workplace (e.g., stress, burnout; Chang, 2009). Fewer studies have sought to understand the personal and organisational factors that promote positive workplace experiences for teachers. A growing body of research suggests that the Job Demands-Resources (JD-R) model (Demerouti et al., 2001), may be a useful framework through which teachers' positive workplace processes may be conceptualised. The JD-R model suggests that the characteristics of work environments – job/personal resources and job demands – can act to facilitate a motivational process or a health impairment process, respectively (Xanthopoulou et al., 2007). Although the JD-R model has been examined among samples of teachers (e.g., Collie & Martin, 2017), there are gaps in our

understanding of the processes underlying a range of occupational and personal outcomes, particularly among Australian teachers. Hence, the present investigation harnessed the JD-R framework to consider the interactions between job demands, job resources, and personal resources identified as salient to Australian teachers, and examined their role in facilitating burnout, engagement, and occupational outcomes. In this study, 487 primary school teachers from independent and public primary schools across NSW were recruited. Structural equation modelling was used to examine the relationships between job demands (role conflict), job resources (professional development usefulness and teacher collaboration), personal resources (adaptability and self-efficacy), emotional exhaustion, engagement and organisational outcomes (organisational commitment and turnover intentions). Findings indicated a strong and positive relationship between professional development usefulness and organizational commitment. Conversely, role conflict was associated with decreased organizational commitment, higher turnover intentions, and high levels of emotional exhaustion. Unique relationships existed between each of the personal resources and the substantive outcomes; while self-efficacy was found to be the most significant predictor of behavioural engagement, adaptability had a direct and positive link with organisational commitment, and direct and negative relationship with emotional exhaustion. Taken together, the findings indicate that teachers who are able to access ample job resources are more likely to report positive workplace experiences, while teachers experiencing high levels of job demands are more likely to report poor wellbeing. This study contributes to the extant literature by demonstrating that the resources and demands teachers are exposed to can play differential roles in predicting motivational and occupational outcomes.

Presentation

30 minutes

Schools and Education Systems

Schools and Education Systems

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: E257

43 - Gonski Institute for Education Research Initiatives: Equity and Equality in Australian Schools

**425 -
Fair Play for Engagement and Equity in Schools**

Pasi Sahlberg

UNSW Sydney, Sydney, Australia

Abstract

This paper will be presented during the Gonski Institute for Education symposium: *Gonski Institute for Education Research Initiatives: Equity and Equality in Australian Schools*

The Fair Play Project that is supported by Lego Education seeks to garner insights into the role that unstructured play can have in promoting the skills and qualities that children need to do well in the classroom. In particular, the focus is on play as a medium for promoting equity in education. This research seeks to build upon existing knowledge by determining exactly to what extent unstructured play promotes the skills and attributes that children need to break the cycle of disadvantage and thrive in the 21st century.

This project addresses one of the prevailing issues regarding educational inequity; children from disadvantaged backgrounds participate less in traditional classrooms; they are less engaged and this disengagement can have a negative impact upon their futures. We predict that for disadvantaged children, exposure to unstructured play will set them upon an upward trajectory – giving them the skills they need to thrive at school alongside their more privileged peers. This research:

- Investigates how an open space and opportunity for play triggers children's curiosity and creativity.
- Explores how primary school aged children gain the knowledge and skills needed in designing, creating, managing and coordinating their activities in free-play environments;

Determines how the knowledge, skills, behaviours and achievements of children from disadvantaged circumstances, particularly children who have limited access to toys at home, are affected by greater access to unstructured play.

Presentation

--Other--

426 - Growing Up Digital Australia

Pasi Sahlberg

UNSW Sydney, Sydney, Australia

Abstract

Growing Up Digital Australia is a ground-breaking research project designed to find out how digital devices change how young people in Australia spend time, relate to one another, and behave in schools. The Gonski Institute for Education has joined researchers from Harvard Medical School and the University of Alberta, who have already undertaken phase 1 of the research in Alberta, Canada. This research paper explains the methodology and large-scale survey instruments that are used in the first two phases of this project.

The Australian findings that are comparable to those found in Canada will help policy makers and education system leaders ensure that the most vulnerable children are shielded from the negative effects of digital technologies. The insights will also help policymakers to understand how these technologies can be leveraged to promote equity. This research is vital to better understanding how outside-the-school-gate factors impact students' educational success and harness the strengths of disadvantaged communities to implement more culturally responsive systems. The outcomes will also prepare and develop school leaders to lead for equity in their own contexts.

Presentation

--Other--

437 - Beliefs and Attitudes about Educational Equity in Australia

Jung-Sook Lee, Jihyun Lee

UNSW, Sydney, Australia

Abstract

This study aims to uncover the beliefs and attitudes about educational equity held by the Australian public. The main questions to be addressed include: 1) what is Australian public's understanding of equity in education?; 2) whether Australian people regard educational equity as an important goal in education?; and 3) what do they view as appropriate approaches to promote educational equity in Australia?

Although it is generally believed that students with different backgrounds (e.g., family SES, gender) should have equal opportunities in education, there has not been a consensus in the meaning of equal educational opportunities (Zalta et al., 2017). Countries adopt different approaches to address educational equity (PISA, 2018), and there is a substantial amount of disagreement among people within a country about the ways to design, implement, and promote policies around this issue. Any decisions made by the government would need public support. In this regard, the public's opinions about educational equity needs to be sufficiently understood before any policy measures are developed and advocated. In the current state of education research, there is a scarcity about the public opinions about educational equity.

This study has two phases. A phase 1 survey with open-ended questions will be used to draw responses from individuals who are likely to have some level of knowledge about a broad range of social and educational issues in Australia. Utilizing a convenient sampling, UNSW staff (target sample size = 30) will be invited to the phase 1 survey. A phase 2 survey will be administered to the general public to gather a broad range of views on educational equity. The phase 2 survey will include: 1) close-ended questions that are constructed based on the phase 1 survey outcome and literature review; and 2) open-ended questions. The phase 2 survey will invite a representative sample of the NSW adults who are aged 18 years or over (target sample size = 600).

The findings of this study will provide an initial understanding of the beliefs and attitudes about educational equity held by the Australian public. The outcomes will be used for further refinement of the survey questionnaire to be used to broader audiences nationally and internationally. It is also hoped that the outcome of this study would be utilized by policy makers in improving their understanding of the Australian views of educational equity, and developing the initiatives and approaches suitable for the Australian education system.

Presentation

--Other--

566 -

Equitable Access to High Quality Early Childhood Education

Jennifer Skattebol, Megan Blaxland, Elizabeth Adamson

University of NSW, Sydney, Australia

Abstract

While, the benefits of high quality ECEC are both well documented and well understood, high quality provision does not reach all the children it should. Nearly 40% percent of Indigenous children and 35 percent of children living in low-income areas do not attend ECEC (O'Connor, 2016) and do not accrue the advantages that a high quality ECEC experience offers. The Council of Australian Government 2008 plan to ensure all children have access to 15 hours of preschool in the year before school has seen increasing numbers of children utilising Early Childhood Education and Care (ECEC) services. The persistent minority of children who still do not access ECEC are likely to live in disadvantaged regional and urban contexts where there is little high quality ECEC provided. While we have some overarching understandings about how to structure ECEC services so they are easier to use for families facing adversities (Kellard and Paddon, 2016; Bowes et al, 2011), these understandings are either highly localised or abstract. We need to know more about the service offerings that can attract families who find services hard to use in the current policy climate.

This paper presents findings from a Delphi study with Australian ECEC policy makers and service providers. The Delphi technique attempts to address “what could or should be” in through an iterative communication process aimed at conducting detailed examinations and discussions of a specific issue, in this case, equitable access to high quality ECEC. This Delphi study involved 15-20 participants in an open-ended questionnaire about the policy and service elements that support families to use services. This was synthesised for a subsequent round of data collection aimed at building a consensus of ideas about productive directions in policy and practice. The Delphi method targeted experts with knowledge in delivering exceptional ECEC to communities that experience disadvantage. By investigating service delivery in communities where there are better than expected (‘off-diagonal’) patterns of service use, this project presents new evidence effective ECEC initiatives in different contexts of local area disadvantage. This evidence is crucial for building sector capacity to work with children from disadvantaged

contexts and for developing new policies that better facilitate the participation of all children in ECEC.

This project was supported by the Gonksi Institute for Education, UNSW Australia, in partnership with Early Childhood Australia, Early Learning and Care Council of Australia, Front Project and KU Children's services.

Presentation

--Individual Paper--

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 Sumsion³, Felicity McArdle⁴, Paul Shield⁴

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

Abstract

This critical literature review (Grant & Booth, 2009) examines the development of the concept of Intentional Teaching (IT) in the early years and evaluates research undertaken relating to IT between 2000-2019. The concept is relevant in Australia because IT is used in *Belonging being and becoming: The early years learning framework for Australia*(EYLF) (Commonwealth of Australia, 2009). The EYLF is the mandated document for all early settings in Australia catering for children from birth to the age of five. In this document Intentional Teaching is described as: "... educators being deliberate, purposeful and thoughtful in their decisions and actions" (p. 48).

This presentation discusses the aims of the critical literature review, the methodological approach adopted, and some preliminary findings.

The methodology is consistent with the process outlined by Grant and Booth (2009) and involved Searching, Appraisal, Synthesis and Analysis (SALSA). As outlined by these authors, the purpose of the initial scoping search was to identify the most significant items in the international field related to IT in early childhood education. The appraisal of items sourced in this type of review utilises less formal quality assessment than found in other types of reviews, and instead, attempts to evaluate each item according to its contribution. The synthesis of the literature follows a narrative style and the analysis seeks to identify the conceptual contribution of the items included to the topic of IT in the early years. The aim of the analytic process is to elaborate and expand current conceptualisations of IT in the early years. Methodologically, four broad analytic categories informed both the synthesis and analysis of the literature. These categories emerged from the review of the literature and are: Conceptual; General pedagogical strategies; Learning Area; and Micro analytical research. The synthesis and analysis focus on four key features of the research into IT in the early years: changes over time; country of origin; theoretical perspective, research intent and methodology used.

Presentation

--Individual Paper--

701

The paradox of children's play with technologies and educators' provision fo these devices

Jo Bird

University of New England, Armidale, Australia

Abstract

Digital technologies have increased not only in society but also within early childhood settings. The provision of devices differ between settings and ranges from limited to well embedded, with centres deciding how much time children can spend on various technologies. Research around the types of technologies educators provide for children's use is also increasing. What is missing from the current literature is how children engage with devices in play-based settings. I aimed to

address this gap in the literature, by exploring how children engage with both working and imaginative technologies in their play and the educator's provision of the various devices. The study was conducted in two kindergartens in Melbourne, Australia. I remained at each centre for 12 weeks, observing and video recording children's imaginative play with technologies, and interacting with the educators to understand their provision of the devices. Using the Imaginative Affordance Framework, that I developed during my Doctorate, I analysed the data collected and determined findings. I presented the findings as six paradoxes that explained what was occurring in the research centres. These were: working technologies versus non-working technologies; solitary individuals working with devices versus groups of children on devices; play-based, child centred programmes versus adult controlled programmes; nature discourse versus technologies as not natural; traditional kindergarten activities versus newer technological activities; and, children learning to navigate the rules pertaining to working technologies versus their desire to play according to their own volition. I concluded my thesis with suggested professional learning opportunities, future research and implications for policymakers.

Presentation

--Individual Paper--

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

Abstract

Universities play a vital role in supporting communities to create a better future for young children. In Australian initial teacher education, accreditation requirements place a priority on school-university partnerships that enable not only professional experience, but also contribute to course design, assessment of readiness to teach and impact on student learning. This study is an examination of the impact of preschool-university partnerships on young children's literacy learning and pre-service teachers' skills and confidence in teaching.

With the aim of building meaningful partnerships within the local community, academics at a newly established university campus connected with a local childcare and kindergarten. Together, the university academics and preschool teacher developed a plan to combine their literacy programs with the aim of supporting both the preschoolers' and the pre-service teachers' skills and confidence in literacy learning and teaching. Over the semester, preschoolers and their teachers intend to visit the university on a regular basis for reading, story telling and play based literacy experiences that will be planned and implemented by pre-service teachers enrolled in an early childhood literacy subject.

The research will adopt an interpretivist approach and use multiple methods of data collection over a 12-week period. Data will be collected through children's art, observations and reflective journals maintained by preschool and university teachers.

This presentation will report on the design and implementation of the research and any findings to date. The study contributes to our understanding of how university-preschool partnerships impact on literacy learning experiences for preschoolers and pre-service teachers. It is also expected that the study will provide opportunities for the university and pre-service teachers to expand their community engagement within the local area and beyond.

Presentation

--Individual Paper--

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

Abstract

Research has consistently established the positive impact of sharing books on the literacy and learning of young children. Frequent book sharing and reading opportunities have a significant impact on children's long term educational gains through contributing to the development of

important literacy skills, including children's oral language development and early reading skills, as well as impacting on their future reading proficiency. In addition, and supported by the attention given to early literacy in the Early Years Learning Framework, literacy is essential to successful engagement and participation in society. Thus, book sharing as a contributor to these literacy skills plays an important role in enabling children to reach their potential.

Other research asserts that while the timing and frequency of shared reading is important, the quality of the educator practice in these experiences may be even more so. Research also demonstrates that to ensure book sharing improves outcomes for children, educators need to go beyond the reading of the text and stimulate "rich, literal and inferential extra textual conversations" (Zucker et al., 2010).

This paper reports on a larger study which investigated the factors and relationships influencing the use of children's literature to support principles relating to cultural diversity in the kindergarten rooms of long day care centres.

This study was conducted within an ontological perspective of constructivism and an epistemological perspective of interpretivism, informed by sociocultural theory. A mixed methods approach was adopted and convergent design was employed to synthesise the qualitative and quantitative data and interpret significant relationships and their meanings. Twenty four educators and 110 children from four long day care centres in Western Australia participated. Data were collected through semi-structured interviews, video-based observations, field notes, document analysis and a book audit.

Analysis of 148 video-recorded book sharing sessions suggest that the practice of book sharing varies considerably in both quality and quantity among kindergartens in child care settings with implications for the outcomes of all children. In particular, children from disadvantaged backgrounds are at risk of not achieving the well-known benefits of book sharing due to an absence of quality educator practice and opportunities for positive engagement in book sharing.

These findings have implications for all children and early childhood educators as well as policy makers, early childhood organisations, and those who provide higher education and training for early childhood educators.

Presentation

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: E259

13

Research on Indigenous experience: Listening with more than the ears

Richard Light¹, John R Evans²

¹University of Canterbury, Christchurch, New Zealand. ²University of Technology, Sydney, Australia

Abstract

This presentation reflects on the use of a combined narrative inquiry and constructivist, grounded theory methodology in a study on the development of expertise in Australian Indigenous athletes as a process of learning. It reports on a three-year ARC funded study that inquired into Indigenous AFL and NRL players development of expertise as a process of culturally situated learning and was conducted by an Indigenous and non-Indigenous researcher. The study used a combined narrative inquiry and constructivist grounded theory methodology to identify the central importance of Indigenous culture for learning expertise and transitioning into professional sport.

Complementing the importance of telling stories in Aboriginal culture, the study was guided by the Indigenous cultural concept of Dadirri. Dadirri emphasises deep listening and understanding, requires empathy, sensitivity and openness on the part of the researcher and made a significant contribution to the nature of the data generated, the findings and the researchers' understanding of the participants and of themselves. This approach requires the researcher remaining non-judgemental with understanding generated through non-intrusive observation, deep, active listening that involves 'hearing with more than the ears', building knowledge through sensitivity and awareness, and developing understanding through contemplation and reflection.

The focus of this presentation is not only on the process of the study and its findings but also on the presenter's personal and professional experience of the study and the reflection it encouraged

Presentation

--Individual Paper--

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

Abstract

It is not appropriate to look at the implementation of Indigenous peoples' knowledges in higher education without acknowledging the importance of the historical and social context of colonial Australia on current education practices. From 1788 and the invasion of Australia by the British Empire, a dominant ideology was imagined and imposed by colonialists that the First Nations people of Australia were inferior. European countries held this shared belief, as competing colonialists who invaded countries since the 1500s, to expand their respective empire, exploiting natural resources to amplify the might of the Mother Country (Ferreira, 2013).

The imagined inferiority of Indigenous peoples was maintained in colonial Australia as evidenced through the decimation and alienation of Indigenous peoples (Australia Government, 2015). It was not until the 1960s that Indigenous school-aged children were allowed in the Westernised school classroom (Beresford, 2012). The role of school, as was education offered within the missions, was to assimilate Indigenous students "to attain the same manner of living as other Australians" (Hasluck, 1961, p.1). As a result, the historical and social context within Australian society was not conducive of embracing Indigenous peoples' histories, cultures and languages.

Over the past 20 odd years, there has been effort made within primary and secondary classrooms and curriculum to include Indigenous peoples' perspectives which has been met with mixed reactions from classroom teachers (Harrison & Greenfield, 2011). This is explained in the *Australian Directions in Indigenous Education 2005-2008* (MCEETYA, 2006) where it highlights that "most non-Indigenous educators have a limited understanding of, and qualifications in, Indigenous education" (p. 21). With these attitudes and beliefs evident within contemporary Australian society, there is risk when embedding Indigenous peoples' perspectives within the teaching and learning of academia. That is, Indigenous peoples' knowledges may be translated within the dominant Westernised frameworks found within University culture further perpetuating deficit discourses, stereotypes and so forth (Williamson & Dalal, 2007). Validating this, Shipp (2013) highlights the fears of non-Indigenous educators of embedding Indigenous peoples' perspectives within the classroom. That is, non-Indigenous educators fear their attempts to be perceived as tokenistic. This presentation provides an insight to the attitudes and preconceptions held and maintained by education academics in one School of Education in Queensland.

Presentation

--Individual Paper--

1024

Doing things right way: dimensions of excellence in Indigenous education in Queensland secondary schools

Marnee Shay, Jodie Miller

University of Queensland, Brisbane, Australia

Abstract

Education is a site of social, cultural and economic inclusion or exclusion for Aboriginal and Torres Strait Islander people in Australia. Access to a good quality education is a well-known social determinant for social, health and economic outcomes. Yet, the Australian Government continues to struggle to deliver equitable educational outcomes for Indigenous Australians. Much Indigenous education research that investigates these disparities continues to reinforce language of deficits, failures, gaps and underachievement. The term excellence has emerged from

Indigenous communities around the nation as a way of speaking back to these deficits. In small pockets of social media or in the naming of various educational programs, for example, the term excellence is being used with a limited understanding of what constitutes Indigenous education excellence and the ways in which this conceptualisation can be used to recognise Indigenous knowledges and strengths in order to inform the changes needed in the system to improve educational outcomes for Indigenous young people.

A search within the academic literature and policy of the terms ‘Indigenous education’ and ‘excellence’ in education demonstrates the conceptual, ideological, and practical distance between these two concepts within mainstream discourses. The aim of our study is to commence the creation of a data set that maps the perspectives, understandings, aspirations and experiences of Indigenous and non-Indigenous educators and leaders to make visible what they see as excellence in Indigenous education and to begin to conceptualise a practice and policy framework that reflects these aspirations. In this paper, we will share our findings from a qualitative case study undertaken over 12 months in three diverse schools in Queensland.

Presentation

--Individual Paper--

798

Developing culturally relevant resources to enhance preparation of remote and regional Aboriginal students for life beyond school

Marnee Shay¹, Rhonda Oliver², Helen McCarthy², Tatiana Bogachenko²

¹The University of Queensland, Brisbane, Australia. ²Curtin University, Perth, Australia

Abstract

It is well recognized that the sharing of experiences and mentoring happens informally in many Aboriginal communities. However, capturing and centering these voices and providing a platform to include these voices in educational policy and program development is only now an emerging approach. To achieve this in our research we are providing a platform for the negotiation and development of new research paradigms that include Aboriginal worldviews and cultures, including the role of stories and storying. Stories and oral histories have been a central

method for sharing and transmitting knowledge in many Aboriginal cultures for millennia. This project seeks to honour the role of stories in sharing Aboriginal knowledges in addressing the continuing lack of Aboriginal voices both in Australian research literature and in education more broadly – issues that we will also discuss in our presentation.

In this conference presentation we will describe the philosophical underpinnings and methodology of our current ARC funded project which aims to learn from Aboriginal people about their post school experiences, particularly in remote communities. We do this to help facilitate transition of young Aboriginal adults from school to life beyond school, including into the workplace. Our research involves current students being trained to interview past students by means of yarning, articulated by Indigenous scholars as a cultural way of sharing, connecting and listening (Bessarab & Ng'andu, 2010). These stories are then interpreted and represented both in writing and through art. This training is being delivered as an integral part of the curriculum and through an additional series of writing workshops. These stories and pictorial representations then represent data which will be further interrogated and key themes identified. The findings will then be used for the development of key teaching and learning resources for Aboriginal students.

Bessarab, D., & Ng'andu, B. (2010). Yarning about yarning as a legitimate method in Indigenous research. *International Journal of Critical Indigenous Studies*, 3(1), 37-50.

Presentation

--Individual Paper--

Technology and Learning

Technology and Learning

Time: 13:30 - 15:30
Date: 3rd December 2019
Location: B409

1053

Expanding your inference: transitioning from null hypothesis testing to statistical modelling

Samantha Low-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

Abstract

WHY MIGHT YOU BE INTERESTED?

Are you wanting to explore the "new" statistics? Have you heard of the recent bans on p-values and statistical significance, and want to learn what else you could do?

You may have previously been exposed only to traditional statistics courses, which often present novices with just a single approach of null hypothesis significance testing (NHST) using a binomial test of proportions, or chi-squared tests. Inferences from NHST are often misinterpreted, which is the main reason that some journals have banned their use. Even model-based approaches that provide confidence intervals present computational difficulties; novices are typically only taught methods, which apply only to large samples.

Here we take the rare approach to place NHST within the context of multiple statistical paradigms: no statistical method is applicable in all situations, and in particular NHST may only be suitable for confirmatory analysis where there is a clear null hypothesis. In addition NHST and p-values can be highly sensitive to sample size, with misinterpretations arising, both for small and large sample sizes. This has led to generations of researchers who are unaware of alternative statistical approaches that may be best suited to a particular applied problem. Inference from a proportion provides a useful and simple context for illustrating the options.

INTERACTIVE FORMAT

In this workshop we walk you through the use, and practical ramifications, of using 2 different statistical paradigms to approach a simple problem, involving inference about a probability. We

use an interactive exercise designed to engage multiple senses, to help beginners to work through the rather abstract notions involved.

DRAMA-BASED PEDAGOGY

Join our Star Trek team to collect and analyse data obtained from "probes" sent to a new planet to quantify the %land. This provides a concrete basis for exploring concepts. The two sessions are interactive and will involve discussion in small groups.

COMPUTING

We will access the freely available JASP package to do some simple calculations. Please bring your own laptop, fully charged, as this class will involve computing.

Presentation

90 minutes

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B201a Flat Classroom

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

Abstract

Early versions of the Models of Engaged Learning and Teaching (MELT) emerged in 2006 and numerous adaptations have been developed in the past 10 years, primarily used and evaluated in Higher Education. However, MELT were devised, and continue to evolve, to fit primary, middle and secondary school contexts. A major rationale of the MELT is to provide an explicit thinking routine for students as well as a conceptual framework for teachers to frame their learning environments. The MELT enable the explicit development of skills associated with problem solving, critical thinking, researching and discovery learning, and may be of particular advantage to school students from backgrounds where education is not always prioritised.

This presentation synthesises three case studies of MELT employed by three High School teachers who collaboratively adapted the language of MELT to make their own models for one year 9/10 Class and two year 11 Classes. The Year 9/10 Special Education class comprised students with learning disabilities and a reading age of around Year 2. They were doing a unit on the Circus, and their MELT was called, 'Mind-juggling'. The Year 11 Chemistry class was looking at Biofuels and called their MELT 'Research Skill Pentagon'. The Year 11 Scientific Studies class was looking at Marine Ecosystems, and called their MELT 'Inquiry Pentagon'.

For all three classes:

- Their version of MELT was interactively introduced to students by members of the research team
- At the times when the teacher deemed it appropriate, MELT was used subsequently with the class over the next six weeks

The research questions addressed in the three case studies were:

Question 1: What is the nature and extent of student demonstrated engagement with and about the MELT framework?

Question 2: When MELT is not used explicitly, what is the nature of student classroom interaction with relation to MELT facets and autonomy?

The Phenomenological methodology sought to generate fine-grained, rich and insightful data on the skills used and so one of the research team took part in each class as a Participant Observer.

Results comprised research vignettes, interviews and data from students' writing.

Finding showed that, while there were numerous problems associated with the process, as students became more explicitly familiar with their version of MELT, they became more adept at using it to improve their thinking products.

see MELT at www.melt.edu.au and www.rsd.edu.au

Presentation

--Individual Paper--

892

How do primary schools cater for innovative futures in STEM?

Rosie Di Mattia

University of Technology , Sydney, Australia

Abstract

Innovation has become a policy priority internationally. The OECD has declared innovation as central to the successful future of economies, and emphasised the imperative for nations to seize the potential of innovation to enable growth and jobs, improved well-being, better health outcomes, and to solve global problems like climate change. Policymakers worldwide are looking to education for long term solutions in ensuring that future economies are innovative, and are accordingly acting on education and skills strategies to nurture a generation of innovative and creative future workers. Amid other aptitudes listed as essential in the innovation era, skills in science, technology, engineering and mathematics (STEM) are acknowledged as paramount for future success and prosperity. Alongside this is an appreciation that the focus in school systems must change from traditional educational priorities and teaching methods to those which will develop in students the skills to better prepare them for a society and economy that values innovation. At the same time, student engagement and achievement in Australia in science and mathematics continues to decline, particularly for disadvantaged students.

Within this landscape, debate has emerged about pedagogical approaches for the integration or teaching of STEM subjects in schools and the capacity of education systems, many of which feature standardised assessment, rigidity in curriculum and attachment to traditional teaching methods, in accommodating effective STEM education at the school level. Despite the widespread policy discourse regarding education for innovation, there is little research or evidence on the enablers and inhibitors of innovation and innovative teaching in schools, particularly in STEM education. This study seeks to investigate the capacity of schools in

catering for innovative futures in STEM. In doing so it seeks to test the definitions of innovation as they apply to school, which are scarce and outdated in the literature, to establish a firm definition of innovative teaching and innovation in schools. The study will focus on the primary education space and will use mixed methods to determine the factors in K-6 schools and school systems that allow for innovative teaching for STEM.

Applying a pragmatic epistemological stance and a sociocultural theoretical lens, the study uses a mixed methods approach. This work in progress paper discusses the initial phase of the research which has used a Delphi study to determine a convergence of opinion from experts in forming a current definition of innovation in a school context.

Presentation

--Individual Paper--

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, Sydne, Australia. ²Faculty of Education, Oulu, Finland

Abstract

With the ever-diversifying digital landscape of the 21st century, terms such as ‘information and communication technologies’ (ICT), ‘digital media’ and ‘technologies’ are often used to refer to a broad set of digital devices and applications. However, the use of these umbrella-concepts in educational contexts has caused issues when used in conjunction with concepts such as affordances and integration. In this paper, eight Chinese preservice early childhood teachers’ perceptions of ICT and its affordances were explored through online interviews. The research questions are: (1). Which ICT do preservice teachers refer to when they discuss ICT use in preschool? (2). What kinds of affordances do preservice teachers perceive ICT to provide / not to provide? (3). What (contextual) factors have influenced their perceptions of ICT and ICT use? The participants conceptualised ‘ICT’ as screen-based technologies such as interactive whiteboards and computers. These technologies were perceived to afford efficiency and

assistance, particularly for teacher-centred practice, but constrain children's tactile and direct hands-on experience. The results highlight the importance of socio-cultural contexts (e.g. practicum places and educational traditions) in shaping preservice teachers' perceptions of technology and technology use. Implications for future technology integration research and teacher education are discussed.

Presentation

--Individual Paper--

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

Abstract

The Anthropocene universalises the human predicament by neglecting to acknowledge the ways in which wealth, nationality, ethnicity, gender, class, age, location and education mediate our relationships with the planet. Many young people when asked about their school experience say schools are antiquated dinosaurs, irrelevant to their everyday lives. In this paper I address these two issues through the story of the school strike climate change marches in Australia and across the globe. I propose posthuman education could be influential to disrupt a current school system

that has not evolved to respond to the fluid, networked, uncertain changing landscape of our planet. And consider why children who are often positioned as apathetic and disaffected about learning are rallying in our streets with the purpose of educating adults about the urgency of the imminent ecological collapse. Drawing on Nathan Snaza's bewildering education where he argues that because the sole purpose of education has been viewed as a humanising project, it fails our children. Not only because it positions them as less than human and therefore their concerns are not taken seriously, they are deliberately silenced, mocked and made invisible in climate change debates and but also with a focus on education as about becoming 'human' (and here I mean settler versions of the superior human) it assumes that all that is not yet 'human' is less than human, inhuman and dehumanised. This status of being fully human as exceptional is rapidly being dismantled through posthuman/new materialist theorising. This theorising exposes that even if we only acknowledged scientific research and technological advances it is clear where 'human' finishes and 'nonhuman' (including organic and nonorganic) begins is not as clear a boundary as we had come to expect. This has led a shift in focus in much scholarly work from humans viewing themselves as separate bounded system, *autopoietic* to a view we are complex entangled systems, *sympoietic*, entirely dependent on others for our survival. As a disrupting, diffractive ontological tool then posthumanism and posthuman education has the potential to reveal there is no homogenous/universal species and the current dominant white western humanising education is unequal, unethical and unjust and those who are most at risk from the ecological crisis (indigenous colonised peoples, woman, children, and the other-than-human species) are being failed by an antiquated education system that has not only supported demise of the planet but is also failing to respond to the Anthropocene.

Presentation

--Individual Paper--

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

Abstract

This presentation discusses findings from a study on pre-service teachers' coping while on professional experience. Their responses included many descriptions of feeling overwhelmed

and overworked on placement. Pre-service teachers have often commented they suffer from financial difficulties, stress, lack of sleep, no time for self-care, and have struggled to keep up with their family life and study commitments. Such emotional labour is known to characterise teacher burnout; when stress causes exhaustion, problems with physical health and low job satisfaction. Some studies suggest that stress is a subjective experience that depends on an individual's perception of whether or not available resources are sufficient to meet pending demands. In seeking to engage with alternative discourses, we present our experience of making sense of the data through a relational ontology building on a posthumanist/new materialist approach that embraces the complexity of the pre-service teachers encounters. Drawing on the view we are all entangled in complex fluid systems of sympoiesis, means that although the placement experience is often viewed as an independent, autonomous process, the PSTs' time in the school is entirely dependent on their relations with others (human and nonhuman). Therefore to make sense of and acknowledge the complexity this analysis looks to work against reductionist ways of theorising using diffraction. Through embracing the complexity presented by our own stance and by embodying and reconnecting participants' reflections, a sense of creative capacity has arisen. Commonly known as the maximum amount that something can endure, we re-explore the notion of capacity as a theorising concept and as part of a creative entanglement. With the aim of moving beyond representation as static, capacity is considered fluid, uncertain and changing. This approach afforded us to question the role of professional experience in pre-service teachers' education and re-imagine creative possibilities for embedding placement experience as part of the ecology of their overall learning rather than as something outside of the university learning.

Presentation

--Individual Paper--

717 -

The place we lived: Chinese childhoods as sites of change and uncertainty

Bin Wu

Swinburne University of Technology, Melbourne, Australia

Abstract

This paper reports a snapshot of a research project conducted with 40 people who spent their childhoods between 1950s-1990s in Xinxiang, a north-central city in China. It focuses on the change of living environments and childhood memories across generations. The history of Xinxiang dates back to the Sui Dynasty (581-618). With a population of six million, Xinxiang is considered a small town in China. Nonetheless, the development and change of the city typically reflects the general history of central China. Over the last seven decades since the founding of the Republic of China, the condition of people's material living has been dramatically transformed. Along with economic growth, many issues including increasing job insecurity, social and political instability, inequality and environmental pollution, have emerged. Rapid social changes tend to fuel an idealised image of the past. Both academic scholars and media were quick to report the wave of nostalgia in China (e.g. Cai, 2016; Xu, 2017). This phenomenon is not surprising because nostalgia could work to ensure a sense of continuity, and it is a mechanism to maintain both individual and collective identity (Bird & Reese, 2008). The notion of nostalgia is also a productive method to study people's responses to change (Ümarik & Goodson, 2018). Against the backdrop of socio-political changes in China, the paper traces the participants' recalls of their and/or their children's/grandchildren's childhoods. The narratives accentuate the tensions between material change and people's aspirations/ideals and desires. Their memories of childhoods enmesh the past, present and future. It is argued that nostalgia in the narratives is used to channel the anxiety, critique the present in seeking alternative ways of knowing. The paper concludes with a reflection on how researchers and educators can engage with concepts such as nostalgia to disrupt and unsettle childhood as sites of change and uncertainty.

References:

Bird, A., & Reese, E. (2008). Autobiographical memory in childhood and the development of a continuous self. In F. Sani (Ed.), *Self continuity: Individual and collective perspectives* (pp. 43-54). New York: Psychology Press.

Cai, S. (2016). Contemporary Chinese TV Serials: Configuring Collective Memory of Socialist Nostalgia via the Cultural Revolution. *Visual Anthropology*, 29(1), 22-35.

Ümarik, M., & Goodson, I. (2018). Nostalgia in the narratives of vocational teachers as a way of understanding responses to change. *Critical Studies in Education, Latest articles*.

Xu, H. (2019). On a wave of nostalgia. *China Daily*. Retrieved from http://www.chinadaily.com.cn/weekend/2017-09/23/content_32369723.htm

Presentation

--Individual Paper--

765 -

The Ripple Effect of Teacher Wellbeing in Precarious Times

Kristina Turner

Swinburne University of Technology, Hawthorn, Australia

Abstract

Recent research reveals that when teacher wellbeing is improved, there are flow-on effects in teachers' pedagogical practice, students' learning and relationships with colleagues. This study took a qualitative phenomenological approach to examine the ripple effect of the spread of wellbeing resulting from optimisation of individual teacher wellbeing. Findings reveal that optimal teacher wellbeing engenders appreciation, altruism, acts of kindness and social support of colleagues. In precarious times where teacher stress, burnout, exhaustion and attrition is not uncommon, these findings offer a re-imagining of teaching with teachers supporting each other to find meaning, hope, optimism and resilience in the workplace. This unique study addresses a gap in current literature.

Presentation

--Individual Paper--

776 -

“It’s just a chicken”: Decolonising the chicken in early childhood

Tracy Charlotte Young

Swinburne University of Technology, Melbourne, Australia

Abstract

Colonial politics and histories have shaped, and continue to shape, the contemporary worlds of humans and other animals. By ‘decolonising’, I refer here to the war on animals (Wadiwell, 2017) that takes place literally and metaphorically in education. Pre-service teachers engaged with an environmental sustainability unit of study explore new pedagogies, theories and alternative ways of knowing in the pursuit of such a decolonising project. What could it mean for humans to decolonise their relationships with each other to move beyond complicity and denial and venture towards ecological justice and alternative ways of knowing animals? What would it take to disentangle the sovereignty of humans over animals and the normalisation of speciesist ontology? This presentation responds to these questions by exploring how sovereign power installs and maintains the chicken in early childhood education. We ask what the chicken might want? Specifically, what might be their interests and desires so we can work towards the emancipation of animals, the chicken and the human.

Presentation

--Individual Paper--

822 -

What kind of active and informed citizen are you?

Janine Forbes-Rolfe

Swinburne University of Technology, Hawthorn, Australia

Abstract

The aim of this paper is to shed light upon and come to a fuller understanding of the different concepts of citizenship that can be found within the key phrase ‘Active and informed citizens’. Although coming to prominence in the second educational goal of the Melbourne Declaration,

these words can be traced back within Australian curriculum documents and governmental reports for over 30 years. Over this period, they have been connected to and advocated by policy actors with very different understandings and agendas in how citizenship is conceived. In this paper, I trace some of the historical lineage of this phrase, with a focus on the scope of what is imaginable as Active and Informed Citizenship and how it has been framed in different ways in order to fulfill different political purposes. In doing so, I am also considering how these different interpretations of Active and Informed Citizenship define concepts such as agency, participation, and critical awareness. This paper is intended to be a politicizing act that attempts to make visible the inherent contestable nature of Civics and Citizenship Education (CCE) as a spectrum of contested political and social understandings of citizenship, and how this contestability is deeply embedded in the curriculum formation process.

In order to conduct my examination, I draw upon the theories and concepts of a socio-material approach to research. In particular, I use terms from Actor-Network Theory (ANT), a field of sociology that has produced well over three decades of research into complex networks of influence. To further support this research approach, I discuss key theoretical models for understanding CCE as existing on a political spectrum; at one end progressive and critically orientated, and at the other end, conservatively orientated transmission models. As my title alludes to, I draw upon the seminal work of Westheimer and Kahne and their concept of three ‘kinds of citizen’: the personally responsible citizen, the participatory citizen, and the justice-oriented citizen. These models are used as tools for analysis and comparison in my discussion of the competing ways civics and citizenship has historically presented by the phrase “Active and Informed citizen” within Australian education.

Presentation

--Individual Paper--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B202a Flat Classroom

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

Abstract

Working in gender and sexuality (G&S) education and research can be a meaningful, impactful and ultimately uplifting experience. However, efforts at stymying G&S work, research and research careers have been seen both historically and recently amongst multiple contexts for many different reasons. This backlash to G&S education and research work exists for example in:

- extremes of conservative policies, politics, court decision making, and media backlash attacking or restricting our work;
- well-intended feedback from general academic supervisors, not necessarily in the field, and promotion process or reward structures which push researchers to fit traditionally 'safe' education or policy fields and the achievements they most value over newer pathways with more creative impacts; and
- the scarcity mentalities and win-lose thinking about grant assessment and publication peer-review responses amongst G&S researchers themselves who can believe that the limits on their own opportunities mean limiting others in their own field would somehow ensure 'more opportunity' was available to only themselves.

This presentation follows a 2018 seminar event in which G&S researchers and educators from various parts of the world came together to discuss their successes and failures, and the complexities in their chosen careers organised by several members of the editorial team and their research peers. The book aims to build on the momentum around the goal we discovered we all shared at that event: to combat the negative discourses on G&S work in education and research. It aims to encourage or 'uplift', showcase and celebrate *as* emotionally 'uplifting' the important and innovative work now being done in this quickly expanding international field. It pro-actively envisions G&S education workers, researchers and stakeholders as collectively helping each other to shatter the ceilings on how we as peers in a shared field think about the value of the work done in this area and the exciting impacts it can have on societies. It calls for, affirms and offers examples of pathways towards exciting and dynamic collaborative work in G&S in education, research and policy... whilst also acknowledging the complexities of this work in detail and being very clear about the context-specific barriers people face in these fields.

Presentation

--Individual Paper--

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

Abstract

Constitutions of gender-sexualities studies in research and education as ‘risky’, ‘difficult’ and ‘dangerous’ are persistent and enduring (Allen et al, 2014; De Palma & Atkinson, 2009; Fields, 2008; Epstein & Sears, 1999). The negative impact that this ‘difficult terrain’ can have on career development, identities and practices in academia is well documented (Cummins, 2019; Taylor & Lahad, 2018; Ahmed, 2017). Many established scholars have shared stories of career isolation (Jones, 2018) of the emotional labour involved in navigating the denial of and assault on their work (Taylor, 2018; Mar Pereira, 2018) and experiences of being trolled, lambasted and attacked for their contributions to knowledge (Mendes et al., 2018; Ringrose, 2018).

Despite the volume of research devoted to the many ills that beset the field, there has been insufficient attention given to stories of success from established researchers. In response, this paper is focused on carving new career pathways in gender and sexuality educational research. The authors have worked in collaboration with 11 established scholars in the field to bring together a collection of career memoirs and manifestos. These memoirs and manifestos highlight some of the creative strategies, defining moments, inspirations, unique turning points and positive stories that have kept successful careers in motion. Part of the function of this paper is to look beyond what is broken and to diversify the stories we hear about academic lives and careers in gender and sexualities educational research. We hope the memoirs and manifestos shared provoke early career academics to consider different ways of being, becoming, and encountering this important field of research.

Presentation

--Individual Paper--

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

Abstract

The aim of many conferences, including AARE, is to provide spaces for researchers to engage in forums, discussion, ideas and the sharing of research. Such spaces are considered vital for the development and dissemination of academic ideas, and the building of academic careers. But who is not here? Research around gender and academia highlights how opportunities to attend and participate in traditional academic conferences are often out of reach for women with caring responsibilities, or for casual staff, research students and other marginalised groups.

Imagining new possibilities for women's collaboration and access, in February 2019 we co-convened a conference for female academics, MAKING *shiFt* HAPPEN, focused on creating safe and caring spaces for slow scholarship and connection. For 36 hours we used video-conferencing technology to facilitate a fully-virtual non-traditional and transdisciplinary exchange for women academics around the globe. The virtual nature of the conference supported the planet and responded to the problems many women face attending traditional conferences. It supported the mobility of researchers, offering flexible, affordable, sustainable and inclusive options for women in academia to engage with meaningful ideas and with other women locally, nationally and internationally.

We use our presentation to explore our motivations and learning about creating environments focused on care, collaboration and creative resistance. We examine the role our conference played in removing barriers, reimagining academia and enabling women. And, reflecting on the contemplative, kind and flexible approaches we enacted, we consider the affordances of virtual gatherings for supporting cultures of listening, knowledge exchange, inclusion and connection.

Presentation

--Individual Paper--

Poststructural Theory

Poststructural Theory

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B202b Flat Classroom

350

Is new materialism incompatible with social justice? Panel Discussion with Professor Bronwyn Davies

Lucinda McKnight¹, Melissa Wolfe²

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

Abstract

Event Two of AARE 2019 Poststructural Theory, the Posts and Beyond: Event Series feat. Professor Bronwyn Davies funded by AARE Poststructural Theory SIG Major Grant 2019

Professor Bronwyn Davies is a leading thinker in the field who has been influenced by poststructural and posthumanist theories. One of the key questions often asked of these theoretical frameworks is where their political agency in affecting change lies, and this is a vital issue for scholars in the area to address in their work, especially in the pursuit of social justice. This event will explore particular cases of action for social justice and what concepts they have mobilised to address disadvantage and injustice. If such concepts depended on humanist concepts to argue their case, how successful (or in part counter-productive) were they, and how else might the issue have been addressed?

This event will build research capacity specifically by debating this common challenge to the validity of SIG members work, giving them a strategic advantage through being able to justify their theoretical frameworks in funding applications. For this panel discussion, the SIG convenors will source questions and issues from the SIG prior to the conference and use these to

structure an interactive conversation with our special guest. The session is therefore highly collaborative and inclusive of SIG members. Everyone welcome!

Presentation

60 minutes

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B222 Flat Classroom

63 - Walking Methodologies with Diverse Publics

625 -

Walking Together – Ten years of performance making and walking

Lenine Bourke

Queensland University of Technology, Brisbane, Australia

Abstract

The Walking Neighbourhood is a ten-year body of work between a series of collaborators. This collection of walking performances across Australia, Korea, Thailand, Finland and Denmark started as a way for children, their families, and communities to address concerns about safety and public space. What quickly became evident was the lack of autonomy for children in public. Each walking project becomes an anarchive, as it becomes a “feed-forward mechanism for lines of creative process, under continuing variation” (Massumi, 2016, p. 6-7). Each walking event creates a site for the team to learn from site specific pedagogies. Each walk reveals new understandings about walking as a creative practice and a method for community engagement. Slowly over time this body of work re-creates an opportunity for artists to experiment, co-create, collaborate, unpack, forecast, play, dissolve and re-make while working between languages, locations, identities, politics and contemporary art preferences. This paper, which is guided by

practice-led research, is led by the following question: What qualities do site specific locations provide to a practitioner, participant, audience or public in engaging in contemporary arts for public pedagogic purposes? This question continues to de-stabilise this project, making the artists grow and modify their processes continually. Working outdoors in various locations and climates, with diverse sovereign owners and publics, with governance and surveillance, creates a complicated place to make art. This paper will outline some of the conceptual considerations for walking methodologies with children and their communities in a contemporary arts context. These considerations span representation and non-representational nuances, from the person to the land, from the art to the lived experience, from hope to fear and back again.

NOTE: This will be a practice lead paper which incorporates theoretical concepts. However, where possible delivered in plain English, as a political act, against the exclusionary languages used by educational institutions.

Masumi, B. (2016) Working Principles, *The go-to How to book of Anarchiving*, Senslab, Montreal.

Presentation

--Individual Paper--

653 -

(in)Audible, (in)Audacious and (in)Affective: Neuroqueering the soundwalk

David Ben Shannon

Manchester Metropolitan University, Manchester, United Kingdom

Abstract

Aims

This paper considers how theories of affect bring a political dimension to soundwalking practices. To do so, I analyze a walking, sonic-composition project conducted with primary school students in northern England.

Background

Soundwalks are mobile engagements that take note of soundscapes (the overall sounds of place), sound marks (intensities of particular sounds to mark a particular place), and keynotes (sounds that move into and out of focus). Soundwalks have been popular as artistic and research methods since the 1960s (Drever, 2009). Recent engagements with theories of affect (Henriques, 2011; Thompson, 2017a) and the material distribution of sonic agency (Goodman, 2010; Ceraso, 2018) have attended to the relationality of sound. Yet, some soundwalk scholarship—in ‘mining’ for strictly audible keynotes in the soundscape—fails to account for its own reliance on a white enabled body, that is sufficiently capacitated to walk and hear freely abroad (Sterne, 2015; Springgay and Truman, 2018), as well as the supposed neutrality of that subject’s audition (Chapman, 2015; Stoeber, 2016; Thompson, 2017b).

Concomitantly, sound and walking are frequently deployed instrumentally as treatments to reduce the frequency or ‘severity’ of Autistic practices, such as echolalia and stimming (e.g. Whipple, 2004). These ‘curative’ uptakes prevent these noisy practices from being considered as valuable sonic contributions and continue to frame Autistic people as lacking agency (Yergeau, 2018).

Method

In composing *Walking in Leeds on a Windy Day*, we walked through Harehills, a diverse but economically deprived inner-city borough of Leeds. Through a series of compositional episodes—including sampling, MIDI programming, and rhythmic and graphic scoring—we explored sonic questions of ‘absent-presences’ (Sykes, 2016) to consider the invisibility of intellectual disabilities: What is audible (*i.e.* heard)? What is affectively audible (*i.e.* heard beyond the ear)? Who is inaudible (*i.e.* the affective resonance of who is silenced)?

Outcomes

I draw from walking methodologies, affect, and queer and ‘neuroqueer’ theories, as well as fifteen years’ experience as an electro-acoustic composer, to consider how notions of (auditory) ‘competence’ (Kim, 2015) can be ‘neuroqueered’ by attending to the sticky, multi-modal passage of affective intensity. I consider how these ‘absent-presences’ are like ‘overtones’, supposedly inaudible vibrations that are constitutive of tone and timbre, questioning the value we place on the audibility of Autistic audaciousness.

This presentation will include excerpts from *Walking in Leeds on a Windy Day*:

https://www.dropbox.com/sh/eqopcj73an4rnqw/AADdwLbMeGVtHZuQ0eq_2660a?dl=0

Presentation

--Individual Paper--

676 -

Walking-with children on blasted landscapes

Karen Malone

Swinburne University of Technology , Hawthorn , Australia

Abstract

Walking-with is a time-travel-hopping (Barad 2017) in the embodied material labour of cutting through/undoing colonialist thinking in an attempt to come to terms with the unfathomable violence of repeated colonialization, genocide and destruction. Walking-with children on blasted landscapes, means walking-with to notice, attune with sensorial knowing as bodies sweaty, heavy lifting with/through the unknowing. “Walking is embodied because it is immediate, tangible, and foregrounds the bodily experience of moving” (Springgay and Truman 2017, p.30). They will not talk of the radiation, the nuclear bombs, the polygon, the teachers and UNICEF staff tell me. Yet in these openings of walking-with pedagogies the child-earth bodies walking-with me share, haunting stories of fear, fascination and body radiation occupation. Walking-with children allows for deep relational knowing, we talk through with and being in place; place walking becomes our shared rhythm; the children bring me into their place. Walking-with children seduces me into these temporal diffractive possibilities, Plutonium-239, has a 25,000 year half-life. I am walking-with those who are deemed unworthy of recognition and are invisible in the anthro-obscene manifestations of western capitalism. Are you still walking-with

me? Who are your adult researcher body from across the oceans claiming to know how it feels to be an earth-child body, to be a container for generations of radiation trauma?

Barad, K. (2017a) Troubling time/s and ecologies of nothingness: re-turning, re-memembering, and facing the incalculable, *New Formations*, 92, (Special issue Posthuman Temporalities), 10.3898/NEWF:92.05.2017

Springgay, S., and Truman, S., (2017) A Transmaterial Approach to Walking Methodologies: Embodiment, Affect, and a Sonic Art Performance, *Body & Society*, 23(4), 27-58.

Presentation

--Individual Paper--

-

Global Contexts for Education

Global Contexts for Education

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B2225 Flat Classroom

41 -

Curriculum epistemicide and emergent practices for social and cognitive justice.

330 -

**Problematizing “Epistemicide” in Transnational Curriculum Knowledge Production:
China’s Suyang Curriculum Reform as an Example**

Weili Zhao

The Chinese University of Hong Kong, Hong Kong, China

Abstract

The claim that globalizing West-centric discourses and practices in the rest of the world suppresses and even kills the latter's cultural knowledge systems as an effect of modernity-coloniality is starting to gain scholars' attention worldwide, but not much in China. It seems China is still borrowing-transplanting Western curriculum policies and practices in full swing and in the name of going global, catching up with, and even surpassing the West. For example, China released its Chinese Student Core Competency Definitions in 2016, which is claimed to build also upon the Confucian tradition and henceforth is more than a replica of OECD-USA's core competencies-skills frameworks. However, I argue China's efforts of building its core competency curriculum as Chinese characteristic fall short as a rhetorical trap and trope as an effect of epistemicide.

Picking up China's on-going core competency curriculum reform discourses, this paper dissects the happening of such epistemological killing, i.e., "curriculum epistemicide", for implications on how to re-calibrate China's curriculum reform at the crossroads of tradition and modernity, nationalism and globalism. Specifically, it explicates some underappreciated specters of the modernity-coloniality episteme, say, the signifier-signified meaning-making logic, the treatment of language as a representational system, and the instrumentalization of language-culture as an object of knowledge, which have enthralled and thwarted Chinese academia and policy-makers' efforts in re-invoking the cultural *suyang* discourses as a rhetorical trope/trap. Recognizing such an epistemological trope/trap, this paper shows, is a first step toward re-articulating the eclipsed *suyang* episteme to break apart and counter the so-called "darker side" of the Western modernity-coloniality of knowledge, power, and being for new openings.

As a decolonial gesture toward "cognitive justice", this case study provides an ontological language lens for China and beyond to (re)produce transnational curriculum knowledge, challenging the enslavement of relativist nationalism and Western modernity-coloniality.

Presentation

--Individual Paper--

359 -

**Against Epistemicide: Towards Epistemological Diversity in Zambia's Curricula
The Epistemicidal nature of Curriculum: the Case of Zambia's 2013 Educational Curriculum Framework**

Mutinta Sifelani Musindo

Abstract

The curriculum is more than a neutral assemblage of knowledge that appears in the education systems of a country (Apple, 1976). In Zambia as elsewhere, it is a selective tradition which is deeply involved in the politics of culture and a dominant group's view of legitimate knowledge. Given its colonial history, Zambia's education system was founded on the politics of exclusion and still preserves these dividing practices even after the end of colonialism. Thus, Zambia's education system, through the coloniality of knowledge and being, is dependent on epistemological paradigms of its former colonisers. This poses a danger of perpetuating the invisibilisation of local indigenous knowledges from both curriculum policies and practices (Paraskeva, 2016). Zambia's education has been accused of lacking relevance (UNESCO, 2016) while also excluding local indigenous knowledges; preferring instead to adopt and adapt to international neoliberal imperatives and standardisations in order to "create and maintain learning markets" (MOE, 2013, p.viii).

In questioning the colonial workings of the Zambian curriculum, the paper uses decolonial theory as ruthless critique (Darder, 2016) to examine how epistemicides through the Zambia Educational Curriculum Framework (ZECF) of 2013 have been normalised in Zambian higher education. The paper employs Mignolo's (2011) epistemic and ontological forms of disobedience and Santos' diatopic hermeneutics to critically analyse the ZECF document.

The paper closes by arguing that the philosophical rationale for educational provision on which the ZCEF is based, seemingly represents local philosophy of Ubuntu, which is holistic and relational in nature. However, Zambia's education system is founded on colonial rationality, reflecting the epistemic blindness of modern-colonial Eurocentrism. This dilemma between intention and practice has normalised the intolerance of indigenist epistemologies and ontologies from being included in the curriculum: a situation experienced by Zambian people as epistemological eugenicism. If education is to be relevant and responsive to the needs of Zambians, I defend Santos' (2007) concept of an ecology of knowledge and propose the inclusion of local indigenous knowledges based on a co-existence of incommensurate knowledges on a non-hierarchal scale.

Presentation

90 minutes

340 -

Walking the tightrope of epistemicide: Competency discourse in South Korean curriculum reform

Ji-Hye Kim

Korean Educational Development Institute, Seoul, Korea, Republic of

Abstract

This paper explores the phenomenon of 'curriculum epistemicide'(Paraskeva, 2016) focusing on OECD's competency discourse by analysing South Korea's 2015 curriculum reform and its competency framework. From 1999, OECD started its international projects on identifying key competencies for successful future life and how those competencies enable people to well-function in modern societies. By discovering the competencies as a global standard to transform curricular knowledge, OECD used examining tools such as PISA and TIMSS to compare how participating countries are close or far from the global standard. As the global discourse of core-competency travels, each nation-state's curricular knowledge and education policies experience epistemic territorialisation and re-/de-territorialisation (Deleuze & Guattari, 1987). In the case of South Korea, the Ministry of Education reformed 2015 national curriculum based on the core-competency discourse as a main framework.

Based on the discourse analysis of the new Korean curriculum documents, policy reports, and media sources, this paper reveals the multiple layers of the reform, which cannot be simplified as 'policy transferring', or 'policy borrowing and lending'(Steinner-Khamsi, 2004). Rather, this paper argues that the reform on curricular knowledge is a process of epistemic war among Western-Eurocentric idea of modernity and progress, traditional education philosophy, and newly devised idea of an ideal citizen. In this process, the territory of the Korean education can be described as the 'walking the tightrope of epistemicide'; the process is filled with continual process of confrontation with neo-colonial power of epistemic territorialisation and oppositional efforts to de-territorialize the curricular knowledge by reinforcing history, traditional values, and the idea of Koreanness.

In order to analyse the discourse of curriculum reform, this paper draws upon the Foucault's idea of eventalization as its method (Foucault, 1991). Thus, the curriculum reform is not considered as a single event; the statements in the document are also analysed as events, and the documents are conceived as systems of the dispersion of statements. In examining the discourse of South Korea's curriculum reform, this study reveals the epistemic power struggles of curricular

knowledge which is materialized in the form of national curriculum. Through the case of South Korea, the OECD-centered global education reform movement will be re-examined beyond the dichotomized understanding of the epistemic struggle between the global and local.

Presentation

--Individual Paper--

328 -

Curriculum as capture: Policy mediatizing and the securing of alterity.

Stephen Kelly

University of Adelaide, Adelaide, Australia

Abstract

This paper examines the concept of curriculum epistemicide by exploring the relations between policy making, representations of security, the nation and curriculum, and their effects on subjectivity. If as Pareskeva and de Sousa Santos argue, the visibility of southern ontologies and epistemologies are submerged by colonial framings of curriculum, then the ongoing effects of epistemicide might be located in the use of curriculum to secure the values of Western civilization. I use the policies of Prime Minister Howard's Coalition government as a datum, to connect a liberal vision of civil society to the means of producing the image of a virtuous subject within the logic of securing the nation. In the Howard era, concerns about the danger of what subaltern people do with their thinking, legitimised policies of formation beyond and within the nation. In recent times we have seen the repositioning of the virtues of Western civilization through policy events such as the review of the Australian Curriculum and the lodging of the Ramsey Centre for Western civilization. These policy enactments have been subject to policy problematisation in the media but have also been refused by narrative responses by populations subject to these security discourses.

The paper aims to interrogate curriculum epistemicide through the nesting of security policies and their mediatization. The analysis of media texts, including the representation of Indigenous securitisation in popular narrative, will be important for pointing to ways that human subjects might refuse the subjugation of their ontological difference as securitised subjects.

The paper draws on Santos' notion of diatopical hermeneutics and Foucault's conceptualisation of power, knowledge and the subject to imagine how curriculum epistemicide might (a)

constitute de-subjugated relations of being between human subjects, (b) enables de-subjugated enactments in space and place materially possible (c) act as a form of subactivation enabling beings to act upon the limits of (cultural) knowledge that governs their experience. Methodologically, Bacchi's approach to discourse analysis is used to problematise the representation of ontological difference in policy and media texts and its effect on human subjectivity.

In gesturing to the problems and possibilities of the effects of curriculum epistemicide, I argue for a curriculum constituted through an immanent relation to things in the world and enacted through a pedagogy in which the 'struggle for subjectivity presents itself, therefore, as the right to difference, variation and metamorphosis' (Deleuze, 2006, p. 106).

Presentation

90 minutes

Educational Theory and Philosophy

Educational Theory and Philosophy

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B236 Collab Learning Space

89 -

Understanding and researching dialogic emergence in education: The fluid space-time of dialogic relations

780 -

The fluid temporality of dialogic being and becoming in a higher education context

Eva Vass

Western Sydney University, Sydney, Australia

Abstract

Whilst advocates of dialogic pedagogies critique traditional Western classrooms for their monologic character, they are less concerned about the disembodied nature of these classrooms. Yet, lived experience of the other is at the heart of the dialogical opening, which can be envisaged as a dynamic, unpredictable and transformative process of collective being and becoming (Author 2019). In this sense, Bakhtinian dialogic theory resonates with Natural Inclusionality, a re-conceptualisation of the science of nature which sees space, time, energy as “mutually inclusive aspects of reality as ‘place-time’” (Rayner 2011). A phenomenological vision of this relational reciprocity opens up concerns about the narrow, potentially limiting spatial and temporal configurations of educational learning contexts.

This paper looks at a Master’s unit of a music teacher education programme facilitating students’ musical and pedagogical knowledge through collective, somatic musical experiences. The research data including video recordings of all sessions of a focal cohort, creative products (paintings, drawings) and students’ reflective essays. The data allow for the corroboration of the immediate, spoken reflections (recorded during the sessions) with participants’ retrospective sense making in their essays. Whilst the data lend themselves conveniently to a more traditional observational or narrative analysis from a third-person position, such outward perception is combined with inward sensing, incorporating the researcher’s lived experiences. The paper explores the data through the notion of temporality. The aim is to unpack the temporality of the teaching and learning as experienced by the participants and the researcher: the way in which experiences unfold, disconnect or form a fluid continuity through the sessions and beyond.

The findings demonstrate the fluid physical, personal and temporal boundaries in the observed music-movement sessions. This is manifested in the continuity between the personal/collective ‘dreamworld’ emerging during sessions and actual time and place, between the personal and the collective space-time; between moments, phases and junctures within and across sessions. Participants’ reflections capture the nourishment, vitality and relevance of this multi-temporality for their personal transformations and professional learning trajectories. Yet, there are also experiences of conflict arising from the incongruence between the temporal boundaries imposed by the institutional setting, and the fluid temporality promoted by the Master’s unit. This paper paves the way for further research into the links and relationships between a more fluid temporality and the potentiality of dialogic emergence in education.

Presentation

--Individual Paper--

787 -

Dialogism, place-responsive pedagogies and more-than-human relationality.

Peter Renshaw

University of Queensland, Brisbane, Australia

Abstract

In this paper I reflect on dialogism (see Renshaw, 2017; Davies & Renshaw, 2019) and the humanist assumptions that have tethered it narrowly to human-human relations rather than to an encompassing relationality with the more-than-human world. Notions of “nature” arising from humanism have separated “the human” from the natural world and positioned humans as stewards and rulers. Nature, as the non-human “other”, is subservient to the interests of humans and available to be exploited to satisfy human needs. Nature, known through science, is managed through technologies that increase its utility for capitalist exploitation and profit – “cheap nature” (Moore, 2015, p.17). The consequences of this humanist and capitalist ideology are being felt currently in our precarious epoch, the Anthropocene, characterised by unprecedented extinction of species, habitat destruction and escalating climate change (Brennan, 2017; Haraway, 2015). But dialogism with its relational framing of self and other as “human” doesn’t offer a clear way forward to rethink the relationship between nature and humans. It offers, what Snaza et al (2014) have described as a “resolutely humanist” framing of how we “relate to animals and things” (p.40). We need to extend the notion of the ‘dialogic other’ beyond the human sphere to the more-than-human. Various efforts are being made by posthumanist researchers and educators to draw children into a sensuous and empathetic openness to the more-than-human world, where the “other” is noticed, listened to, loved, cared for, and appreciated aesthetically (Cutter-Mackenzie & Edwards, 2013; Taylor & Pacini-Ketchabaw, 2015; Tooth, 2018). In concluding the paper I present accounts from children (see Tooth & Renshaw, 2019) that reveal their entangled sense of relationality and emotional connectedness to the more-than-human world. Across their accounts, an emotionally attuned sensibility to the more-than-human world is evident. These sensibilities arose in the context of a place-responsive pedagogy. It seems possible to begin re-forming our relationships with the more-than-human world through such pedagogies.

Presentation

--Other--

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 spacetime

Maria Ejlertsen

The University of Queensland, Brisbane, Australia

Abstract

Space and place are increasingly recognized as pertinent concepts for inclusive and socially just education research, policy and practice. This paper engages with the concept of space as entangled with material and temporal dimensions that are relational and mutually constitutive, i.e. ‘spacetime’ (Barad, 2007), to challenge notions of inclusive education that are centred in individual students. Drawing on a semi-ethnographic research project with a school for 8-15-year-old marginalized boys, I explore how attention to spacetime and the more-than-human allows for a reframing of student belonging and engagement with school. From a lens of more-than-human entangled emergence (Barad, 2007) and response-able reciprocal relations (Barad, 2012; Kimmerer, 2014; Kuokkanen, 2007), I argue that the emergent human and other-than human manifestations of spacetime, including students as (not) belonging and (dis-)engaged, productively can be seen as always multiple and always in ongoing constitutive conversation. How we chose to be in relation, listen and speak with the human and other-than human world we are off, determines what can be known, seen and heard. I apply a methodology of affective response-ability to explore how different human and other-than human ‘material-discursive’ arrangements (Barad, 2007) produce, and are produced by, different spatialities and temporalities. This entails be-ing attentive to the embodied affective (dis)comforts experienced during my time with the school and engaging in affective conversation with the more-than-human manifestations of spacetime in these encounters. Specifically, I analyse how attuning to the emergences of different more-than-human spacetime within and outside the classroom allow for different student identities to emerge, and how certain material-discursive processes allow some identities to come to matter over others. This includes analysis of how accommodating the students’ need for physical and virtual spaces away from other humans paradoxically supports students’ experiences of belonging and engagement with school. I argue that this is enabled through allowing a letting go of the ‘self’ and providing ontological space for students to ‘be student’ otherwise. Thus, by reframing conceptualisations of student belonging and engagement from being centred in individual students (as separate from school spaces) to being attentive to the possibilities for ‘be-ing student’ allowed by the more-than-human spacetime entanglements of schools (including the role we play as educational researchers, policy makers and practitioners), schools can be responsive and responsible spaces that are more-than inclusive.

Presentation

--Individual Paper--

839 -

Beyond Humanist Embodiment: ‘Autism’ as a dialogical encounter of spacetime

Kim Davies

Deakin University, Melbourne, Australia

Abstract

This paper builds upon earlier work on the sociocultural history of autism as a diagnostic category (Davies, 2015, 2016a, 2016b, 2018; Davies & Renshaw, 2013) and more recent work exploring the posthumanist possibilities for dialogism as a pedagogy and practice of radical beyond human alterity (Davies & Renshaw, 2019). In this paper I untether the autistic body from its familiar materialisation as a Human-ist type to explore what becomes of ‘autism’ when it is materialised and embodied in digitally mediated, online cyberspaces. This will involve a close analysis of how ‘autism’ is produced by and for the monological requirements and ableist expectations of Modern western schooling in contrast to how ‘autism’ is realised in so-called, community-identified ‘autism-friendly’ cyberspaces, with their differently configured possibilities. Through this framework of critical *dialogical* disability studies (Davies, 2016b) I will scope the ontoepistemological capacities of each spacetime - western school classroom and autism friendly cyberspace – to show how, regardless of the specific context, Autism is a relational accomplishment, materialised within and through specific encounters with and beyond humans across diverse spacetimes. On the back of this analysis I will argue that ‘autism’ is better understood not as an individuated diagnosis of personal developmental delay (APA, 2013) but as one way to name and understand a process of human and beyond human becoming. This work is significant as a social justice issue for education at a time when notions of ‘ability’ and ‘disability’ are being reworked through a resurgent investment in ‘special education’ and as school systems and dialogism itself struggle to respond to the challenges of ‘the posts’.

Presentation

--Roundtable Paper--

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

Abstract

For teacher education, the challenge of engaging more deeply with local communities is about righting imbalances. This involves a shift in governance and power requiring an institutionally embedded strategy to allow rural and regional oft-marginalised communities an audible voice at the decision-making table, in central rather than tokenistic ways (Gillan et. al., 2017). Attracting, supporting and graduating teachers from some of the communities that need teachers most is understood as key not just to a passionately engaged teaching workforce, but one where teachers deeply understand the communities in which they teach, seeing families as holding the ‘legitimate knowledge’ that is important to their work with young people (Delgado et. al., 2002).

This paper reports on the early stages of the Nexus teacher education program, a reflective partnership (nexus) between university, schools and most significantly, local communities. As a new place-based Master of Secondary Teaching with community engagement at its core, the program is designed to recruit, prepare, support, graduate and track teachers through an alternative pathway into secondary teaching in low socio-economic regional and rural Victorian schools. Teacher candidates are selected in the program using an equity-based points system (Howard, 2016) taking into account applicants’ own backgrounds (i.e. from rural or marginalised communities), personal and professional histories, commitment to social justice as well as

discipline content knowledge. We recognise that teachers who come from rural, regional or low SES communities, who are Indigenous, who may have language backgrounds other than English, or have experienced interruptions to their careers or other disadvantage, may have the experience and often the skills, knowledge and disposition to make a significant difference in schools. We want teachers who are knowledgeable agents of social change.

Nexus is a highly mentored, scaffolded employment- based teacher education program. We immerse our participants in schools, slowly guiding them to independence as classroom teachers. On campus, in schools and at selected community locations, they learn from teacher mentors and are hosted by community families, working side-by-side as they reflect on critical and social justice theory as they explore innovations in teaching for socially just practices that bring about change for students and their communities. In this respect, Nexus engages in knowledge building at all levels of teacher education including the targeted selection of teacher candidates and the co-production of a new model of teacher education informed by members of local communities to incorporate community perspectives.

Presentation

--Individual Paper--

334 -

Engaging rural knowledges in curriculum enactment: the case of STEM in rural schools

Philip Roberts

University of Canberra, Canberra, Australia

Abstract

The-IRRRRE (Halsey 2018) called for further research into rural, regional and remote education - this paper begins this engagement from the perspective of curriculum inquiry and its central question of ‘What, and whose, knowledge is of most worth?’ Problematically, much research and practice into overcoming the ‘rural problem’ assumes a deficit discourse and consequently seeks to redress rural ‘under-achievement’ through approaches to enhance achievement within the existing curriculum and post-education pathways. In these dominant approaches the nature of knowledge is naturalised so that achievement in assessment systems can be enhanced. Within this context the nuances of knowledges of, and from, the rural are marginalised in favour of that codified in the curriculum and existing curriculum enactment (as evidenced in texts, curriculum resources and assessment tools).

The resultant challenge is to build knowledge in curriculum enactment that engages with, and from, a rural perspective. In considering how this can be achieved this paper engages with the difficulty of defining the rural as an opportunity to explore the nature of knowledge in rural schools and its relationship to the existing curriculum. When we start from the position that there are a multiplicity of meanings of the rural (Roberts & Green, 2013), and that the resultant multiple ways of representing the rural tend to draw upon divergent epistemological traditions (Woods, 2011) we can approach the ‘problem of knowledge’ (Young & Muller, 2016) from a rural perspective. From this perspective what counts as ‘powerful knowledge’ and dominates existing curriculum enactment is characteristically western-scientific knowledge of the global metropole.

To illustrate this argument, I draw upon a recent empirical study of rural students, teachers, community and industry understandings of, and engagement with, STEM subjects in the senior secondary curriculum. This study noted the different engagements, and understandings, of these subjects related to intended post-university pathways. Specifically, students intending to move to university saw these subjects as valuable and studied them as abstract forms of knowledge, whereas students intending to remain local post-school saw these as not important to their futures. Furthermore, teachers were not easily able to relate the utility of these subjects to locally orientated careers and industry and as such were not able to make them easily knowable to students. Coupling the finding that there is work to be done in building knowledge from a rural perspective and the different ways of understanding the rural, an approach to such knowledge building as curriculum enactment is proposed.

Presentation

--Individual Paper--

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

Abstract

Trends in urban growth has seen regional attractiveness decrease and an ageing and shrinking rural population. Both trends resulting in declining opportunities for development, investment

and access to services in rural, regional and remote (RRR) contexts (OECD, 2018). This image of RRR discourse represents “persistent and entrenched locational disadvantage” (Reid, 2017, p.88). Moreover, metrocentric educational policy texts contribute further to the widening division between rural and urban schooling. Whilst accepting that there are challenges in RRR contexts, it is important to counter current discourse by encouraging ‘success place studies’ as a starting point for change (Reid, 2017). Principals and teachers are central to developing a culture of change and community of practice in RRR contexts because the provision of ‘quality education’ lay at the heart of any RRR community success. Education has the ability to attract families to the region as well as provide employment opportunities for locals (Trinidad et al, 2014).

But how are governments around the globe ensuring ‘quality education’ is provided and maintained in regional, RRR contexts? How are government policies reflecting the whole of community needs of RRR contexts? Building on Halsey’s (2018) Independent Review of Australian contexts, this study investigated national policy directives, pre-service teacher programs, and innovative RRR practices in Australia, Mexico and South Africa. This study uncovers systemic imperatives and approaches that address the unique needs of RRR education. Ledger et.al’s (2017) policy analysis framework was used to triangulate the overall findings and reveal policy influences, outcomes and exemplars of educational initiatives and creative responses to local contextual assets.

Given that many policy recommendations exist that focus on RRR challenges, this paper offers recommendations in terms of potentialities for knowledge building in RRR education (Masinire et.al, 2014). The findings provide five starting points for educators and policy makers: 1. Build on the assets of ‘people and place’ within RRR contexts. 2. Prepare and support leaders and teachers to find creative ways to connect, respect and adapt to the local context. 3. Provide good educational outcomes and transferable skills for RRR students and teachers. 4. Attend to silences of RRR within teacher education policy and practices. 5. Integrate local government policies.

Knowledge building in RRR contexts is complex and requires multi-sector, integrated policy decisions. Future proofing RRR schooling rests in the hands of teachers at the chalkface, leaders within these contexts, and the integration of local, state and national RRR policy directives.

Presentation

--Individual Paper--

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

Abstract

Knowledge building is critical to the aims of education. The Australian Curriculum states that all young Australians should learn how to ‘create new ideas and translate them into practical applications’ and ‘move across subject disciplines to develop new expertise’ (ACARA 2013: 14). However, not all young Australians are learning these abilities. Two major problems facing rural, regional and remote (RRR) schooling are: teacher support and training; and metro-centric educational policies. First, it is widely accepted in research, reviews and policy documents that RRR teachers need greater access to pedagogic support and professional learning opportunities. Second, scholars of RRR education forcefully argue that metro-centric assumptions underpinning policies lead to the imposition of practices at odds with the needs, perspectives and voices of rural Australia. Put together, these two issues highlight the need to support teachers in RRR schools to develop knowledge building pedagogies that are appropriate to their own ‘place’, their classrooms, and their students. However, doing so has been made difficult by the geographically dispersed nature of RRR schools and the very specificity and diversity of ‘places’. What may work in one context may not be appropriate elsewhere – and there are many different places, classrooms, and types of students.

In this paper we set forward a new methodology for the study and development of RRR-based knowledge building pedagogies that utilises the affordances of new digital technologies for engaging with distributed and large data sets and a theoretical framework that reveals the nature of knowledge building in specific contexts. Specifically, the methodology involves capturing teaching and learning processes through audiovisual recordings of long stretches of learning using a ‘low-disturbance video’ system. This innovative technology enables researchers and teachers to collaboratively build datasets far beyond the logistical capacity of traditional methods. We discuss how these datasets can then be analysed using data science methods to reveal contextually-specific patterns. We introduce how Legitimation Code Theory (LCT), a widely-used framework for analysing and shaping practice, can then reveal the nature of knowledge building in different classroom contexts. Crucially, data science methods are

inductive and LCT is substantively 'empty' in the sense of not bringing predetermined assumptions as to what constitutes successful knowledge building. We argue that these offer a way of overcoming scattered, limited studies and interventions without imposing universalistic (and often metro-centric) practices by allowing collaboratively co-created practices that place contextually-relevant principles of knowledge building in the hands of educators and students.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: B302 Collab Learning Space

385

School leaders as leaders of professional learning

Pauline Thompson

The University of Melbourne, Melbourne, Australia

Abstract

It is widely acknowledged that professional learning is a key driver of continual improvement of teaching practice (Kennedy, 2016). We also know that when school leaders are directly involved in the teacher professional learning and development, this has a positive impact on the quality of teaching in a school (Robinson et al, 2008).

In this paper, I describe a professional learning case study where the program and research was conducted by a member of the school senior leadership team in one secondary school in metropolitan Melbourne. Seven teachers from the school participated in an on-going professional

learning program over a 10-week period in 2015. Over the following 3 years, semi-structured interviews were carried out, which led to the formation of a narrative of each participant's individual professional learning experience. Positioning Theory was used as the conceptual framework to understand any changes in teaching in response to the professional learning program. The collated narratives for each participant were closely analysed using Positioning Theory to track, interpret, understand the behaviour and attitudes of teachers over the study. Through the analysis of the narratives the key characteristics of effective professional learning were identified. These characteristics are brought together in the Iterative Model of Professional Learning (IMPL).

The findings of this study indicate that there are several factors that support teachers to improve their practice. One key factor is the development of a trusting professional relationship between the leader of the professional learning and teachers. However, it is proposed that any professional learning which includes the five characteristics as identified in the IMPL can be effective regardless of whether it is conducted by a person in a formal leadership role or not.

Presentation

--Individual Paper--

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

Abstract

Although educational leadership and student academic achievement have been well-researched area, little is known about principals' effectiveness in specific leadership tasks and its relation with student achievement. The purpose of this research was to explore principal task effectiveness, as perceived by principals themselves, their deputy principals and lead teachers in

the context of the Maldives. More specifically this study identified specific sets of principal tasks and determined the relations between these dimensions and student achievement in lower secondary schools in the Maldives. Secondary school exit examination performance remains low in the Maldives and there is an urgent need to identify ways that schools can help all students to achieve, create more socially just education outcomes and increase access to higher education.

This study employed a quantitative design using surveys to collect self- and other-ratings of principal task effectiveness. Principals, deputy principals and lead teachers were asked to complete the same survey regarding principal task effectiveness, thus triangulating principal self-ratings with ratings from their senior management. All of the 178 public secondary schools offering the International General Certificate of Secondary Education (IGCSE) in the Maldives responded to the survey and their students' grades of IGCSE Mathematics and English Language were provided by the Ministry of Education (MoE). An exploratory factor analysis was used to identify dimensions of principals' task effectiveness. Hierarchical regression analyses were used to examine the relation between perceived principal task effectiveness, principal characteristics and student achievement.

The analyses revealed five principal task dimensions: School Management, Instructional Management, Teacher Quality, External Relations and Program Development and Evaluation. From the perspectives of principals, the dimension relating to 'Teacher Quality' positively predicted student achievement in the IGCSE English Language examination. From the perspectives of both principal and others, principal's school experience positively predicted student academic achievement in the IGCSE English Language examination. This study provides a comprehensive picture of principal task effectiveness in the Maldives, highlighting specific strengths and areas for improvement. The findings provide implications for policy makers for principal training, ongoing professional learning and the daily work of principals. The study provides a comprehensive framework of leadership task effectiveness which leaders and policy makers can utilise to examine leadership in schools and identify professional learning needs. This research highlights the importance of focusing on principal task effectiveness rather than on leadership behaviours or practices in general, in the pursuit of school improvement and more socially just student outcomes.

Presentation

--Individual Paper--

979

Principal as a leader of learning: a case study in four secondary schools in Fiji

Mohini Devi

The University of Fiji, Suva, Fiji

Abstract

Quality teaching in Fijian secondary schools is essential to prepare students to succeed in higher education and careers. Increasingly students are turning from traditional jobs in sugar cane, farming, and fishing to jobs in the government and with large international corporations as even remote Pacific island nations find they are not immune to the influence of the global economy. The main research question that shaped this study was to what extent do principals demonstrate leadership for learning?

This study investigates the role of the school principals as leaders of learning as perceived by stakeholders. The aim of this study is to improve the leadership capacity of school heads to continue to improve the quality of students' learning. Using a multi-case, qualitative inquiry approach with a mixed method design, data was collected through semi-structured interviews, documentary analysis, and questionnaires from four case study schools in the four divisions namely: Central, Northern, Western, and Eastern in Fiji. The major outcomes of the study were: 1. Professional learning must be embedded into the principals' daily professional work. 2. Inclusion of pre-service preparation through post-graduate degrees and in-service programmes for leadership. This study is an important initiative because the findings can assist principals to become more effective leaders of learning in secondary schools. The study will also contribute to the research literature on the role and responsibilities of principals as leaders of learning in Fiji and in the Pacific Island Countries. The study will serve as a conceptual model for principals that will conceptualize and practice leadership for learning. This study has implications for social change that may lead to more relevant educational policy and practices that improve the quality of teaching and learning and the educational environment in Fiji and the Pacific Island Countries.

Presentation

--Individual Paper--

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

Abstract

In the carriage of *education for a socially-just world*, context matters. For schools located in socially disadvantaged areas, where entrenched poverty, unemployment and systemic disadvantage feature in community profiles, student cohorts are increasingly diverse, including in terms of wellbeing. While the term 'wellbeing' is ambiguous, researchers often position this construct as having 'constitutive dimensions' requiring a 'components approach' (Atkinson, 2013, p. 138). By contrast, viewing wellbeing through a lens of 'flourishing', it can be understood as 'always and necessarily situated and relational' (Atkinson, 2013, p. 138). From this perspective, wellbeing is conceptualized as a *process* rather than outcome, emergent through situated and relational effects, that are operationalised and embedded in school contexts and practices. While widely acknowledged that schools play a role in supporting student wellbeing, relatively less is known about the embedded ways this occurs in low-SES schools.

Given variability in shared understandings of social/cultural norms in low-SES schools, wellbeing programs are often intended to address students' citizenship skills, social and emotional capacities, learner engagement and behaviour, to enable higher academic achievement and post-school success. Further, a proliferation of 'add on', sometimes commercialised, programs have been adopted with variable success. As such, and viewed through the Health Promoting Schools Framework (HPSF), embedded approaches to addressing student wellbeing

can target institutional cultures (ethos and environment), classroom practices (curriculum, teaching and learning) or engagement with external partners (partnerships and services).

In this paper we draw on the HPSF to interrogate three case studies of embedded approaches to supporting student wellbeing from three participant schools in Bendigo, Geelong and Launceston. Each case study critiques an approach to student wellbeing including school-wide attempts to change school culture, specific curricula involving explicit teaching of wellbeing, and the development of partnerships with external services. The case studies were drawn from data collected as part of a larger ARC-funded study (2017-2019) that addressed learning and wellbeing in low-SES schools and compiled from interviews (teachers, students, school leaders and external partners), classroom observations and document analyses. Findings report on how these approaches were mobilised, taken-up and resisted by various members of the school community, and consider the implications for supporting student wellbeing in situated and relational ways – the spatial dynamics of such effects (Franz, 2019).

Presentation

--Individual Paper--

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

Abstract

In this paper we outline how we conceptualized an ARC project (2017-2019) that aimed to identify conditions that enhance low SES students' learning and wellbeing in eight participant schools in Bendigo, Geelong and Launceston, including primary and secondary students. We also report on: (a) findings from a three-year survey of participant students' perceptions of their learning environment; and (b) teacher adaptation to new larger teaching and learning spaces.

We conceptualized our study in terms of cultural materialist theory around relational agency (Edwards, 2015). From this perspective, effective educational practices entail participants developing, refining and reviewing shared goals to achieving common knowledge built on mutual responsibility. This perspective was applied to our collaborative research partnerships with teachers, to how teachers taught in teams, to teacher and student roles in teaching and learning, and to student learning through peer support.

As part of this study, we report on quantitative findings from an annual student survey (n= 7000 responses over 3 years) of students' perceptions of their learning environment and key determinants of wellbeing. Through confirmatory factor analysis, we developed a structural model that identified multiple direct and indirect effects on student wellbeing and engagement.

Larger teaching spaces in participant schools enabled teachers to work in teams, and we report findings on how and why teachers adapted their teaching and learning practices to these new physical settings. An observation tool was developed to identify quality interactions between the built learning environment, teaching, learning and participant wellbeing. This tool focused on researcher, teacher and student reflective analyses of the fit for purpose between space usage, modes of teaching and learning, measures of wellbeing, and participants' sense of the environment's culture. We found that teachers developed a range of flexible practices and space usage to promote participant connectivity, visibility, safety, community, inclusion, and customized and diverse learning experiences.

Quantitative findings from the survey indicate key influences on student and teacher wellbeing, with implications for policy and curricular enactment. Qualitative findings on space usage provide leads for post-occupancy analyses of new blended teaching and learning environments, with implications for (a) how teachers can achieve fit for purpose in curricular conception and enactment, and (b) design of new school and classroom learning spaces.

Presentation

--Individual Paper--

743 -

Personalising mathematics and English learning in the middle years through co-teaching

Damon Thomas, Tracey Muir, Sherridan Emery

University of Tasmania, Launceston, Australia

Abstract

Personalised learning is a form of instruction that tailors teaching to individual student needs. It has been described as a route to a more socially inclusive education system that engages students as they view learning experiences as meaningfully aligned with their learning needs. Such goals are important yet challenging to achieve, as enacting personalised approaches requires schools to reconsider responsibilities, goals, constraints, learning needs, and roles of teachers and students in educational contexts. It has been claimed that teachers can enact personalised approaches and learn from each other when they work in teams rather than in isolation to cater for individual and group needs. This paper outlines two Tasmanian case studies that sought to personalise learning for middle years students through collaborative teacher practice in the core subjects of mathematics and English.

Method

The case studies employed design-based research (DBR) to investigate whether team-taught, personalised approaches could make prescribed mathematics and literacy learning more meaningful for middle years students. Both case studies were conducted in real educational settings and involved a collaborative partnership between researchers and practitioners.

Results

The first case study examines how teachers capitalised on mathematics test results to personalise students' mathematics learning. Students were provided with agency in their learning through discussing their strengths and weaknesses as revealed by the tests, and then setting personal goals for their mathematics learning. The Grade 5/6 teachers adopted a team approach to planning and group instruction whereby they developed a sense of shared responsibility for the whole cohort. The results showed that students were able to articulate purposeful mathematical goals and were motivated to engage in mathematical experiences to help them achieve their goals.

The second case study outlines what enabled and constrained a local curriculum innovation in literacy that sought to personalise student learning and promote teacher collaboration. The results showed that meaningful literacy learning was enabled by collaborative teacher planning of learning tasks that catered for different levels of challenge. Increased student agency to select

tasks relevant to learning needs and opportunities for self-paced learning also enabled meaningful literacy learning for the middle years' students.

The findings from both case studies have implications for education researchers and schools regarding the challenges and opportunities of attempts to enact personalised learning and co-teaching in core curriculum areas within the current context.

Presentation

--Individual Paper--

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

Abstract

Many schools are embracing a suite of digital learning tools as a strategy to transform students' learning experiences and enhance learning. However, the challenge often remains of how to achieve a systematic digitally-enabled approach, given varying social, cultural and economic contexts in which schools operate. As such it is also increasingly common for schools to develop a contextually-informed, whole-community approach to use of digital tools in order to transform systematically and collectively teachers' practices in ways that are genuinely responsive to their cultural and historical contexts. Relatively little is known to date about how this has played out in socially-disadvantaged schools.

We present findings from our investigation of how one P-12 school learning community developed a contextually-informed approach to use of digital learning tools to enhance student learning. Over a period of two years the researchers conducted classroom observations and interviews with school leaders, teachers and students to document: (i) the pedagogical model for using digital tools, and how this was understood to be responsive to the socio-economic circumstances of the school community; (ii) how the model informed different elements of teachers' practice in relation to curriculum planning, implementing learning activities, giving feedback and undertaking assessment, and relating to parents and the wider community.

The data revealed that the whole-community approach to using digital learning tools was deeply motivated by the need to overcome many of the socio-economic challenges being faced by

students in the school. In this sense the use of digital tools was not just related to students' attainment of curriculum learning outcomes, but also for its potential to transform students' life circumstances. Specifically the use of this situated approach created new opportunities for students to become more involved with teachers to set and monitor their individual learning goals. Students were able to use the suite of digital tools to engage more autonomously with the broad inquiry approach adopted by the school, and to document evidence of their learning that was then useful in guiding individualised feedback and progress interventions. The data also made visible situated barriers faced by the teachers, including challenges to teachers' historical assumptions and beliefs about good learning and students' base levels of digital literacy and their capacity for self-regulation in difficult circumstances.

Presentation

90 minutes

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

Abstract

This study explores the experiences of Exceptional Graduates as Rural Teachers^[1] (EGRT) fellows as they transition from graduates of prestigious universities to rural teachers at disadvantaged schools. Many similar alternative teacher preparation programs like Teach for America have successfully recruited high academic achievers (Olmedo, Bailey, & Ball, 2013;

Straubhaar & Gottfried, 2016). Moreover, previous studies have shown significant mismatches between teachers' expectations and the realities of working in disadvantaged schools; this disparity can result in high attrition rates (McCann & Johannessen, 2004; Zhou & Shang, 2011). Therefore, this study contributes to unveiling the tip of the iceberg of EGRT fellows' experiences of participating in the program, which mainly focuses on the disparities fellows may perceive between their pre-service expectations and in-service realities.

To address this question, the study builds on Bourdieu's theory of social practice. A person's practice results from relations between their enculturated dispositions (habitus) and recognised resources (capital) in a social arena (field). This equation is useful in understanding the nature of Bourdieu's three main "thinking tools", including "capital", "habitus", and "field" (Wacquant, 1989, p. 40). In this study, these tools are not used in isolation, but are necessarily interrelated conceptually and empirically.

The semi-structured interview broadly explored the disparities 16 EGRT interview participants may perceive. Prior to their EGRT service, the interview participants assumed that local students were a group of 'cute kids' who desired to learn. The students were also assumed (by fellows) to be innocent and 'simple', due to their relatively distant proximity from the hustle and bustle of urban life. Yet the realities perceived by participants after entry to their placement schools presented a different story. The knowledge base and learning ability of local students were perceived to be even weaker than expected. Perhaps more problematically, local students were perceived to be unmotivated to learn and misbehaving frequently. Thus, the transformative changes were much more difficult to achieve than the EGRT fellows expected.

This study sheds light on the disparities perceived by EGRT fellows. These findings identified the potential dangers of rhetoric promotion strategies of EGRT and the mainstream discourses purported in the public media, but further approaches are required for bridging these disparities in both pre-service intensive training and subsequent in-service support.

[1] For research ethics considerations, pseudonym is used to ensure confidentiality.

Presentation

--Individual Paper--

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

Abstract

Globally, teacher education has come under increasing government scrutiny and standardisation in the last two decades. Initial Teacher Education (ITE) providers are required to develop classroom ready teachers who can impact student learning in deep and substantive ways. However, present discourse in teacher education critiques the failure of providers to deliver high quality graduates who are classroom ready and effective. In 2014 the Teacher Education Ministerial Advisory Group (TEMAG) reviewed the quality of teacher education courses and intensified the agenda about quality and effective teaching by changing entrance selection processes that include evaluation of pre-service teacher's soft skills, structuring requirements for professional experience and improving final assessments to deliver classroom ready and adaptive teachers. The policy discourse targets the delivery of agile, effective and life-long teachers. Factors such as self-efficacy, personal characteristics and soft skills are recognised in several studies to be critical in the development of these highly sought skills of agility, effectiveness and professional commitment and career longevity. This paper reports on the impact of the Australian Graduate Teacher Standards on the development of secondary pre-service teachers' practice, professional identity and commitment to teaching.

Results about the influence of the Australian Graduate Teaching Standards on the self-efficacy of preservice teachers across four NSW ITE institutions will be presented. Survey and focus group

data related to self efficacy has been analysed to dissect how these Graduate Standards influence the development of secondary pre-service teachers' capacity for teaching, identity and readiness for teaching and an intent to commit to the profession.

This research responds to the national and international policy discourse about the delivery of effective, classroom ready teachers and importantly provides an analysis of how the Australian Graduate Teaching Standards may be influencing the development of pre-service teachers' self-efficacy within secondary teacher education programs.

Presentation

--Individual Paper--

785

The global circulation of literacy policy: phonics, inequality and neo-conservative political movements

Joel Windle¹, Simone Batista²

¹Fluminense Federal University, Niterói, Australia. ²Universidade Federal Rural do Rio de Janeiro, Rio de Janeiro, Brazil

Abstract

This paper presents a multi-scalar analysis of educational inequalities in the global south, interrogating how reform of literacy instruction has become a key priority for contemporary conservative political movements. In Brazil, a right-wing populist Federal Government prioritized a shift to phonics, while in the US and Australia conservative advocacy of phonics has resulted in marked policy changes over the past three decades. Phonics policy advocacy (PPA) is examined as part of a shift in the terrain of political debate towards control of cultural and educational institutions, championed by new types of policy coalition who target disadvantaged communities through a discourse of crisis. Further, phonics policy advocacy (PPA) appears to have gained space as a result of transnational sharing of personnel, discourses and political strategy amongst conservative groups in some settings, while in other settings such alliances have failed to materialise. The analysis points to connections between religious, traditionalist and neoliberal components of contemporary conservative policy advocacy, and in particular to

the necessity of an echo-chamber of authorised policy actors reiterating PPA for it to gain traction. The discussion is based on examination of media reporting and policy statements, focusing on the Brazilian case, suggesting that commercial and ideological interests are particularly close in this setting, relative to others, with implications for the reproduction of social and racial inequalities.

Presentation

--Individual Paper--

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

Abstract

The past couple of decades have seen a significant change in the practice and conceptualisation of formulation and implementation of public policy. Governing is no longer a domain of a nation state government but it increasingly depends on plural and networked forms of governance. The changing nature of governance in education is important to investigate as it affects democratic and just policy outcomes. It has been conceptualised in the literature through various theoretical lenses predominantly adopting political science's focus on power and influence, or organizational management's focus on efficiency and economics (Bromley 2016). Governance in a broad sense has been defined as the "process of governing societies in a situation where no single actor can claim absolute dominance" (Burns, Köster & Fuster 2016, p. 18), as well as the "coordination of social systems" with "formal and informal types of public interactions" (Pierre

2000, p. 3). Both definitions of governance focus on the “interactions among structures” through “steering” or coordination (Pierre & Peters 2000), and are highly relevant in the education space, which encompasses a variety of actors in continuous interaction.

To understand the complexity of the governance processes, and their effects on social policies increasingly a focus on “instrumental perspective” (Peters & Nispen 1998) or “tools framework” (Salamon 2000) has been utilised by academics across many disciplines including economics, law and public administration (Peters & Nispen 1998).

Building on the ‘instrumentation’ approach to understanding education governance and policy coordination in a complex multi-governance system in the European Union (EU), the presentation will identify the current trends of education policy governance and coordination in the Australian federal system. Governance mechanisms (i.e. standard-setting, elite learning, capacity-building) and policy instruments (i.e. coordinated networks, peer learning, data generation) which encourage stronger policy coordination and adoption in the EU member states will be described and used to assess ‘instrumentation’ of education governance in Australia. Further, this paper will attempt to identify main factors behind Australia failing to adopt lifelong learning policy in the context of overwhelming lifelong learning policy transformations globally.

Presentation

--Individual Paper--

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

Abstract

Out-of-field teaching can be defined as *teaching practices that fall outside a teacher's field of qualifications or expertise*, whether by subject or year-level. Research demonstrates that the

combination of factors that surround and cause the occurrence of out-of-field teaching are not confined to particular countries, but rather, this phenomenon is a global education workforce issue. Yet, applying teachers into classrooms outside their qualifications as unsupported resources has significant implications for quality teaching and education. Most concerning are the expectations for sustained achievement and results placed on teachers working in unfamiliar teaching situations, as well as on their school leaders, in conjunction with the widespread occurrence of the phenomenon in schools.

Placing a policy lens on the out-of-field teaching phenomenon raises questions about (a) the fairness of standard comparison assessments/appraisals of teachers assigned to out-of-field positions, (b) the customs or sustainability of assigning beginning teachers to out-of-field positions, (c) the strength and availability of professional support for teachers assigned to out-of-field positions, and (d) the support school leaders receive to effectively manage the phenomenon in their learning and teaching environments. For policies to be resources that support teachers, school leaders and other stakeholders in education, however, they need to acknowledge the impact of the phenomenon beyond statistical (occurrence) data and embrace its effective management via critical reflection on existing misconceptions about the lived experience of these teachers, their students and school leaders.

This paper argues that fit-for-purpose micro-education policy strategies targeted to address factors inherent to the phenomenon can change its implications in school and classroom contexts. I define micro-education policies as context-conscious, practice-policy processes that provide schools with a practical resource framework that can be constantly adjusted to support teachers in challenging and complex situations such as out-of-field teaching assignments. Positioning policies to support the effective management of this phenomenon means focusing on out-of-field teachers' needs while demonstrating a context-conscious awareness of teaching and learning as a situated social experience. Appreciation of the unique complications that arise in out-of-field classrooms is captured through a Context-Conscious Understanding Development (C-CUD) theoretical framework developed by the author. The paper offers results that underline the consequences of out-of-field teaching practices for quality education and educational leaders' decision-making, while it also emphasises the need for further research to provide empirical evidence in support of policy development, implementation, and decision-making at school level.

Presentation

--Individual Paper--

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

Abstract

This paper reports on themes and critical questions emerging from a collaborative project designed by researchers in the School of Education, University of South Australia and curriculum consultants in Catholic Education South Australia (CESA). The intention of the project *CESA Professional Development Network Inquiry: Designing and trialling program evaluation processes, protocols and tools* is to investigate affordances of innovative approaches to demonstrating 'evidence of impact' of CESA's professional learning programs.

It is conventional wisdom that improving professional learning for educators is a crucial step in transforming schools and improving student achievement, but haunting this conventional wisdom is the question of 'evidence of impact'. Current policy narrowly frames this question in terms of causal and measurable phenomena: input-output = measurable deliverables. In the current performative policy context, there are pressures to generate 'objective data'; there are pressures to comply with system requirements; there are pressures to pursue causal relationships between professional learning and improved student achievement. However, CESA's Network Inquiry approach to professional learning also provides an opportunity to explore an alternative framing of 'evidence of impact' that privileges a range of qualitative data over benchmarks and standardised checklists to capture changes in teacher knowledge, classroom practice and student learning.

In this dissonant space where competing ideologies and conflicting expectations are at work, the consultants are engaging in ongoing collaborative efforts to understand and explain how CESA's professional learning programs support teachers to adjust or adapt their classroom practice, or redesign their curriculum, or develop evaluative thinking that informs their ongoing teaching. Recognising the limitations of 'evidence of impact' in the form of feedback at the end of a professional learning session, end-of-year reflections or surveys, the consultants are grappling with the differing goals and multiple co-existing frameworks and accountability measures that govern their work.

This research encourages dialogue, reflection and deliberation as the consultants collect, share and interpret data alongside the research team. It seeks to engage them in ongoing collaborative efforts to understand and explain the effects of CESA's professional learning programs, and to make judgments in a way that is sensitive to, and relevant for, their own contextualized settings. It is working towards an approach to generating program evaluation data that opens up critical discussion and expands the possibilities for consultants to change the narrative about what counts as 'evidence of impact'.

Presentation

--Individual Paper--

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

Abstract

Notwithstanding it being a contentious concept, 'reconciliation' is an important goal for Australia's maturity as a nation state. While significant policy such as AC:HPE provides a framework where attention might be paid to reconciliation there is no evidence to suggest HPE is equipping all students with an understanding of indigenous knowledges, cultures and contemporary issues or making significant and widespread change to the lives of indigenous peoples or working towards reconciliation. This paper works with post-materialism concepts such as Karen Barad's intra-action and Donna Haraway's response-ability to explore how Australian

HPE might take responsibility for reconciliation and better educational outcomes for Aboriginal, Torres Strait Islander, other First Nations people and all students participating in Education and a desire for co-existence in the future. Evidence draws from an investigation of colonial pasts working through a (not)diverse range of higher education students and their lecturer engaged with HPE teacher education intra-acting as pedagogical attempts at decolonizing HPE. This paper asks of ‘us’ ‘what are ‘we’ becoming?’ in terms of the HPE field’s vision, engagement and response-ability for ‘reconciliation’.

Presentation

--Individual Paper--

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

Abstract

Over the past four decades, a rich body of scholarship has drawn our attentions to the possibilities and unique challenges of transformative pedagogies in Health and Physical Education Teacher Education (HPETE) (Devis-devis 2006; Hickey & Moody, 2019; Tinning, 2019, 2017). Importantly, this research emphasizes how pre-service teachers and teacher educators have both the capacities and desires to actively respond to concerns around justice, democracy and ethics in HPE (Fitzpatrick, 2018; Hill et al., 2018; Lynch & Curner-Smith, 2019; O’Sullivan, 2018).

At the heart of transformative pedagogies is the provocation of emotion and affect (Zembylas 2002, 2013). There is much to learn about the emotional terrain of being and becoming a transformative orientated educator (Coll & Charlton, 2018; Freire, 2005; Kumashiro, 2004; Luguetti & Oliver, 2019). In recognition of this, this paper will contribute to what we know about the complex entanglement between emotion and transformative pedagogies in HPETE.

Stimulated by post-qualitative scholars we are encouraged to think afresh what we take for granted about the familiar features of qualitative research (St Pierre 2019; MacLure 2003). Collective biography (Davies & Gannon, 2006; Gannon and Gonick, 2018), as a post-qualitative research strategy, provides a framework for our collective exploration of the emotional terrain of transformative pedagogies approaches to/within HPETE. In particular, as two HPETE educators' we draw on our encounters with transformative pedagogies across multiple spaces in an attempt to think through how emotions (specifically love, fear and frustration) function and explore their discursive effects in our pedagogical approaches. We share three co-constructed narratives which map our experiments in an ongoing process of becoming transformative orientated educators in HPETE.

By reflexively interrogating emotions such as love, fear and frustration central to these narratives this paper opens up space for a critical consideration of the boundaries of teacher educators' responses to the complex material realities of social justice in physical education spaces. We argue that teaching should never be reduced to a merely feel-good process; actively engaging with and carefully considering emotions in transformative pedagogical approaches to HPETE can be both radically pleasurable and uncomfortable. This paper is an important invitation for educators and researchers in the field to think differently about how they might work with pre-service teachers to transform physical education.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: N413 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

Abstract

A recent review of teacher education at the University of South Australia revealed that early career teacher believed they had not been adequately prepared to teach for the needs of Aboriginal students, and/or those from diverse cultural and linguistic backgrounds. Their concerns were informed by teaching experience in schools catering for students from diverse cultural and linguistic backgrounds as well as The Australian Professional Standards for Teachers (AITSL). These standards can be viewed as governmental technologies, which seek to orient teacher education towards narrow conceptions of the competent classroom teacher. However, they can also prompt teacher educators to reflect upon their own pedagogical practices and whether these are developing capacities and dispositions that help pre-service

respond to the diverse cultural, linguistic and embodied practices of students in schools. This paper reports upon on a case study of a fourth-year course within a Bachelor of Education (primary/middle), which specifically aimed to develop critical reflection, social responsibility, as well as culturally responsive orientations and pedagogies. I first provide a contextual overview before addressing theoretical orientations around culture and culturally responsive pedagogies as these relate to Health and Physical Education HPE. I then report upon specific practices and learning experiences from the HPE class in the course. Learning experiences and strategies that set out to foster an appreciation of cultural diversity and provide opportunities to actually practice culturally responsive pedagogies will be presented. Student work samples, questions and reflections will be analysed and discussed in relation to recognising and valuing diverse cultural perspectives, demonstration of broadened cultural understandings and the implementation of culturally responsive pedagogies. The particular case study is situated within the Australian context, hence, no generalisable claims are made. I do though seek to make connections for others preparing teachers to teach HPE to students from diverse cultural and linguistic backgrounds. I conclude in arguing that if HPE pre-service teachers are to develop deep and generative pedagogical practices that can be responsive to the diverse cultural, linguistic and embodied practices of students in schools, teacher educators also need to confront their assumptions, including how these

might be informed by a nation's colonial past. Of consequence is how HPE teacher educators orient their pedagogical practices and learning experiences in ways that promote and model culturally responsive pedagogies.

Presentation

--Other--

391 - Making connections through the home languages of EALD students

Anne Morrison¹, Jane Armitage²

¹University of South Australia, Adelaide, Australia. ²Department for Education , Adelaide, Australia

Abstract

Despite the highly multicultural profile of contemporary Australia, educational policy and practices privilege English as the language of schooling. Students who have recently arrived in Australia, or those who speak one or more other languages at home, require English proficiency in order to access virtually all curricula and to succeed academically. As a consequence, the home languages of culturally and linguistically diverse students are rarely viewed as assets to learning, and remain a largely untapped resource in secondary classrooms. Culturally responsive teachers, on the other hand, explicitly value the cultural and linguistic resources of their students and they design meaningful learning opportunities that draw on these resources. In doing so, they connect learning to the life-worlds of their students, and indeed extend on these life-worlds for educative purposes. In this paper, we report on an action research project in which a teacher took seriously the challenge of connecting her pedagogy to the life-worlds of the culturally and linguistically diverse students in a Year 10 EAL/D class. We describe a unit of work developed as part of the project, and report on the outcomes. The unit was academically rigorous and met multiple requirements of the Australian Curriculum. We also discuss the challenges that arose, and the lessons learnt for future practice.

Presentation

--Other--

392 -

Pedagogy of discussion: Responding culturally to space and place in the geography classroom

Abigail Diplock

University of South Australia, Adelaide, Australia

Abstract

In this paper I explore action research as a form of professional support for teachers developing the cultural responsiveness of their pedagogy. My research is connected to the project: *Toward an Australian Culturally Responsive Pedagogy*, led by Professor Rigney and Professor Hattam. This project has been working with classroom teachers across seven metropolitan public schools in Adelaide, Australia. In this way it has been using a situated, localised approach which works with the professionalism and intellectualism of individual teachers to develop and explore pedagogies that can respond to diverse learners. The project has been running for almost three years now, and the teachers involved have reported that undertaking the action research has impacted on them in ways that have gone beyond the individual units of work that were designated for this project. In my PhD research, I am exploring this through the ways that this process has affected their subjectivities. Drawing on Stephan Ball's work, I am conceptualising the subjectivities of teachers to be core sites for resistance; where critical reflexion and practice are mediated. I am also using affect theory, as developed by Brian Massumi, to consider the role of practice in the becoming of teacher subjects. For this paper, I am going to focus on one of the teachers involved in the project, Adam, and his work with a year ten geography class around 'space and place'. Adam redesigned this unit to be more culturally responsive, by opening up opportunities to engage with students' diverse cultural lifeworlds, through a discussion-based pedagogy. I will draw on data collected: interviews, classroom observations and informal discussions, to discuss some of the pedagogies that Adam used and how these hinged on the affective relations around who Adam is as a teacher; and consider some of the implications for the professional development for teachers.

Presentation

--Other--

496 -

The Rabbits: Culturally Responsive Pedagogies through Children's Literature in Teacher Education

Jenni Carter

University of South Australia, Adelaide, Australia

Abstract

This paper argues for the significance of story and narrative in culturally responsive pedagogies, particularly developing an understanding of impact of culture, cultural identity and linguistic background as an ethically responsible approach to examining how these can be advanced through engaging with children's literature. This paper argues that an ethically responsible approach disrupts moral certainty around claims as what constitutes good pedagogies and good ways of knowing about story and narrative, and the ways in which the stories of others and knowing and being otherwise, are presented in children's texts.

This paper reports on a case study within a fourth year Bachelor of Education (primary/middle) course, with the aim of providing rich conceptual resources to further culturally inclusive pedagogies in the English Curriculum. The text 'The Rabbits', by Shaun Tan provided a focus for a literary analysis informed by settler colonialism, where a range of learning experiences examined the political and ethical nature of representation. The paper reports on the process of analysis with some examples of the insights made and challenges the students identified for their work as teachers. Importantly, for these students, there was an awareness that critical literacy must challenge ways of knowing that are brought to text analysis that retain entrenched positions of privilege and a taken for granted moral order. The paper concludes with an argument that an ethically responsible approach to culturally responsive pedagogy in the English curriculum must take up Haraways' challenge of looking at what matters in the stories that are told and shared with children and young people, and the responsibility to think and know otherwise. Furthermore, that doing so demands a responsibility to challenge the normative orders and conceptual, institutional, and political parameters that are advanced through curriculum and pedagogical policies that limit ways of understanding complexity and difference.

Presentation

--Individual Paper--

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

Abstract

Performance management is broadly defined as a package of organizational policies, practices, and design features, which interact with each another and complement and strengthen one another to achieve the desired employee performance (Pulakos, 2009). Specifically, Aguinis and Pierce (2008, p. 139) define performance management as a ‘continuous process of identifying, measuring and developing the performance of individuals and aligning performance with the strategic goals of the organizations’. In response to mounting financial constraints, growing student population, and increasing expectations of quality faced by modern universities, performance management has been instituted by higher education institutions worldwide to rationalize their core activities, resulting in expectations of overwhelming appropriateness of requirements, demands, and responsibilities.

Despite predominant macro-level changes of performance management at Chinese universities, little attention has been paid to how the disciplinary technologies have been interpreted and enacted at the level of individual academics. A qualitative case study approach was used in this study, mainly because it facilitates describing, understanding, and explaining a complex phenomenon within its context and serves the research purpose of answering the ‘how’ and ‘why’ questions (Baxter & Jack, 2008). It is context-specific to explore how young academics survive performance management, which governs their academic work to a great extent. The qualitative case study was chosen to explore the proposed research questions, mainly because it allows an in-depth exploration of the specific context.

Using qualitative data with 26 participants at a Chinese research university, this study provides evidence of collective compliance with the performative imperatives. Moreover, the process of perverse learning, during which opportunistic behaviors are taken to ‘play the game’, has contributed to the emergence of performance paradox. The concept of ‘performance paradox’ illustrates ‘a declining relationship or a weaker correlation between actual and reported performance’ (Van Thiel & Leeuw, 2002, p. 271). As summarized by Van Thiel and Leeuw (2002), the occurrence of performance paradox is caused by four processes. Particularly, the process of perverse learning, which leads organizations or individuals to manipulate the performance indicators, has brought about the improvement of measured performance rather than actual performance. In addition, the findings do not indicate any vocal resistance in public but conscientious efforts have been taken in private by some of the participants to navigating through the performance paradox in order to alleviate the dysfunctional consequences caused by the perverse learning.

Presentation

--Individual Paper--

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

Abstract

This paper examines the notion of ‘impact’ of higher education from the perspectives of academic profession. It explores the factors which motivate academic professionals to engage in knowledge exchange and investigates the elements constituting good practice of knowledge exchange. The paper focuses on understanding how academics of different disciplines understand the notion of ‘impact’ of knowledge exchange activities and their relationship with the public mission of higher education. Empirical data from this study will enhance our

understanding about how the professional works of knowledge exchange, research and teaching are coordinated, prioritised and integrated. This paper uses the concepts related to differentiation and integration of the academic profession (Burton Clark 1987) and 'relevant academy' (William Cummings and Ulrich Teichler 2014) to make sense of the qualitative data.

Using Hong Kong's academic profession as an empirical example, this paper employs qualitative interviewing as the main research method to probe the widest range of possible attitudes, interpretations and emergent themes. Semi-structured interviews (Johnson & Christensen, 2000; Rossman & Rallis, 2003) will be conducted with 15 award-winning academics from different academic disciplines to investigate their values, beliefs, perceptions, attitudes and aspirations towards the professional activities of knowledge exchange. By mapping the diverse patterns of how they organise their professional lives, the interview data can offer 'thick descriptions' (Geertz 2003) which adequately portray the complex layers of engagement in knowledge exchange and yield some rich portraits of diversity about good practices of knowledge exchange facing the global trend of university entrepreneurialism and public accountability.

This research found that despite the 'entrepreneurial' nature of knowledge exchange activities, it is of importance to differentiate commercial knowledge transfer from community engagement which does not hold the intention of generating financial income. These two categories of knowledge exchange construct the Janus face of university's third mission which involves a diversity of responses and tensions among academic professionals, ranging from enthusiasm to skepticism about whether such activities should be considered as scholarly endeavours. Despite the fact that convergences of policies and practices are prevalent across many higher education trends, more dynamic, diverse and democratic patterns are observed in the individual academics' response to the global trend of knowledge exchange. Findings of this research can inform policy innovation of knowledge exchange which sustains a meaningful balance between teaching, research and knowledge exchange among the university missions.

Presentation

--Individual Paper--

Samuel Durso¹, Luis Afonso¹, Susan Beltman²

¹University of São Paulo, São Paulo, Brazil. ²Curtin University, Perth, Australia

Abstract

The health and wellbeing of university students is a concern in Australia and internationally (Brewer et al., 2019). Factors such as academic pressure and financial stress can lead to burnout and depression across disciplines such as medicine, law and teaching. One response to this has been increasing research to understand how to build resilience and provide the conditions to help students thrive and remain committed to their profession. This paper examines the situation of accounting students in Brazil where most work full-time during their studies. Managing work, academic and personal life may lead to stress and increase their likelihood of dropping out from university. The present study addresses the follow research question: what factors influence the resilience of graduating accounting students in Brazil? A survey was conducted with 138 graduating students in a Brazilian public university. In our analyzes we created an Index of Stress and Adversity (ISA) perceived by accounting students during the four year course and an Index of Satisfaction and Commitment (ISC) to their accounting career. A resilient student was defined as one who faced higher levels of stress and adversity (high ISA) yet is graduating with higher level of satisfaction and commitment to an accounting career (high ISC). We estimated linear and logistic regressions to explain the important factors influencing accounting students' resilience. The main results indicate that students who have studied and, at the same time worked more than four semesters during the undergraduate years, have higher level of ISA. On the other hand, students who had already completed a first degree before starting accounting show less stress and adversity. We also found that men presented lower ISC than women. In contrast, students who chose accounting as their first option in the application process and students who attended the course at night show more satisfaction and commitment with an accounting career. We discuss our findings in relation to accounting in Brazil, as well as other disciplines and contexts. The study is relevant to academics and policy makers wishing to develop students' resilience in higher education, specifically in contexts where students often work and study at the same time as it has implications for their retention and wellbeing.

Brewer, M.L., van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: a scoping review. *Higher Education Research & Development*. doi: 10.1080/07294360.2019.1626810

Presentation

--Individual Paper--

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

Abstract

Over the past 20 years, China's higher education has undergone tremendous development. The enrollment rate of higher education was 15% in 2002 and it reached 48.1% in 2018. With the rapid expansion of student scale as well as the enlargement of university autonomy, how can universities promote the rational allocation of resources through scientific decision-making to ensure the education quality and orderly development is becoming the focus of attention.

To improve the quality and efficiency of university decision-making, the transformation from the traditional bureaucracy to evidence-based decision-making model becoming an urgent need, but this transition seems particularly difficult in China. In order to investigate the difficulties and reasons, a survey about decision-making models in HEIs was conducted in 854 4-year HEIs in China in 2015, and the relevant leaders of 64 universities were interviewed during 2013-2018 which focused on the process and problems of decision-making in HEIs of China. On the basis of questionnaire and interviews, this study analyses the current situation of decision-making models in China's HEIs, and then tries to explore the possibilities and countermeasures for the transition from the bureaucracy to the evidence-based model.

It is found that the lack of data awareness of decision-makers, the lack of comprehensive validity and authenticity of data collection, the lack of data mining and analytic technology for institutional research are the status quo of decision-making in HEIs. The government-led resource allocation, as well as the inertia of bureaucratic tradition are the main reasons which hinders the transformation of decision-making mode in HEIs. However, with the government and society increasing strengthened accountability to universities, as well as the rapid development of information technology in China, it has become possible to cultivate a good data culture in HEIs. The study puts forward relevant countermeasures to help the transition of decision-making model such as accelerating the construction of different levels of databases, encouraging third-party evaluation agencies' development, improving data mining and analysis techniques for institutional research practitioners etc.. But how to solve the specific problems faced by different universities is still worth further discussion.

Presentation

30 minutes

Language and Literacy

Language and Literacy

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: N418 Flat Classroom

1039

Narrative writing in primary years: community, collaboration and creativity

Bree Kitt

Central Queensland University , Townsville, Australia

Abstract

Narrative writing is important in the primary years in developing students creative and print literacies. The imaginative and written processes, encompassed in narrative traditions, subtly reposition students as authors, capable of considering plot and character. Their capacity to reflect on audience, purpose, theme and word choices in more considered ways, is dependent on the opportunities they have to hone their identities and skills as creative writers. In light of this, it is important to consider how writing practice is enacted in contemporary English classrooms.

The 21st century is exciting in its possibilities for young people; notions of community and connectedness are rapidly changing in response to globalisation and technologies. There is an inherent need for students (across time) to grow in their understanding of worldly ideas and themes, and to be confident in imagining and articulating a response to these. Whilst students' capacity to fulfil these lofty aims are well beyond the primary years, the foundation for these can be scaffolded in English. Concepts of community and connectedness can inform how students (and their teacher) work together as a community of writers. The processes of creating and collaborating in these environments develops students' creative imaginations and capacity to articulate ideas.

This paper therefore, considers what happens when students are immersed in a community of writers who intentionally work like authors do. An authors work is adapted to include: imagining stories; using technologies to write and share these; editing in response to an authentic peer audience, and then publishing these for others to enjoy. When students experience these genuine

opportunities to be writers and editors, their understanding of authorship and themselves as authors grow.

Presentation

--Individual Paper--

763

Understanding how reading for enjoyment can support students' personal growth and social responsiveness

Mel Green

University of Queensland, Brisbane, Australia

Abstract

Consistent evidence from more than five decades of educational research demonstrates that reading for enjoyment provides students with a wide range of academic, personal and social benefits. Reading for enjoyment is stipulated in the *Australian Curriculum: English* across all *Year Levels Descriptions* from Foundation to Year 10, with 'students engage with a variety of texts for enjoyment'. In the context of the current educational landscape however, heavy emphasis is placed on performativity, accountability and measurement. Test-centric classroom practices promote student engagement in reading for more instrumental or functional purposes. This situation undermines research findings about the benefits of reading for enjoyment.

This paper presents early descriptive findings from a larger PhD study, which explored what teachers are doing to achieve reading for enjoyment. The study aims to identify how teachers understand and communicate the connections between reading enjoyment, literature, imaginative thinking, empathetic understanding, and long-term socio-cultural implications. A narrative approach supported the significance of the study to achieve invitational and inspirational research focused on improvement in student engagement in reading for enjoyment.

The study was conducted in Term Two of 2019, with an experienced teacher-librarian and her Year five classes in an independent South-east Queensland school. This paper describes the

design and implementation of a children's literature unit of work focusing on self and social awareness, using evidence-based reading for enjoyment pedagogies. Exploration of the data reveals how the reading experiences contributed to the students' construction of identity, empathy and compassion.

Through application of Dewey's (1938) theory of experience, this paper discusses how social, temporal and environmental factors contributed to engagement that lead to greater self and social awareness. Dewey's conceptualisation of experience as a transaction between the principles of continuity and interaction is applied to attribute the value of reading engagement to improvement of self and society. The significant role of the teacher, children's literature and generative interactions are examined in terms of efficaciously improved attitudes towards human connections. The impact of the work is reviewed with reference to affective objectives and aesthetic development; in line with the Melbourne Declaration and Australian Curriculum.

Finally, this paper explores the implications for future directions in learning and teaching reading. Through the pedagogical practices employed, students were seen to deepen their understanding of the complexities and imagined possibilities in meaningful human relations. Wider enactment of similar enjoyable reading experiences could serve as a potent agent for a more socially just world.

Presentation

--Individual Paper--

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

Abstract

In recent years, research on disciplinary literacies has been undertaken; however, there is little research on emerging disciplinary literacies in primary years. As Wright and Gotwals (2017) observe, although primary years learners are capable of disciplinary literacy, research

traditionally claims that children need core literacy skills before they acquire disciplinary literacy (Shanahan & Shanahan, 2008). This study examines the Swedish context where studies have shown that the differences of disciplinary literacies and writing in different school subjects can be illustrated in many ways, such as differences in the presence of abstract/concrete wordings (af Geijerstam 2014), personal/impersonal voices (Liberg 2014) or through attitude towards content (Folkeryd 2006). However, there is yet to be in depth studies on the processes of early years emerging literacy practices in Swedish schools.

The research question asked by this study is, how do early years learners make meaning through writing, and how does it correspond to disciplinary literacy? Bakhtin's theory of genre is drawn upon to explain how primary genres occur within a context, while secondary genres that comprise of novels, drama, occur in "complex...cultural communication" (Bakhtin, 1986, p. 62). Importantly, the dialogic perspective of genres determines how learning writing and, thereby, genres evolve, particularly as the diachronic in genres assures text transformations. As Hyland (2007, p. 150) observes, examining genres and their application illustrates that writing and practices associated with writing are contextual, place, and time-bound and are integral to identity and group membership.

This study applies the methodology of Critical Discourse Analysis, and the analytical tools of Halliday's Systemic Functional Linguistics (SFL) to 50 texts written by Grade 2 and Grade 3 students in Sweden. The analysis explains how texts are aspects of "social events...shaped by causal powers of social structures, social practices and social agents" (Fairclough, 2003, p. 37); within the social aspects of texts, genres, discourses and style provide meaning in texts. We demonstrate through SFL how field (Halliday, 1985) or genre (see Hasan, 1995) constitutes the semantic aspect and provides meaning in a given context. The analysis illustrates that genres are dynamic that construct as well as respond to situations. Genre combinations in this study demonstrate how early years writers undertake writing tasks. It shows how early years writers engage in text production and the processes that are at work in the generation of disciplinary literacies.

Presentation

--Individual Paper--

Writing and reading performance in Year 1 Australian classrooms: The role of handwriting automaticity and writing instruction

Anabela Abreu Malpique¹, [Deborah Pino-Pasternak](#)^{2,3}, Magda Sofia Roberto⁴

¹Murdoch University, Perth, Australia. ²University of Canberra, Canberra, Australia. ³Murdoch University, Perth, Australia. ⁴University of Lisbon, Lisbon, Portugal

Abstract

Theories of writing development and accumulating evidence indicate that handwriting automaticity is related to the development of effective writing skills, and that writing and reading skills are also associated with each other. However, less is known about the nature of these associations and the role of instructional factors in the early years. The present study examines: (1) the influence of handwriting automaticity in the writing and reading performance of Year 1 students, both concurrently and longitudinally; (2) associations between students' writing and reading performance and writing instruction. Merging sociocultural and cognitive perspectives of writing, the recent Writer(s)-within-Community (WWC) model of writing (Graham, 2018) explains writing development as a result of variations in contextual and individual interrelated variables. We capitalised on this theoretical model to examine individual and classroom-level variables facilitating the writing and reading performance of Year 1 Australian students.

Using a two-time point longitudinal design, the current study involved 154 Year 1 children ($M_{age} = 6.48$, $SD = 3.65$ months; 52% female) enrolled in 24 classrooms from seven government-funded primary schools in Western Australia. Individual child-level data (i.e., handwriting automaticity, word-reading, writing quality and production) were collected at the end of the Kindergarten Year (Time 1) and at the end of Year 1 (one year later – Time 2) and teachers reported on the amount and type of writing instruction (i.e., *teaching basic skills and teaching writing processes*) and amount of writing practice in their classrooms also at the end of Year 1. Data analyses included multilevel modelling. Our results showed that handwriting automaticity (at Time 1) predicted both writing quality and writing production concurrently (Time 1) and longitudinally (Time 2) after accounting for gender and initial word reading skills. In addition, handwriting automaticity predicted reading performance longitudinally. Writing and reading performance were associated with the amount of writing practice, while only teaching planning and revising were positively associated with writing performance. These findings provide additional evidence to understand writing development in early education as well as the nature of pedagogical approaches that may help support children's writing development. In particular, they draw attention to the need of providing adequate time for children to understand and experience writing as a process in the first years of schooling.

Keywords: handwriting automaticity; writing instruction; writing development; reading development; early education

Presentation

--Individual Paper--

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 Saggars²

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

Abstract

Focus & relevance

An important aspect of a socially just and inclusive world is to ensure there are opportunities to listen to the voice of all students. This is fundamental to an inclusive approach even if the student's ways of expressing themselves are difficult to understand or interpret or different. It is important therefore to investigate research methodologies that give voice to all children.

Context & Contribution

This research investigates a novel and innovative approach that adds to a growing body of literature in inclusive education and teacher education and research innovation looking at developing methodologies to ensure the voice of children is heard in research.

Design, methods, and results

This presentation reports on a systematic literature review exploring the methodologies used to listen to voices of those children in research projects over the last 10 years. Child-centered methodologies have opened a myriad of opportunities to deploy creative and art resources in order to establish a more natural rapport with a child. Traditional interviews have been adapted depending on the perceptions of the child's skills in comparison to an adult (Prunty, Dupont and McDaid, 2012) and mediate reliance on the voice by using simple language, augmentative communication, or visual languages for e.g.

Results and Findings

Considering diversity as a foundation from which to create and innovate, we will present key findings in order to offer new perspectives to consider the students' voices as a central component of educational

Presentation

--Individual Paper--

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

Abstract

As classrooms around the world continue to diversify, there is an increasing need to understand children's inclusive behaviours and moral reasoning with respect to social inclusion. While experiences with diversity can allow for a range of positive outcomes such as empathy, tolerance, and respect for cultural values, it can also lead to unfair treatment of others through prejudicial behaviours (Killen & Smetana, 2010). It is important to understand children's sense of social inclusion and justice and how it develops in school contexts to inform teachers' and schools' pedagogical practices that support fairness and equity between children across cultural and ethnic divides.

Previous research indicates that children who are able to think using multiple classification skills engage in less stereotypical reasoning and are less exclusive in their behaviour with others (Aboud, 2010). This capacity to reason by weighing multiple considerations involves children being able to consider a range of positive and negative attributes of diverse others which, in turn, help them to ignore stereotyped information (Aboud, 2010). How children's reasoning changes over time in order to develop the capacities to weigh multiple considerations is less well understood, as are the social and educational influences on such reasoning.

In this presentation we are interested in how children reason about and justify including or excluding their peers from play at school. We present interview data from a cohort of students attending Little Flower Primary School (pseudonym) situated in an ethnically diverse context in Queensland. We refer briefly to our longitudinal data from interviews with children when they were in Years 1, 2 and 3 with a focus on our most recent interviews with children now they are in Year 6.

During the interviews 27 Year 6 children were i) presented with a moral scenario and asked about their justifications for including/excluding a child who bullies, in their play, and ii) asked to respond to their personal drawing of a conflict situation at school and whether one or both parties involved could be right.

Findings illustrate children's beliefs about the nature of knowledge when it comes to moral values and their justifications for including/excluding a peer who is perceived as a

bully. Implications of these findings are discussed with a focus on understanding contextual influences on children's moral judgements and how children come to value diverse perspectives.

Presentation

--Individual Paper--

883

Different sides of the same coin? Cyberbullying and the positive uses of social networking: examining perspectives from culturally diverse youth

Sarah Hayton

Charles Sturt University, Wagga Wagga, Australia

Abstract

ABSTRACT

Background

Technology is an integral component of Australian youths' daily life and learning experiences. As social networking sites (SNS) increase in popularity, they provide both opportunities and challenges for youth, in particular cyberbullying. While existing literature on cyberbullying provides evidence about the general Australian population, little is known about how Australian youth from culturally diverse backgrounds experience the phenomenon of cyberbullying when using SNS.

Aim

This research investigated how Australian young people make sense of their lived experiences of cyberbullying when using SNS.

Research design

A phenomenology approach underpinned the research. Young people were recruited using purposive sampling. This resulted in three groups of participants from both metropolitan and regional areas respectively. The groups were: Indigenous, non-Indigenous Australian born, and CALD youth. All participants were active users of SNS and had lived experience of cyber bullying.

Data collection methods included: in-depth, semi structured interviews and digital diaries to explore the meanings participants attach to both their positive and negative experiences of using SNS. Data was analysed using interpretative phenomenological analysis.

Findings

Used responsibly, SNS have many beneficial effects. These include supporting young people's social development and enhancing their education and supporting their well-being and social cohesion by connecting them to peers with similar interests at home and across the globe. The known negative behaviours on SNSs, such as cyberbullying, are common as this study shows. However, findings point to the assertion that the best way to counter cruel and negative behaviour is by combining cybersafety education in both school and the social settings where young people engage, such as SNSs. Parents in particular need to play their part and understand how their children engage with SNSs. To support this, education systems need to: provide students and parents with current, relevant and engaging educational resources that promote positive social behaviour; work with young people and parents to find a common understanding of cyberbullying; and promote possible localised solutions in conjunction with, not at, students. Study participants' accounts reveal that effort needs to be made to use technology, such as SNSs, to enhance school-based cyberbullying programs and that new pedagogic spaces need to be created to ensure effective learning environments.

Implications for educational research

Study findings directly contribute to understanding the ways Australian youth make sense of their personal and social cyber-configured world, which in turn will assist in the development of education policy and practice in this area.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: N516 Flat Classroom

660

Character strengths among academically successful and elite sports secondary school students. An exploratory phenomenological ‘insider’ work-based learning study

Anthony Hillier, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

Abstract

Introduction

Student wellbeing has become a focus of international education policy, and character strengths have been found to be substantially related to school student’s academic success and wellbeing. However, no studies have compared character strengths of academic and elite sports students.

Methods

This preliminary empirical exploratory private school-based study (13-18 year olds), involved a self-administered online survey (free of charge) using the VIA Character Strengths (Youth-96) five point Likert-type tool (198 items) (scale from 5 = *very much like me* to 1 = *not like me at all*), to investigate if the character strengths of successful academic students (n=92) and elite sporting students (n=38) are similar when compared to a control group (n=23). A sample item: *I forgive people if they say they are sorry for hurting me and I am a forgiving person*, is related to the construct characteristic *forgiveness*. The character strengths were categorised into three rankings: top-strengths, mid-strengths and lesser-strengths. During data analysis, the primary researcher investigated the relationship between the survey groups by exploring the commonalities, disparities, correlations and frequencies. The second phase involved an ‘insider’

researcher analysis and reflective learning process pertaining to work-based observations and experience associated with student character strengths.

Results

A total of 153 (82 female) students (grades 7-12; 13-18 year olds) from a Queensland private secondary school agreed to participate. The school had an ICSEA value of 1072 (Australian average is 1000). For 15% of students, their language background was other than English.

The strengths revealed in the top 5 strengths, for all three sample groups included *Teamwork* (citizenship, social responsibility and loyalty) and *Gratitude* (being aware of and thankful for the good things, and taking time to express thanks). *Teamwork* ranks as a signature strength for all three groups, the students identify they work well with others.

Conclusion

This is the first known study to examine the role of positive psychology and character strengths, among school students participating in a wellbeing program. Several common character strengths were demonstrated among the high achieving academic students and also by the successful sporting students. Findings suggest that character strengths may benefit all students, supporting other studies. Perseverance, self-regulation, prudence, love of learning, creativity, curiosity and perspective are worthwhile inclusions for a wellbeing program.

Presentation

--Individual Paper--

1003

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

Abstract

The literature to date has failed to provide an opportunity for the stories of care experienced young people (CEYP) to be heard, especially with regard to their perspectives on sport/physical activity (PA), and so our understanding of their experiences is limited (Quarmby et al., 2018). The Right to be Active (R2BA) project sought to address this ‘gap’ by utilising a narrative analysis and a storytelling approach to represent the voices of CEYP.

The R2BA project drew broadly on a particular form of creative analytical practice (Richardson, 2000) known as creative non-fiction, whereby the stories generated were fictional in form but factual in content; grounded in real events and lived experiences. This paper will present the voices of four care-leavers (all aged over 18 and who had spent some time in care during their younger years) in the form of creative non-fiction portraits. The stories that are presented highlight the successes and challenges these four care-leavers have encountered with regard to sport/PA, the meaning it plays in their daily lives and, importantly, what lessons might be learnt from their stories. The stories they tell will also be demonstrated by means of concept cartoons which represent composite creative non-fiction vignettes. Concept cartoons are a creative and innovative method, initially utilised by Hooper (2018) who adapted the idea from a pedagogical tool originally intended to support young people in learning about complex/abstract concepts. As part of the R2BA project, concept cartoons were developed based on the data generated with/by CEYP during the focus groups and interviews. These cartoons sought to represent CEYP’s varied perspectives on/experiences of sport/PA and were shared with participants (by means of repeat focus groups) in an attempt to ensure that CEYP felt that the cartoons accurately represented their views. Within the study, the use of concept cartoons was expanded beyond a data-generation tool, in that they were also used as a means of disseminating findings and representing/sharing the CEYP’s perspectives on/experiences of sport/PA with other CEYP (as well as adult stakeholders, including teachers and social workers) - highlighting their pedagogical potential. The findings from the R2BA study emphasise the value of adopting creative and innovative approaches to data generation and representation with CEYP within the field of sport/physical activity (and more broadly).

Presentation

--Individual Paper--

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

Abstract

Context:

Role-related stressors, including role conflict, have been linked to burnout among teachers. Recent research has identified that teachers responsible for concurrently teaching physical education and another school subject(s) may experience teaching multiple school subjects role conflict (TMSS-RC). This is a phenomenon that is potentially most prevalent in countries where teachers are multi-subject qualified in their teacher education programmes, such as Australia, Canada, and half of Europe. Resilience, which is the ability to recover from stressful situations, has been presented as an interpersonal construct believed to reduce role stress.

Contribution:

Currently, no research has examined the relationship between TMSS-RC and positive social psychological variables such as resilience and personal accomplishment (PA). There is a need to further understand how such variables can help teachers cope with the stressors related to TMSS-RC so as to inform preservice teacher education and inservice professional development programming for educators who teach multiple subjects. The purpose was to develop a quantitative understanding of the relationships among PA, resilience, and TMSS-RC in Irish secondary school teachers.

Methods:

Participants included 259 teachers responsible for teaching physical education and another school subject/s concurrently. Participants completed a survey consisting of the TMSS-RC scale, PA subscale from the Maslach Burnout Inventory-Educators Survey, and the 10-item Connor-Davidson Resilience Scale.

A conceptual model was developed to theoretically explain the relationships among PA, resilience, and the sub-domains of TMSS-RC, which include status conflict, schedule conflict, and energy expenditure. A structural equation model (SEM) was then used to examine the hypothesised relationships in the conceptual model. Goodness-of-fit indices including; the ratio

of χ^2 to its *df*, the non-normed fit index (NNFI), the incremental fit index (IFI), the standardized root mean square residual (SRMR), and the root mean square error of approximation (RMSEA) were used to examine the extent to which the conceptual model fit the data.

Results:

SEM confirmed that the hypothesised model was a good fit for the data, χ^2 (125)= 200.740, $p < .001$; RMSEA= .048 (90% CI= [.04, .06], $p = .573$), SRMR= .05; NNFI= .957; CFI= .97. Collectively, results indicate that as teachers' levels of PA and resilience increase, their experiences of TMSS-RC decrease. Thus, feelings of stress related to TMSS-RC can be managed when teachers feel a greater sense of achievement in their work and build resilience in their teaching environments. In turn, this can reduce experiences of prolonged stress leading to burnout.

Presentation

--Individual Paper--

362

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

Abstract

Considerable monetary and people resource is being devoted to programs that position children as key change agents for family nutrition practices yet little is known about how these initiatives work and/or for whom. What happens when health and physical activity messages delivered in schools reach family homes? Are children agents of change for family food practices? What happens to family relationships when school-based food directives contradict food values and practices embraced in family homes?

In this paper, we draw on data derived from two projects that sought to understand how messages about food in schools 'reach' into family homes. The first is an ARC funded Australian study that used photographic and digital images of family food rituals and routines, interviews

with parents and children, and analyses of formal and informal curriculum documentation to explore how and if school-based health knowledge shapes family dynamics. The second is a New Zealand study that drew on similar strategies, albeit with a smaller cohort of families.

Across both studies, no predictable, nor linear mode of transmission of health messages between school and home was found. Rather knowledge received in school was made sense of (or not) in ways that fitted with existing parameters of family life. Different meanings for food, different emotions linked to food and different ways of eating featured in diverse family contexts. Many of these meanings were intrinsically linked to family traditions, pragmatic matters and a lived knowledge/understanding of the peculiarities of family members' taste and needs. Personal philosophies and knowledge gleaned from within and outside the family shaped what was eaten, where and by whom.

Where school-based food knowledge departed substantially from that celebrated in home environments, however, confusion, frustration and sometimes, anger, were reported by family members. These findings provoke us to think about the effects of what we do as health educators and to consider carefully what well-intentioned health initiatives yield in terms of affect for different families in different contexts. While children may be regarded as change agents for families, as mini carriers of healthful messages from school to home, and influencers of family health practices, the complexities of family life, confound the intention of some school-based health pedagogies to persuade to a particular point of view and to incite change.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 13:30 - 15:30

Date: 3rd December 2019

Location: N517 Flat Classroom

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

Uplifting Gender and Sexuality Education Research

Editors: Tiffany Jones, Leanne Coll, Lisa van Leent, Yvette Taylor

Palgrave Macmillan

Keynote presentation - Tracey Bunda

Time: 16:00 - 17:30

Date: 3rd December 2019

Location: F509 Lecture Theatre

Registration open

Time: 8:00 - 9:00

Date: 4th December 2019

Location: Registration Desk

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 9:00 - 10:30

Date: 4th December 2019

Location: F509 Lecture Theatre

56 -

From silver bullet to whistling in the wind?

TEMAG and the trajectory of integrated partnerships between schools and universities.

518 -

15 Principals with Changing Needs: The Evolution of a Multi-School Partnership

Troy Heffernan

La Trobe University, Melbourne, Australia

Abstract

This paper considers the global and local research concerning university and school partnerships, and compares and contrasts these findings with the Australian Catholic University's Catholic Teacher Education Consortium (CTEC) Program. With insights provided by Dr Jo Ryan from ACU, the paper analyses university and school partnerships to understand what it looks like when the CTEC Program involves ACU working closely with 15 schools and principals. The paper discusses how stakeholders have their own ideas about what skills pre-service teachers should have during placement, and when they enter the classroom as beginning teachers after graduation. The paper also explores the fundamental aspects of university and school partnerships. The CTEC Program was originally established in part to help direct graduates to more challenging to staff schools due to their geographic locations and distance from the Melbourne CBD. However, as the city has grown and suburbs spread, many of these schools are now in desirable locations which has both caused a shift in the partnership in terms of what principals are looking for in placement and new teachers, and what the university has had to change in its approach to meet these demands.

Presentation

--Individual Paper--

570 -

A literacy education partnership: Exploring relational experiences of teacher educators

Alex Kostogriz¹, Glenn Auld²

¹Monash University, Clayton, Australia. ²Deakin University, Burwood, Australia

Abstract

Partnerships in teacher education have long been perceived as a key to building professional experience of preservice teachers, as well as professional knowledge of teacher educators and in-service teachers. Most of the research in this area has focused therefore on approaches to partnerships, analysing various models, their effects on professional learning, their shortcomings and ways of improvement. Although these issues are important to debate, this paper focuses instead on the tensions that teacher educators experience while enacting university-school partnerships. By developing a relational notion of partnerships as ‘ecologies of practices’, it situates the work of teacher educators in the boundary zone where practices meet and contradictions become most apparent. The boundary zone, in this paper, is perceived as an unstable site of joint practices that are shaped by local and translocal cultural-discursive, material-economic and social-political arrangements. Therefore, one’s work in the boundary zone involves a negotiation of intentionality and practice knowledge of all partners.

The paper seeks to explore the relational experience of a teacher educator and, in doing so, reveals tensions arising from different ways of understanding literacy learning and literacy teacher education, more broadly. In the context of the literacy education partnership, tensions are foregrounded in the sayings, doings and relating that are mediated by different perspectives on literacy and are coordinated through particular institutional arrangements. Teacher educators negotiate more school practices in partnership arrangements than when providing university based offerings of literacy pedagogy units. They come face to face with instrumental constructions of literacy learning in schools that motivated their transition out of schools and into university.

While recognizing these tensions as major barriers in enacting the literacy education partnership, experience of contradictions also provides an opportunity for teacher educators to become more responsive to the current struggles of teachers and to find ways of bridging the ideals of literacy learning with the realities of literacy accountabilities in neoliberal times. This paper therefore re-defines partnership work as an ethical practice of ‘thirthing’ that is open to and includes all the parties involved. By locating teacher education on the boundary between universities and schools, responsibility of partnership members is less about their own interests, power and

control than about exposure to the event of pre-service teachers' professional becoming. This responsibility does not come from either teacher educators or teachers but rather from this event that calls to them.

Presentation

--Individual Paper--

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

Abstract

Partnerships between schools and universities in Australia range from formalised agreements supported by funding arrangements to informal arrangements that arise from pre-existing relationships between teacher educators and teachers. The TEMAG report called for consistent, systematic partnerships to provide mutually beneficial outcomes to schools and universities alike whilst regarding informal partnerships with some criticism, based as they are on individual connections rather than wide-scale approaches. However, this paper argues that forging new relationships with schools, and nurturing prior relationships, are a hallmark of teacher educators' work regardless of whether such relationships ever evolve into formalised agreements.

This paper describes a long-standing relationship between a teacher educator and a teacher. Beginning as a professional relationship between a university lecturer and pre-service teacher, the relationship has changed and evolved over a number of years to include shifting dyads of lecturer/student, researcher/participant and mentor/mentee. At the heart of this relationship is a shared experience build on reciprocity and an enlivened engagement in the teaching profession. Consequently, the relationship has sparked further school connections for the teacher educator. The first aim of this paper is to highlight the benefits gained from this informal partnership and question whether policy driven transactional partnerships foreclose opportunities for the development of significant relationships between teacher educators and teachers, rather than recognising the potential for such collaborations to be supportive, enduring and mutually beneficial. A secondary aim of this paper is to foreground the relational capabilities of teacher educators that enable these individuals to sustain relationships across schools and universities, in

a climate where many aspects of the multifaceted nature of their work are largely invisible to schools, faculty deans and policy makers.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 9:00 - 10:30

Date: 4th December 2019

Location: W201 Lecture Theatre

788

School-family relationships in diverse Australia: Exploring the connections between a school and Afghan refugee parents

Jen Azordegan

Queensland University of Technology, Brisbane, Australia

Abstract

The lives of students from refugee backgrounds have been well documented in the international literature, including the multitude of challenges they face from interrupted schooling, the uprooting of their lives and family, personal traumas and acquiring a new language. While a growing body of studies have furthered the understanding of these challenges in the Australian education field, it is still a context in which refugee students are clearly struggling. However, despite research suggesting that parents could be instrumental to more effectively reaching this cohort of students, to date little has been known about how Australian schools are engaging refugee parents in their children's education and school communities.

This presentation shares findings from a recent study which looked at how a state primary school in Queensland is engaging parents from an Afghan refugee background, one of Australia's more marginalised refugee communities. Employing a comprehensive methodological and theoretical

approach developed by sociologist Pierre Bourdieu, the study looked intensively at the relationship between educators and Afghan refugee parents in one school. Through interviews with school leaders, teachers, cultural support staff and Afghan parents, the study explored how parent engagement was being defined and approached by the participants. It also looked at how school-family relationships were established and experienced through strategies such as the use of bilingual teacher aides and an on-site community centre for newly arrived families.

Notwithstanding these innovative approaches to reaching parents from diverse backgrounds, the study produced several findings that are cause for reflection. This paper will review some of these concerns, including 1) the approach of school staff towards parent engagement, 2) the need to understand the backgrounds of parent cohorts in a school, 3) the opportunities inherent in the wealth of knowledge carried by cultural support staff, and 4) the importance of fully and carefully integrating new parent engagement approaches into the teaching culture and practices of a school. The paper also proposes a new template, adapted from the work of Allan Luke (2009), that facilitates a whole-school approach to parent engagement in culturally and linguistically diverse schools.

Ultimately, this in-depth exploration of the relationship between a school community and a highly marginalised refugee group sheds new light on the complexities of forging effective school-family relationships in diverse communities. It also offers insight into new ways to create more equitable school-family connections.

Presentation

--Individual Paper--

953

Community based Education a window to social justice in Afghan Education system

Attaullah Wahidyar

Ministry of Education, Kabul, Afghanistan

Abstract

The education sector in Afghanistan has made important achievements in recent decades, with 8.6 million children (39% girls) enrolled in school in 2016. Nevertheless, the majority of Afghanistan's population resides in underserved rural areas and children from these areas often lack access to education services, an issue exacerbated by limitations in the quality of education and existing cultural, socioeconomic, security and other geographic barriers. Girls, especially in adolescence, nomadic people, ethnic minorities, and internally displaced people are particularly marginalized from education. In response to persisting barriers, the Ministry of Education (MoE) has partnered with national and international Implementing Partners (IPs) and donors, or Development Partners (DPs) to support the enrolment of out-of-school children (OOSC) with limited or no access to public schools in community-based education (CBE) classes.

CBE is widely recognized as the most effective proven pathway to expanding education access for OOSC in Afghanistan, with various research and program evaluations demonstrating that CBE is linked to children's increased enrollment, attendance and learning, and a reduction in the gender disparity in enrolment and educational achievement. For girls, education within walking distance is particularly critical, and remains critical through adolescence; girls' enrolment rates drop by about half at grade six level, with a more significant drop in rural areas due to factors that CBE tends to resolve.

Yet while most out-of-school students live within CBE catchment areas, recent studies also show that 68% of villages no longer have access to primary education four years after a standard Implementing Partner CBE program has ended. The MoE has committed to institutionalize and strengthen CBE, towards the goal to expand CBE classes and accelerated learning program classes for students in insecure, remote, and rural areas, ensuring a socially just context of education for all.

I will present the CBE case of Afghanistan from a need to formal policy and it will include, CBE policy brief, costing standards, mapping exercise and its impact on making education a socially just phenomenon for the Afghan context especially reaching the un reached.

Presentation

30 minutes

Special Religious Education: A justified option for Muslim youth facing unjustified pressures

Leila Khaled

Charles Sturt University: Centre for Islamic Studies and Civilisation, Sydney, Australia

Abstract

The welfare and education of Muslim youth raised in Australia should be a concern to parents, educators, and society at large. Muslim youth have been unjustifiably affected by the destructive realities of Islamophobia. In research published in 2018, Australian Muslim youth are deemed to belong to the most disliked minority group in Australia (Markus, 2018, p. 69). Additionally, half of the Islamophobic attacks reported between 2014-2015 were aimed at Muslims under the age of 18 years or at Muslim mothers with their child/ren (Briskman et al., 2017).

To make matters more complex, Muslim youth have developed issues with identity and belonging, and some are involved in drugs, crime, and more recently violent extremism. Former NSW Police assistant commissioner Mark Murdoch, who headed the Counter-Terrorism and Special Tactics Command said, "We are no longer dealing with people in their 30's but we're seeing people of much younger ages becoming involved...so it stands to reason that any of these young people would be in the education system or may have recently been at school". Furthermore, a Sydney Morning Herald report claims that most radicalised Australian youth attended state-run public schools and not religious schools.

The few turning to violent extremism were consistently found to be religiously non-practicing or newly practicing individuals who, with limited Islamic knowledge, misused Islam to justify violence. Conversely, most Muslim youth who practice Islam, display resilience and a more positive attitude towards Australia (Atie, Dunn, & Ozalp, 2017).

International Research and the United Nations agree on the importance of Prevention of Violent Extremism through Education. One of the overarching goals of such programs is to build resilience and promote global citizenship among youth.

Since quality religious education plays a crucial role in addressing some of these issues, my research aims to investigate the effectiveness of Special Religious Education (commonly known as scripture) as an intervention to develop character, identity and active citizenship of Muslim students in public high schools. This could reveal a mass scale, cost-effective and more appropriate measure for preventing violent extremism, countering effects of Islamophobia, and in turn addressing the education and welfare concerns of Australian Muslim youth.

Presentation

--Individual Paper--

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

Abstract

Black literary theorist Sylvia Wynter (Wynter & McKittrick, 2015) puts forth the notion of *Homo Narrans* to explain how in her view, the human brain developed biologically in conjunction with language and storytelling. For Wynter, this means that as a species we are partially produced through the narratives we tell about our pasts, presents, and futures. Thinking with Wynter's *Homo Narrans* and intersectional feminism – which recognizes race, ability, and class, as well as gender inequalities – this paper draws on data in a pilot project to highlight how authors, teachers, and researchers of English are attempting to unsettle the canon through attending to different narratives and voices in Australian literature.

Recent analysis of Australian literary texts set for study in the secondary curriculum highlight the overwhelming whiteness of English literary authors' identities, and central characters, the "dominance of heterosexual characters" (Bacalja and Bliss, 2019, p. 17), and lack of representation of queer themes or characters. In response to these concerns, and in conversation with curricular mandates to include Australian literature in secondary English, this paper focuses

on a pilot project called the *Teacher-Researcher Project*. The Pilot supported five secondary English teachers to undertake a week-long literary research project drawing on the University of Melbourne Archives and the expertise of the project team – which included academics in education and literary studies – to investigate texts and sources relevant to their teaching of Australian literature.

This project built on earlier research that showed that, despite the enduring nature of canonical and heteronormative frameworks on official text lists, teachers are eager to foreground diverse Australian voices in their classrooms, but often lack time or support to develop knowledge and resources to support these intentions (McLean Davies et al, 2017, 2019). A partnership with The Stella Prize for women’s writing was central to this project and the texts investigated by teacher participants were Stella Prize long-listed written by Indigenous, people of colour, and Australian women authors. Key to this project was the commitment to teacher-participants as co-researchers (Mayes & Sawyer, 2014).

This significant pilot project made space for teachers to become researcher-practitioners of Australian literature by allowing them to create scholarship and diversify the curriculum and their practice. This resulted in new understandings of what constitutes Australian literature in the 21st century, and new insights regarding the role of cultural collections and archives in contemporary classroom practices.

Presentation

--Individual Paper--

678

‘Without my language, I’m a broken tree’: Nurturing ‘thirdspace’ translanguaging pedagogy in low SES, culturally diverse classrooms

Janet Dutton¹, Kathy Rushton²

¹Macquarie University, North Ryde, Australia. ²University of Sydney, Camperdown, Australia

Abstract

Australia is characterised by a complex, super-diverse (Vertovec, 2007) cultural and linguistic landscape. Students can feel 'like a broken tree' when they are consistently reminded that their community, culture and use of language are not valued by the wider society (D'warte, 2014; Garcia, Johnson & Seltzer, 2017). This can have a negative impact on engagement, literacy and wellbeing with ongoing consequences for post- schooling involvement in society more broadly.

This paper reports qualitative, ethnographic research from 'The Identity Text Project' that is operating in several secondary and primary schools from south-western Sydney, NSW. Up to 65% of the school populations come from low socio-economic backgrounds with 97% speaking one or more languages other than English (ACARA, n.d). The professional learning project utilises inclusive pedagogy that honours the languages and cultures of the students and their agency in the learning process. Identity texts (Cummins, 2000) are employed as resources and creative products and the 'Supportive strategies for Multilingual Classrooms' framework (Dutton et al., 2018) supports learning and teaching design.

The research explores how teachers might support multilingual speakers to make flexible use of their individual linguistic resources and give voice to symbolic representation of identity and culture. It is contextualised within the socio-spatial frames of Lefebvre (1991) and Soja (1980), and Li Wei's (2011) *translanguaging space*. Because it challenges the hegemonic monolingual discourse of schools, translanguaging (Blackledge & Creese, 2010; Williams, 1996) is 'thirdspace' practice. The *translanguaging space* creates the capacity to transcend boundaries of named languages (Li Wei, 2018) and embraces creativity – a dimension of education under threat in high stakes testing educational contexts (Berliner, 2011; Jefferson & Anderson, 2017) such as Australia. The research data includes anonymised teaching programs, student work artefacts and teacher professional dialogue. The data were analysed inductively, iteratively and recursively in a process of intensified reading with key features annotated and then coded using the lens of socio-spatial theory.

Analysis of the data reveals the ways students were positioned by the 'first' and 'secondspace' practices of their schools and how they were able to represent these in the 'thirdspace' mediums of poetry and drama. The English teachers developed a 'transformative stance' (Garcia & Kleyn, 2016) with the resources and pedagogies they employed acknowledging students' diverse backgrounds and ways of communicating, building engagement and student agency, and nurturing wellbeing. In so doing the teachers were able to value the community, culture and language of *all* students.

Presentation

60 minutes

Professional and Higher Education

Professional and Higher Education

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N518 Lecture Theatre

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

Abstract

Contested notions about time and history continue to circulate in transcultural and First Nations doctoral education without being addressed. This lack of awareness of the impact of history on transcultural and First Nations doctoral candidates diminishes opportunities to create socially just doctoral education and genuine access, engagement and equity in doctoral education for migrant, refugee, international and First Nations peoples. The absence of historical understandings of knowledge exchange has the effect of privileging Northern knowledge (Connell, 2007) and diminishes understandings the complex operations of power evident in doctoral education. Even though there has been a growing body of doctoral transcultural and First Nations knowledge production (eg. Devos and Somerville, 2012; Grant and McKinley, 2011, Qi, 2015; Bunda, 2014), much of this work remains on the margins of disciplines. This translates not only into the marginal positioning allocated to transcultural and First Nations knowledge systems but also into demoralisation in doctoral education (Manathunga, 2014; Soong et al., 2015). Some theorists

have been seeking to create opportunities for doctoral candidates to [re]construct knowledge relevant to the cultural histories of First Nations and transcultural communities by drawing upon the French philosopher Rancière's ideas about the ignorant schoolmaster (Singh, 2009; Engels-Schwarzpaul, 2015a) and the role of dissensus (Engels-Schwarzpaul, 2015b; Rizvi, 2011; Chen, 2015). However, these approaches draw principally on Western philosophies. This paper investigates Chinese, Middle Eastern and Aboriginal First Nations' philosophies about time and history to reframe transcultural doctoral education. We explore recent debates about Chinese historical thinking and understandings of time (Wang, 2007; Huang, 2007); Ibn Khaldun's Islamic or Arabic (Khaldun, translated 1969) philosophy of history and Australian First Nations philosophies about time as the 'every when' (Moreton, 2006) to provide transcultural theoretical resources that have the potential to help contemporary First Nations and transcultural doctoral candidates recognise ways that they can act as historical agents of intercultural knowledge exchange and transform transnational doctoral education. Drawing on macro historical approaches (Harding, 2011; Belting, 2011), we argue that contemporary transcultural doctoral candidates can act as intellectual agents of transcultural interaction, learning from history to use their languages and cultural knowledges to influence elements of the educational culture in Western/Northern Anglophone universities. History provides relevant evidence for doctoral research candidates to position themselves as agents of transcultural interaction, capable of mobilising educational materials and understandings of time from their own intellectual cultures to transformation of the culture of transnational education.

Presentation

--Individual Paper--

503 -

Transcultural knowledge co-construction for social justice

Jing Qi¹, Catherine Manathunga², 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

Abstract

To reimagine a socially just doctoral education, a theoretical and methodological focus on knowledge inclusion is critical. A socially just doctoral education develops the value-based capabilities of doctoral candidates as future knowledge producers. This is significant when navigating a time of global conflicts and crisis that is further marginalising some migrant,

refugee, culturally diverse and Aboriginal and Torres Strait Islander communities. Doctoral education leverages its vantage point to question the norms that underpin the glonacal knowledge hierarchies associated with social inequality and exclusion. Reimagining a socially just doctoral education requires the development of research methodologies that encourage access, engagement, equity and inclusion of knowledges from marginalised communities.

Funded by the DFAT Australia-China Council and the RMIT Enabling Capabilities Platform for Social Change, this phase of our larger research project uses research-based modules and art exhibitions to practice and improve transcultural doctoral education. Workshops and time map exhibitions were delivered to doctoral supervisors and candidates in the Sunshine Coast, Melbourne, Changchun and Beijing. Our workshop takes Australian and Chinese intellectual history and culture as a case study to invite participants to experiment with our creative research methodologies of time mapping and multilingual knowledge co-construction, whilst reconceptualising doctoral supervisory relationships using the Williams, Bunda, Claxton and MacKinnon (2017) global decolonisation praxis approach. This Indigenous Knowledge framework is based upon principles of respect, relationality, reciprocity and responsiveness and promotes intercultural, participatory and experiential approaches to produce transformative learning experiences. In this paper we report on thematic analysis of the workshop processes, focus groups and feedback surveys from doctoral supervisors and candidates. Our analysis highlights participants' views of the potentials and challenges of practicing the research methodologies of time mapping and multilingual knowledge co-construction, as well as the possibilities and limitations of institutional and disciplinary structures to implement such methodologies.

Presentation

--Individual Paper--

915 -

The lack of Chinese influence in Australian educational research: Decolonizing doctoral education through postmonolingual research methods

Michael Singh

Western Sydney University, Sydney, Australia

Abstract

This study is situated in reference to the important public debates about the influence of elites from Australia and Zhōngguó (中国 also known as China) are having in co-constructing relations. However, the role of Zhōngwén (中文 also known as Mandarin) in knowledge production and dissemination appears, in official policies at least, to be less evident. Arguably, as Zhōngguó continues to improve its multilingual capabilities in doctoral education, and strengthens its capabilities knowledge production and dissemination more generally, universities providing English-only instruction and research are likely to be at a disadvantage in terms of the number of international students they can recruit and their power to influence disciplinary fields. The *aim* of this study was to develop an approach decolonizing doctoral education through exploring the possibilities for postmonolingual research methods. The concept ‘postmonolingual research methods’ refers to the contradictions arising from Australian universities continual assertion of, and investment in doctoral education being pursued only through academic English in the face of candidates’ capabilities for producing and disseminating knowledge in multiple languages. In terms of research design, evidence is drawn from theses, publications; examination feedback, and the work of other researchers who have had the will to engage with the idea of postmonolingual research methods. This study found that three key pedagogical moves are relevant to postmonolingual research methods: announcing to candidates possibilities for postmonolingual research; questioning candidates at key points in the research process about the prospects for postmonolingual research; and verifying candidates’ attention to researching postmonolingually. Further, it was found that postmonolingual research methods explore the divergence in languages to advance original contributions to knowledge in significant fields of education. Future studies of, and studies undertaken using postmonolingual research methods have the potential to change doctoral education, moving it beyond the prevailing monolingual approach.

Presentation

90 minutes

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Politics and Policy in Education

Politics and Policy in Education

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N519 Lecture Theatre

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

Abstract

In this paper we present some resources for doing education policy research with others – which we term ‘critical–dissensual collaboration’. We think that education policy research ‘critique from afar’ may have run out of steam and we make some proposals for doing critical research, but with (a diversity of) others. Undertaking critical–dissensual, collaborative education policy research – where, as Law suggested, ‘realities are not secure but instead they have to be practised’ is long-term focussed and works toward ‘goods’ that have to be defined, and which emerge, along the way. IN this paper we extend the conceptualisation of enactment that Stephen Ball and colleagues have made; from focusing on ‘how schools do policy’ to how researchers and schools (re)do policy together. This paper is part of our attempt to underpin this redoing of policy with a politics of dissensus and to develop alternative resources to those that enable a ‘god’s eye view’, as Haraway proposed, of policy research. In our capacity as critical education policy researchers we have collaborated as policy actors with others in schools, and this article arises from this work. We outline some of the conceptual underpinnings for ‘starter’ concepts as a contribution toward elucidating resources for a dissensual politics of critical collaboration.

Presentation

--Individual Paper--

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

Abstract

This paper takes its cue from Stephen Ball's (2019) recent accounts of a "form of education that places critique at its centre and which rests on the contingency of power and truth and subjectivity" (1). For Ball, critique in such a formulation rouses the possibility for a disposition toward curiosity—the "horizon of freedom"—within which spaces for "transgression and experiment, not of prescription" are opened as "starting points, provocations rather than firm proposals" (2).

This paper will explore these considerations of critique-as-curiosity by drawing upon experiences encountered during a long-term ethnographic study of an alternative learning program conducted within a large high school situated in south-east Queensland, Australia. The implications of this program were at once pedagogical *and* methodological, and given the author's placement within this program as both educator-facilitator and researcher, consideration of the ways by which those 'enactments' that marked the conduct of this program will be outlined. The paper will move to suggest that 'informality' marked both the methodological and pedagogical enactments possible in this setting, and accordingly drew deep considerations of the role of the educator, the possibilities that abound for education research in school sites, and the affect of researching learning-in-relation.

As a defining feature of this alternative learning program, informality was expressed as an 'irreverence' for the structures and modes of conduct that were otherwise practiced within the school, and indeed, in the conduct of research practice itself. A 'looseness' pervaded the interactions and practice of the program and it was with this that a range of inter-relationships different to those typically experienced elsewhere in the school emerged. The case site became a space of curiosity—both at the immediate level of the 'disorientation' that this program of learning provoked, but also too, in the ways that this 'looseness' motivated new possibilities for subject formation and being. It was via the informal, irreverent and 'loose' interactions that proceeded between the students and the author that the "refusal of self-formation" (Ball 2019: 1) that otherwise marked the participating students' experiences with schooling offered a glimpse toward a more generative 'horizon of freedom'.

Presentation

--Individual Paper--

684 -

The power of living knowledge: Re-imagining Bernstein's horizontal knowledge

Gabrielle Ivinson

Manchester Metropolitan University, Manchester, United Kingdom

Abstract

The paper aims to re-evaluate the importance of horizontal knowledge as place-based, indigenous and historically developed forms of knowing in order to: 1) broaden debates about school knowledge; 2) support teachers to recognise and legitimate forms of knowing beyond those prescribed by academic curricular and 3) address pressing political issues relating to control capitalism.

It sets up a dialogue with scholars who appropriate Basil Bernstein's work on vertical and horizontal discourse with links to Durkheim's distinction between sacred and profane, to counter arguments that the solution to educational underachievement in areas of high poverty is to provide an ever more academic curriculum. Examples from longitudinal studies (see details below) in post-industrial mining communities suggest that places continue to hold vital, relational, embodied forms of knowing and being that are central to community survival. The work of Gilbert Simondon on the role of technical objects and transduction is presented to shift the argument away from epistemology towards ontogenesis. By reading Simondon beside Bernstein's typology of knowledge we can get beyond subject-object binaries that have entrenched educational debates within a modernist obsession with the 'power' of vertical knowledge. When hierarchical binaries such as vertical or horizontal are mobilised they occlude the way vertical knowledge excludes, denigrates and de-values other forms of knowing such as indigenous, and placed-based, living knowledge.

The paper draws on a succession of studies conducted between 2006 and 2018 in the ex-mining and steel producing valleys of south Wales, UK. Three studies were conducted in schools and communities in south Wales ex-mining valley communities: (1) on young people's understandings of skill in primary and secondary schools between 2006-2010; (2) on young people's understandings of place, in schools and communities called the 'Young People and Place' between 2010-2013, and (3) on young people's sense of wellbeing in schools and communities between 2013-2018 as part of Productive Margins: Regulating *for* Engagement project called 'Making, Mapping and Mobilising in Merthyr' (Reference: ES/K002716/1). The studies focus on young people aged 11-19 years old.

Presentation

--Individual Paper--

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

Abstract

The use of restrictive practices (RP) presents an ethical dilemma for principals and teachers. There are concerns about the inappropriate use of restrictive practices on children and young people across settings (Challenging Behaviour Foundation 2019, Ryan et al 2008, Telmo 2016,) highlighting national and international unease and interest in this controversial topic (CBF 2019, Jones & Feder 2010, Menon et al 2012). There is a need to better define and understand practices that may be considered to be restrictive in a school environments (Day 2008) and establish evidence based approaches for reducing and eliminating restrictive practices in the context of the schools environment (Lebel et al 2012).

The paper will describe and define the types of restrictive practice that are used in schools. The paper will include an overview of the evidence base and reference some of the

international research related to the use of restrictive practices in school settings; there is evidence that lower, middle school and primary age students are at increased risk of exposure to RP (Balluch 2016, CBF 2019, Villani et al 2011) and that gender, race and disability positively correlate with the use of RP (Balluch 2016). The paper will be set against a context of current procedural guidance implemented by governments in Australia with particular reference to the principles of procedural guidance.

For context the authors will present information on evidence based models for reducing and eliminating restrictive practices in other settings, such as mental health and disability (Huckshorn 2005, Paley- Wakefield 2012, Bowen and Kemp 2014). The authors will propose a systemic model for reducing and eliminating restrictive practices that could be applied in education. The model will rely on evidence of strategies that have reduced the use of restrictive practices in other settings, and propose a model that may achieve a reduction in the use of restrictive practices in schools. The presenters will explore the intersection of legislation, policy and procedure, guidance and practice and invite discussion and debate.

Presentation

--Workshop--

Health and Physical Education

Health and Physical Education

Time: 9:00 - 10:30

Date: 4th December 2019

Location: K323

101 -

The pedagogical possibilities of achieving social justice, inclusion and equity in HPE discourse with pre-service teachers

974 -

The health education lucky dip

Susan Wilson-Gahan

University of Southern Queensland, Springfield, Australia

Abstract

The aim of this paper is to explore pedagogical approaches that facilitate realisation of strengths based (Antonovsky, 1996), socially just and equally accessible health education in schools. The ideas target preservice teachers and their educators, encouraging them to adopt a different approach to health learning and the implementation of curriculum to achieve the aspirational health literacies outcomes (Australian Curriculum and Assessment Authority (ACRAR), 2016). The paper suggests approaches to health education that are inclusive, personalised and connected to inquiry in real life and other learning and whole of settings contexts (Miller, et al, 2018). It contends that efficacy of health education can be improved through assuming the principles of social justice - diversity, equity and supportive environments (World Health Organization (WHO), 1986) and adopting approaches based in positivity and strengths-based paradigms. The paper further contends that health education initiatives are more effective and more likely to result in adoption of beneficial health practices, attitudes and values and the development of a health literate population, if inclusion and intercultural exchanges are an integral part of planning and any propositions that arise (Miller, et al, 2018). It stresses that diverse cultural, religious, ethnic and personal perspectives must be considered in the compilation and delivery of information and in the formulation of strategies. This analysis also highlights the importance of whole of settings approaches to support the development of health literacy (Smith, Nutbeam, & McCaffery, 2013) and contends that interculturally inclusive and sensitive conversations are a prerequisite to the realisation of authentic health education and health promotion initiatives. The paper concludes that inclusive and socially just health education and health literate students can be achieved through adopting personalised inquiry based pedagogical approaches and purposeful connection of curriculum learning areas and general educational capabilities (ACARA, 2016) as the first plunge into the lucky dip of health education learning.

Presentation

--Individual Paper--

972 -

Inclusion Style – E from the Spectrum of Teaching Styles- A style before it's time - A style for now

Brendan SueSee

Abstract

This paper will analyse research completed over 30 years to outline the pedagogical strengths of Inclusion Style (from The Spectrum of Teaching Styles) to demonstrate the numerous benefits using it can have on students and learning outcomes. Muska Mosston first discovered the Spectrum of Teaching Style in 1966. The Spectrum of teaching styles (Mosston and Ashworth 2008), hereafter referred to as the Spectrum, is based on the premise that a single unifying process governs teaching: decision-making. Specifically, teaching styles can be defined by examining who is making the decisions, when the decisions are being made and what the decisions are being made about. When these decisions are identified, 11 teaching styles can be defined. Different teaching styles allow teachers and students to achieve different educational objectives. The Spectrum comprises 11 teaching styles, Command Style-A through Self-Teaching Style-K. One of these styles, Inclusion Style, defining characteristics is to teach, “learners with varying degree of skill participate in the same task by selecting a level of difficulty at which they can perform” (Mosston and Ashworth, 2008, p. 156). Research has shown that Inclusion Style can produce greater knowledge gains compared to Practice Style (Beckett, 1990), was preferred by 12-13 year old girls over Practice Style for reasons associated with intrinsic motivation. Furthermore, these same girls showed lower levels of work avoidance when taught with Inclusion Style (Goudas, Biddle, Fox and Underwood, 1995). Finally, some students have also reported it as a ‘favourite’ style and that it leads to students feeling higher levels of cognitive and physical engagement when compared to Command and Practice Style (Sanchez, Byra, and Wallhead, 2012). Given that Inclusion Style aims to include all and allow for some individual control over their own learning, it would appear that it is a style worth considering for a socially just world. It is hoped that this paper encourages pre-service teachers to consider including this Inclusion style in their pedagogical approach to increase inclusivity and engagement when teaching.

Presentation

--Individual Paper--

976 -

The Body Pedagogical Possibilities of Examining Intersex issues with Pre-Service HPE Teachers

Annette Bromdal

University of Southern Queensland, Toowoomba, Australia

Abstract

Although health and physical education pre-service teachers may be acquainted with past media headlines categorizing intersex bodies as ‘deviant’, ‘non-biological’, ‘different’ and/or ‘non-natural’ in their reporting on eligibility testing in women’s elite sports, few appear to be familiar with what intersex includes and what these tests were designed to reveal. Fewer still would know when, how and why these eligibility tests came about, who the authors of these testing technologies were and the amount of times these tests have continued and discontinued since their inception. Inspired by Joe Kincheloe’s advocacy for critical pedagogy, John Evan and Emma Rich’s notion of body pedagogy and Valerie Harwood’s concept of bio pedagogy, this analysis seeks to unpack how athletes marked by this category cannot be understood as separate from the corporeal instructions and ‘authorities’ that mark and regulate their bodily representation. This analysis, which is based on personal teaching experience with pre-service health and physical educators in regional Queensland, Australia, tries to put critical body pedagogy into action through a social-activist-educator philosophy by encouraging educators to develop a critical reading of intersex discourses in elite sports. The analysis also encourages health and physical educators to consider future ethical and equitable directions within the discourse and to become comfortable with exploring ‘messy’ conversations which challenge societal indoctrinations into the regulation and discipline of non-gender normative bodies and athletic abilities in female elite sports. The ambition of this analysis is to inspire and encourage both in- and pre-service health and physical educators to take the ‘risk’ of engaging students in disruptive practices which explore the inscription of power onto particular bodies and abilities in sports and how they as both pedagogues and members of society are all ethically implicated in these relations of power.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 9:00 - 10:30

Date: 4th December 2019

48

Leadership for Teacher Quality: Touchpoints and the Spaces In-between

Lawrence Drysdale, David Gurr, [Helen Goode](#)

The University of Melbourne, Carlton, Australia

Abstract

The purpose is to provide a roadmap for school leaders to ensure teacher quality. The paper argues that a major leadership challenge for school leaders is to attract, develop and maintain the quality, commitment and engagement of teachers over their career, and that leaders need to take a strategic approach over long term. Quality teachers and quality teaching have been a core concern of educational systems and schools around the world. Current evidence-based research has shown that the ‘good’ (effective/inspiring) teacher is a significant factor in improving student outcomes. Estimates of the percentage contribution of teachers to student outcomes varies from 30% (Hattie 2003) to 59% (Alton-Lee 2003; Rowe 2003). With the increased trend towards devolution and greater accountability, school leaders are increasingly be involved in attracting, developing and retaining quality teachers as well as the leader’s traditional role of teacher deployment. They will need take on roles such as talent scout, developer and retainer. An additional consequence of the focus on quality teachers is the attention on underperforming teachers. Within this context we present a conceptual framework that we label a ‘roadmap for teacher quality’. The road map is based on a human resource management framework that integrates several key functions that help leaders identify and acquire the very best prospects and potential for the teaching profession and then support them in their journey. The roadmap outlines the key stages of a teacher’s journey: the aspiration to teach, their preparation and recruitment into the system, and their early experiences with the teaching profession. School leaders can play an important part in at each stage: identifying, acquiring and developing teachers though what we have identified ‘touchpoints. Touch points are key stages in a teacher’s career that can support and encourage them to be the very best they can. Alternatively, teachers can be turned away from the profession through negative experiences. We argue that leaders need to understand the whole journey and intervene to help teachers reach their potential and help them to maintain it over their career.

This paper is largely conceptual although it is based on sound theory and research. We present a road map for leading teacher quality that is based on a strategic human resource management framework. The authors draw on the strategic human resource management literature and the emerging literature on human resources in education to support the road map.

Presentation

--Individual Paper--

275

Amplifying innovation: Changing pedagogical practice for student engagement

Lennie Barblett, Gillian Kirk

Edith Cowan University, Perth, Australia

Abstract

Amplify is an innovative program developed through the partnership between the Association of Independent Schools in Western Australia (AISWA) and Innovation Unit Australia (IUA). The aim of Amplify is to increase the proportion of students who are deeply engaged in their learning through the development of informed and intuitive teaching, learning and assessment practices and strategies. Through Amplify, AISWA and IUA sought to prompt schools to join a community of practice to stimulate pedagogical innovation and in doing so lead schools into a deeper level of divergent teaching and learning that engages young people in lifelong learning. This paper details an examination of this project using a phenomenological lens to the journey undertaken in six schools in Western Australia. Six case studies were undertaken by the researchers who attended the professional learning workshops with staff and followed their journeys over a course of two years as they developed and implemented their innovation alongside their students. The research methods of interviews, focus group interviews, observations and document analysis were employed to gain rich insights and robust descriptions to the journey of the teachers and principals in their encounter and implementation of the Amplify phenomenon. Findings suggest that multi-layered leadership is essential in the successful implementation and sustainability of each school's Amplify innovation. This examination found that while the qualities inherent to each settings leadership varied, there were consistent factors that either supported or impeded implementation. This paper will report on these factors enveloped within the individuality of each school's story. Integral to these stories is the evolution of socially just practices that began to emerge as essential components of the innovative goal. Examples of the leadership strategies that supported innovative practice reflecting socially just practices will be highlighted. Collectively, the findings from this paper will be useful to other schools who intend on disrupting current practices to improve student

engagement. The documented processes discussed in this paper provide normality to abnormal circumstances where schools invite a departure from a controlled pedagogical climate to one where the control of teaching and learning is shared with students.

Presentation

--Individual Paper--

427

School-based teacher development: Promise and potential for ongoing professional learning

Lalesh Ram Sharma¹, Runaaz Ali Sharma², Krishna Raghuwaiya¹

¹USP, Suva, Fiji. ²FNU, Lautoka, Fiji

Abstract

Abstract

Teachers' professional learning at individual, school and system levels is now considered crucial for schools' qualitative growth. The restructuring of education system in Small Island Developing States education system is aiming to improve the quality of education, especially the students' academic performance. For this to materialize, the school leaders need to design and implement effective and continuous school based teacher professional development programmes to professionally guide their teachers' instructional practices. As such this study argued on the role of school based teacher professional development in Small Island Developing States and its impact on teachers' instruction. This conceptual study, resembled information through a review of literature on the best practices and the researchers experience on the impact of school based teacher professional development in both developing and developed nations in and around the Pacific. This study highlights the impact of teacher professional development on the teacher change process and also provides insights on the role of school leaders in valuable goals setting and effective planning of teachers' continuous and professional learning that is aligned with the needs of teachers based on the reforms initiated. These insights may also be relevant and significant for other educational leaders and authorities' within and beyond the small island

developing states of the Pacific that are undertaking reforms in the education sector, focusing on improving teacher performance to optimise students' learning outcomes.

Presentation

--Individual Paper--

Sociology of Education

Sociology of Education

Time: 9:00 - 10:30

Date: 4th December 2019

Location: K424

447

Academic achievement, socio-economic background and post-school destinations of Australian students

Wojtek Tomaszewski^{1,2}, Matthias Kubler¹, Cain Polidano^{3,4}, Chris Ryan^{3,4}, 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

Abstract

There is a wealth of empirical evidence, in Australia and internationally, showing that students from low socio-economic backgrounds (low SEB) are disproportionately more likely to select vocational rather than university-level tertiary education (James 2000; European Commission 2011; Martin et al. 2015). In this context, significant concerns have been expressed for the low SEB students who show high academic aptitude but are unable to pursue university options due to various material and aspirational barriers.

This study investigates how secondary students' academic ability and their socio-economic background shape their post-school destinations. Of particular interest is the choice between university versus vocational education or employment options. Specifically, the paper seeks to address the following research question:

How does the impact of socio-economic background on post-school destinations vary depending on the students' academic ability?

Based on theoretical considerations (Bourdieu, 1996; Goldthorpe 1996, 2014; Blanden & Gregg, 2004) we hypothesise that the effects of socio-economic background on enrolling into university (relative to other options) will be strongest at the lowest ability levels, with more advantaged students being able to obtain access to better post-school options despite poor academic achievement.

The study leverages a unique large-scale linked administrative and survey data set provided by the Queensland Department of Education. Administrative records for a cohort of students from all government schools in Queensland have been linked to responses from the Next Steps Survey, which captures initial post-school destinations at around six months after leaving school, including the course details for those engaged in further education.

A series of multinomial logistic regression models were fitted to the data to estimate the effects of socio-economic background and academic ability on post-school destinations (university; VET; employment; NEET). The initial results from modelling show similarities in student factors associated with any of the non-university destinations, relative to enrolling into university. Consistent with previous literature, low SEB (captured using various indicators) is strongly predictive of choosing non-university destinations, even when controlling for academic achievement. Subsequent analyses will extend the models by focusing on the interaction between socio-economic background and academic achievement.

This is one of the first studies in Australia, and internationally, to employ large-scale administrative and survey data linked over time to address questions about the links between academic ability, socio-economic background and students' post-school outcomes. The findings will inform school and higher educational policies at the State and Commonwealth levels, and will offer valuable pointers for university outreach programs.

Presentation

--Individual Paper--

Sociologising resilience through recourse to Bourdieu

Guanglun Michael Mu, Congcong Xing

Queensland University of Technology, Brisbane, Australia

Abstract

Resilience refers to a positive process of responding to challenges. Four decades of research has discovered some protective factors that buffer adverse conditions and promotive factors that buttress desirable outcomes. There is consensus that resilience unfolds within and across enabling social spaces of family, school, and community. Yet persistent problems around classed, gendered, and racialised ideologies and conducts continue to account for a large amount of variance in social disparity, undermining unity within diversities and togetherness of differences. It is therefore urgent to unshackle system constraints often (re)produced through symbolic forms of social forces. In response, this paper proposes a critical sociology of resilience to structural obstacles through recourse to Bourdieu's sociology.

No structure is self-fulfilling; rather, human beings create, maintain, and/or transform social structure. Therefore, overdependence on the system itself is no difference from the contempt towards human agency. Overemphasis on human agency, however, is equally partial and impolitic because it presumptuously exaggerates human power. On their own terms, neither human power nor system force seems likely to construct a robust resilience process; instead, resilience unfolds with human-system interactions. The interactive approach to resilience building has strong potential to conflate the endogenous psychological framework and the exogenous ecological framework. Yet questions remain: Who has power to (re)define what count as adverse conditions and positive outcomes of human-system interactions? How to theorise human-system interactions in the resilience process of young people? Is such theorisation powerful enough to straddle epistemological and empirical divides in the resilience process?

To dissolve the “fictitious antinomies” (Bourdieu, 1988, p. 780) between agency and structure, Bourdieu carved out a distinctive niche for his reflexive sociology. Central to Bourdieu’s oeuvre is the relational, interdependent triad of habitus, capital, and field. To approach a critical sociology of resilience, this paper repurposes Bourdieu and reconceptualises resilience as a process of socialisation that enculturates children and young people into a system of active and proactive dispositions (habitus) and a set of empowering and enabling capacities (capital) required for releasing from structural limits, reflecting on symbolic violence, revealing the *doxic* status quo, realising the power of the assumed powerless, and revamping the pejorative social domination. In this vein, sociologising resilience has potential to spark reflexivity, deconstruct the reproductive circle, reject the mistaken criticism of Bourdieu for determinism, and bring transformational change.

Bourdieu, P. (1988). Vive la crise! For heterodoxy in social science. *Theory and Society*, 17(5), 773-787.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 9:00 - 10:30

Date: 4th December 2019

Location: K505

589

Advocating for males in Dance: De-stigmatising through Dance education.

Peter Cook

Southern Cross University, Gold Coast, Australia

Abstract

Educating generalist male primary teachers to teach Dance in schools has benefits well beyond classroom practices. There is potential to challenge and shift cultural perceptions around participation of boys in Dance within the school and the wider community. The literature indicates that when educators have prior positive experiences of Dance, they are more likely to become advocates for Dance and for the young people wanting to pursue interests in the art form (Risner, 2007). However, what is not established is the impact of Dance experiences for Initial Teacher Education (ITE) students, with limited to no prior experience in Dance. Does this preparation impact on their likelihood to confidently prepare and present artistic Dance experiences and contribute to the positive cultural shift?

In this research, the choreographic practice is centralised, promoting artful creative Dance experiences for ITE students and their future classrooms. The participants are all males recruited from a primary education degree; alongside male graduates now employed in the field. The participants were interviewed reflecting on original Dance works they created as part of an assessable task. Interviews investigated participants' willingness to teach in and through choreographic practice simultaneously contributing to the positive promotion of Dance in schools, especially for young male dancers. The works and their reflections were analysed rhizomatically allowing for connections to be made between a variety of data events and providing plausibility to the seemingly unconnected.

As an a/r/tographer I rely on the intertwined identities of being an artist, researcher and teacher and those (in)between, to understand educational phenomena and praxis. The nexus between artistic practice and pedagogy are well aligned with this methodology as the inter-related identities are paramount in becoming creative educators. In the context of a field that is marginalised and stigmatised for males, this presentation reports on the research that contributes to the Dance education landscape. Particular emphasis is placed on promoting male teachers to teach and advocate for Dance and male dancers. The aim is to better educate ITE students for their future classes, in an attempt to destigmatise and redress the conundrum of boys in Dance.

Presentation

290

Investigating ‘the other’ through embodied pedagogies: the role of the teacher in leading a collaborative, embodied and aesthetic teaching practice to build understandings about our relationships with and treatment of the ‘the other’.

Jane Bird, Christine Sinclair

The University of Melbourne, Melbourne, Australia

Abstract

This paper focuses on research undertaken by the two presenters into the pedagogical and collaborative learning practices associated with an embodied approach to teaching (Neelands, 2011) where the teacher understands the body as a site of risk and possibility as well as a site of knowing - of self, of others [empathy], and the world. The research closely examines a practical embodied workshop based on the complex text *Stick Figures* by Shaun Tan where the themes of difference, acceptance and our treatment of ‘the other’ are explored. A case study was undertaken at The Science of Learning Classroom, situated in the Melbourne Graduate School of Education, The University of Melbourne, a ‘state -of-the-art facility’ that provides ‘an innovative research design to investigate those aspects of learning for which ‘the social’ represents the most fundamental and useful level of explanation’ (Chan, M. C. E., Clarke, D., & Cao, Y. 2017:40). The technical innovations of The Science of Learning Classroom enables ‘student-student collaborative problem solving’ (Chan et. al. 2017) to be recorded within an active, group-focused learning experience. Through observation; video capture; participant and researcher reflection; the researchers investigated the impact of embodied and collaborative problem-solving learning experiences which contributed to participants’ engagement and learning. Analysis of data revealed this embodied practice supported participants in taking on different and diverse perspectives to build understandings about the pre-text itself as well as understandings about our relationships with and treatment of the ‘the other’. This paper addresses the role taken by the workshop facilitator and the principles she employed in leading participants through social learning practices towards social understandings.

Presentation

111

Engaging with ‘near and far’ change: promoting activist music education professionalism

Margaret Barrett¹, Heidi Westerlund²

¹The University of Queensland, Brisbane, Australia. ²University of the Arts Helsinki, Helsinki, Finland

Abstract

Professions are characterised by a body of knowledge and set of skills developed through specialised education and training, and informed by research. Professions, from the earliest days of the Guilds have established codes of practice and standards of moral and ethical behaviour that ensure the continuity of the profession and the maintenance at a high level of the beliefs, practices, and values that are central to that profession. This specialisation grounded in expert knowledge and skills has in general lead to a narrowed perspective, often described as a “silo mentality”. Within education, such professional silo mentalities can become structures that mitigate against engaging with the larger world beyond that of the child, the school, and the dominant educational paradigm.

Following the progressivist turn educational discourse has tended to focus on a student-centred approach that prioritises activities that interrogate who students are, what they bring to school, and how these elements shape learning and learning environments. Whilst acknowledging the welcome turn to recognising the student in the classroom, student-centred approaches may also be viewed as ‘near-focused’, limiting the horizons of thought and action and strengthening the boundaries between the school and the complex issues of the wider world. In an increasingly globalised, albeit fractured world, societies and scientists are concerned with the wider perspective, the world of wicked problems that are “malignant”, “vicious”, “tricky” or “aggressive”. In recent literature a key element of the very idea of professionalism is an understanding of the social responsibility of a profession. Such responsibility asks all professions to navigate between the ‘near and far’, to engage in a morally-informed professional praxis that recognises individual and collective responsibilities in working towards resolution of global wicked problems.

In this paper we present an analysis of the historical positioning of music in general education and the music education profession to illustrate the ways in which the societal relationship of the

school subject has been constructed. The implications of this positioning for music teachers' identity and professionalisation are discussed. We then draw on critical systems thinking to explore the possibilities of a music education theory and practice that foregrounds teacher-led activist professionalism. Music teachers are re-envisaged as autonomous reflexive agents promoting both near and complex far change for a socially just, more sustainable world.

Presentation

--Individual Paper--

Technology and Learning

Technology and Learning

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E151

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

Abstract

The rapid uptake of digital technologies for teaching and learning has seen a corresponding increase in scholarly literature interrogating the potential impact and value of learning technologies. However, many argue that learning technology research has focused on pragmatic and technicist matters, such as learning design and the affordances of digital tools, at the expense of learning theory and the social implications of technology, including identity development. This paper draws on observational and interview data as well as reflexive field notes generated during microethnographic research at a school with a 1:1 iPad program to explore how the device has been used not only for academic learning, but as a tool for individual and collective self-making and identity work. Data analysis is informed by membership categorisation analysis

(MCA) and Bakhtin's tripartite view of self. These approaches offer analytical possibilities for making visible learners' identity work - a challenging task in contemporary educational contexts, where learning occurs both at and beyond school, formally and informally, shifting fluidly across time and real and virtual space. MCA and Bakhtinian analytical perspectives can reveal participant students both taking up and resisting identities in relation to the iPad during talk-in-interaction, prioritising student voice as they foreground 'who' they see themselves being and not being in relation to the iPad. This paper foregrounds the importance of scholarly work that considers the identity issues that arise from young people's relationship with and use of technology because digital tools, like iPads, play a role in young people's developing learner identities. This raises questions of equity because 'who' learners see themselves as being in relation to technology impacts not only on learners' present experiences of schooling, but also on how young people envision their future trajectories both in and beyond formal learning contexts.

Presentation

--Individual Paper--

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

Abstract

Collaborative problem solving (CPS) is widely recognized as one of the frequently mentioned and core 21st-century competence. In contemporary educational practices CPS is seen essential as learning is designed to take place more and more in social formations such as in pairs or in small groups on joint assignments. Accordingly, the aim of this paper is to better understand how CPS emerged in collocated, small-group collaboration in a mathematics education course in initial teacher education. The course design, under the topic of tessellations, comprised of two open-ended problem-solving task designs for small groups of 3-4 students (n=4): first, as a technology-enhanced task utilizing a dynamic software (GeoGebra) and, second, as a task design

relying on physical objects (giant cardboard tiles) in preparing tessellations. In both designs, group interaction was gently scripted with a macro-script that aimed to facilitate participants' socio-cognitive and socio-emotional monitoring on CPS, based on question prompts to be jointly discussed before, approximately in the middle and, after the task completion. The study relied on method triangulation in the data analysis by combining directed content analysis on CPS construct, comprising social and cognitive components and their sub-components with process visualizations in this regard that made visible the order, duration and the interchange of the CPS components that; which, in turn, set the stage for qualitative cases. As the descriptive analysis did not show a large variation between different groups, the qualitative cases shed light into the interactional complexity and diversity in the ways in which the CPS was actualized in the micro-level small-group collaboration; especially in terms of the level of coordination and the differences of students' equal participation from group to group. For example, if the first task utilizing GeoGebra, generating activities around computers, enabled the groups to largely maintain the shared target of action, the second task, as a more applied and open activity with the physical objects (giant tiles), showed diversity in the appearance of focused interaction and purposeful coordination. The script-driven discussions in the groups were seemingly orientating the joint work, but were not always apparent or directly observable in their later problem-solving actions.

Presentation

--Individual Paper--

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

Abstract

CQUniversity's mission is to be inclusive of students from regional and remote environments around Australia. A large proportion of students engage in learning through online study however, may choose to access classes on campus if they consider that this will more adequately

meets their needs. With 26 established and emerging campuses around Australia, staff at CQUniversity utilize a range of digital modes to deliver lectures across campuses. This research focused on the ways in which one of these digital platforms, (ISL – Interactive System-wide Learning) was used to facilitate synchronous digital classes between the Noosa and Cairns campuses. The aim of the research was to enhance equitable student access to efficacious pedagogical aspects of the face-to-face classroom; relationships, discussions, group work, instant point-in-time responsive feedback and questioning in the ISL space.

The research was undertaken with first and second year undergraduate students and staff in five subjects of the Bachelor of Education using two cycles of Participatory Action Research. The first cycle of implementation occurred in Terms 1 and 2, 2018. Surveys collected from 52 students and five staff provided data about what they considered successful with the ISL classroom, what barriers were faced that impeded their engagement and learning and suggestions for how these barriers could be overcome. A focus group with staff facilitated critical reflection about their pedagogical practices in the light of students' perceptions and feedback. In response to the data, the research team crafted pedagogical guidelines for 'best practice' teaching in the ISL space as well as a charter of professional engagement expectations for students for implementation in the second cycle, Term 1, 2019. Data about this second cycle was gathered through individual staff diaries and student/staff surveys showing positive outcomes of the implementation of the crafted guidelines.

The findings show that relationships underpin all learning and teaching activities in the ISL space and that proactive staff-based and student-based strategies must be explicitly implemented to establish, sustain and nurture productive learning relationships. The resultant set of purposefully planned pedagogies by staff and students are significant to the ongoing delivery of ISL lectures in CQUniversity but have wider implications for academics utilizing synchronous platforms for the delivery of their units of learning in other Universities.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E152

143

Hyper-accountability, super-performativity and the emotions of teaching.

Jane Perryman

UCL Institute of Education, London, United Kingdom

Abstract

The stability and well-being of its workforce is crucial to a socially just education system, yet there is an unprecedented international crisis in the recruitment and retention of teachers. Using data collected in the English context, this paper will argue that teachers' working lives are being negatively affected by the rise in the neo-liberal performativity / accountability culture in schools. Teacher's work is increasingly directed towards assessment, exams and tests, progress measures and preparation for review and inspection, and away from the more individualistic and creative aspects of the job. This paper will explore this culture of 'hyper-accountability' and 'super-performativity', focussing specifically on the emotional impact of accountability on teachers and its effect on teacher retention, using original empirical data from two research projects. This will provide a unique and timely insight into the effects that the performativity and accountability culture have on teachers and their working lives and provide insight into why so many teachers leave. The significance of teacher well-being to schools, students and a socially just society means that a nuanced investigation into the links between teacher stress and retention in the accountability culture is timely and important.

The first set of data was collected from a survey to the last five years of teacher education graduates of UCL Institute of Education (IOE) in London, England, for a project on teacher retention, asking teachers who had stayed and who had left, and why. It was sent out to the IOE ITE alumni database of 3596, and 1200 responded. The second was a survey on teacher stress designed with the National Union of Teachers (NUT). The volunteer sampling strategy produced 127 completed questionnaires, 54 of whom self-identified as having taken time off work due to stress or depression. Both surveys included open questions to enable statistical analysis and a more fine-grained thematic analysis of the qualitative data. The data spoke to a discourse of disappointment, the reality of teaching being worse than expected, and the nature of the workload, linked to notions of performativity and accountability, being a crucial factor. Many of

our sample experienced a ‘loss of self’, causing physical and mental illness, and some to leave the profession. This research concludes that socially just schools and education systems need to pay more attention to the discourses around teacher emotion and retention, and the support mechanisms needed.

Presentation

--Individual Paper--

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

Abstract

Foucault’s notion of governmentality (1988) investigates the relations between technologies of self and technologies of domination, and the constitution of the subject and the formation of the state. It is not about who does the governing but about how governing is carried out through “the conduct of conduct”, effected through “the contact between the technologies of domination of others and those of the self” (p. 19). This understanding of governmentality allows us to situate our examination of teachers’ identity and mode of being within a negotiation or confrontation between forms of power, rather than institutions of power or groups or classes, and through governing technologies of self and others.

In this paper, we pick up Foucault’s governmentality framework to examine the making and governing of Hong Kong teachers since the 1980s when the de-centralization of curriculum reforms was initiated. Hong Kong, due to varied historical-political-cultural reasons, features itself as a special region wherein both Eastern traditional and Western modern-global ways of thinking have co-existed and thrived over a hundred years. Then to what extent and in which

ways do these different cultural-historical ways of thinking as well as neoliberal technologies of governance like surveillance and accountability play with or against each other in shaping and governing teachers' life and work in current Hong Kong?

With a discourse analysis method, we read into the local policy documents and our interviews with a representative group of 27 local teachers along the three dimensions of “teacher-student relationship”, “teacher-parent ordering” and “teacher-society negotiation”. Our research findings show that the post-1980 decentralization curriculum reforms, neo-liberalization of education, the school-based management system, and the accountability measures, all as technologies of domination of others, have profoundly impacted local teachers' work and life. Reductively put, teachers are being deprofessionalized, their workload has been intensified, and the power of “stakeholders” such as parents and students are rising but teachers' authority is shrinking in the context of education reforms. However, cultural legacy of traditional Confucian values such as respecting teachers (*zunshizhongdao*) and familism preserve as technologies of self and still manifest teachers ideologically and behaviorally. These varied social-historical-cultural factors, structural conditions and institutional mechanism are making and governing Hong Kong teachers in a way not totally reducible to the neoliberalization of education.

Presentation

--Individual Paper--

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

Abstract

In a contemporary educational context dominated by market-oriented, standards-based and

‘learnified’ (Biesta, 2010) images of teaching, questions of *purpose* (including issues of social justice, relationality and curriculum production) tend to remain obscured. It is of significance, therefore, to explore the ways in which beginning teachers encounter, experience and respond to this context, and to consider factors which may modulate this encounter.

In this presentation I will discuss selected findings from a recently completed doctoral study which explored the role of meditation practices in the lives of beginning teachers. Specifically, I will make an interpretation of participant-generated drawings (and associated research conversations) which capture, in metaphor, the role of the teacher.

The analysis demonstrates how aspects of the participants’ contemplative practices came to inflect how they imagined their role as a teacher, and what they saw as the purposes of their teaching. Expressed in visual-metaphoric form as *teacher-as-gift-giver* and *teacher-as-sun*, they capture visions of teaching which appear to move against the grain of learnified, marketised and standards-based images of teaching. This movement is also articulated through framing teaching as a form of contemplative *service*.

These non-market-based metaphors of teaching open the possibility of generative friction with dominant discourses and practices, as thus constitute a form of beginning teacher agency. However, as I will show, they simultaneously contain their own risks and blind-spots.

Considering these findings, I will argue that, while contemplative practices do not provide a ready-made or unproblematic solution to the dearth of critical discussion around educational purpose, they do appear to catalyse beginning teacher reflection about broader issues of the meaning and purpose of teaching. This is of particular value in a learnified educational space.

Additionally, in the presentation I will reflect on the constructive methodological and pedagogical role of visual metaphors in practices of beginning teacher reflection.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E153

18

Reversing and Preventing Underachievement in Gifted Students: Viewed Through the Lens of Lived Experience.

Jodi Lamanna, Catherine Wormald, Wilma Vialle

University of Wollongong, Wollongong, Australia

Abstract

Background

Giftedness does not have a single, universal definition, instead, there are a variety of definitions that cover aspects of motivation, talent development and creativity and the definitions generally equate high ability and potential as giftedness. The lack of a singular definition of giftedness, along with the absence of pre-service and in-service teacher training in the area of gifted education makes it problematic for teachers to identify gifted behaviours and implement strategies.

In a similar manner, underachievement does not have a singular, universal definition, yet the most supported definition outlines underachievement as a significant discrepancy between potential and performance. Gifted underachievers can be unrecognised because the underachievement masks the potential.

Accordingly, the reversal of underachievement, for the purpose of this study, is the realignment of potential and performance.

Significance and aims of research

It is estimated that up to 40% of students identified as gifted underachieve and long-term it has been shown that without intervention underachieving gifted students are likely to continue to

underachieve in adult life. The effects of underachievement impact the students' self-esteem and academic progress.

The aim of this research was to utilise student voice to highlight the causes of underachievement and reversal of underachievement to ensure educational equity and to facilitate learning for gifted students so that they can achieve their full-potential.

Research design

The research was conducted with case studies to investigate giftedness, academic underachievement and reversal of underachievement. Case studies involved qualitative questionnaires, semi-structured interviews, classroom observations, and member checking.

The inclusion criteria for selection as a case study participant involved providing evidence of giftedness, academic underachievement, and the reversal of underachievement.

Construct validity was demonstrated by using multiple sources of evidence, external validity was confirmed through the use of standard forms and cross-case referencing, and reliability was shown through the rigorous methods to document the process which enables replication (Yin, 1994).

Findings

The findings showed that gifted students underachieved because of an unchallenging curriculum, lack of motivation, and a lack of self-regulation. These results aligned with the literature.

The reversal of underachievement occurred through diagnoses of learning difficulties or disabilities, family support, and an appropriate learning environment.

Implications

These findings demonstrate that recognition of giftedness in the classroom is important, especially as giftedness can be masked through underachievement and learning difficulties. Specialised provisions are recommended for underachieving gifted students in order to support their learning, their motivation, and provide equity in the classroom.

Presentation

--Individual Paper--

855

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

Abstract

With the majority of adolescents using digital technologies to interact with their friends, it is imperative that research explores adolescent use of these technologies to seek social support. Seeking social support from parents and friends has long been viewed as an adaptive coping strategy, while the tendency to isolate oneself in response to stress is associated with poorer mental health. The use of digital platforms to informally seek support has only recently been recognised, however. Few studies have investigated the relationships between informal digital support seeking and adolescent mental health, particularly in Australian adolescents. We also do not know how digital support seeking relates to more traditional forms of coping such as seeking support in-person or using isolation.

This study examined relationships between adolescent girls' support seeking for academic stressors and mental health, with a specific focus on informal digital support seeking. Participants were 186 girls (M age = 13.64 years, SD = 1.03) from four independent girls' schools in Sydney, Australia. The proportion of students in each school with language backgrounds other than English ranged from 31 to 52%. Participants were presented with four vignettes depicting everyday academic stressors. For each scenario, they rated their likelihood of seeking support from parents, friends, or online, or of isolating themselves. A self-report measure of depression and anxiety was then administered.

Structural equation modelling was conducted to examine the cross-sectional relationships among variables. Intentions to seek support face-to-face from parents and friends were unrelated to depression and anxiety, while digital support seeking and isolation were positively related to

depression and anxiety. Digital support seeking was also negatively related to seeking support from parents and positively related to seeking support from friends. These findings suggest that girls who do not seek support from parents may be more likely to do so online, and that those who intend to seek support online or isolate themselves may experience poorer mental health. This study provides a timely insight into the use of online support-seeking by adolescent girls, and the relationship between this coping strategy and mental health.

Presentation

--Individual Paper--

451

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

Abstract

Self-efficacy is a student's belief in their capacity to produce a desired outcome through effort (Bandura, 1997). Extant research has demonstrated that self-efficacy is a powerful motivational antecedent of science achievement and is considered an important motivational factor to promote in the science classroom (Britner, 2008). However, social cognitive theory posits that negative emotional states, such as anxiety, are likely to thwart the positive effects of self-efficacy on achievement (Bandura, 1997). While researchers have largely examined anxiety as a negative predictor of self-efficacy, recently researchers have argued that anxiety and self-efficacy are likely to co-occur, such that as anxiety increases, the benefits of self-efficacy on achievement decrease (i.e., negatively moderated; Gala & Wood, 2012). This suggests that in order to optimise student outcomes in science, it may be important to take a "dual intervention approach": concurrently promoting self-efficacy and reducing anxiety in science. Thus, the present investigation tests support for this approach by examining if self-efficacy and anxiety significantly interact and if this impacts science achievement. Additionally, self-efficacy and anxiety have also been shown to vary at the classroom-level, and both play a role in motivational classroom climate (Martin et al., 2012). Classroom-level anxiety and self-efficacy have also been

shown to impact classroom-level achievement (Martin et al., 2012). Thus, there is a need to examine if science classrooms can be classified by these concurrent experiences of anxiety and self-efficacy, and if moderating effects of anxiety on self-efficacy impact classroom-level science achievement. Doing so would indicate if a “dual intervention approach” is also appropriate at the classroom-level. Thus, the present investigation examines (a) the extent to which science self-efficacy and anxiety predict science achievement at the student- and classroom-level, (b) if science self-efficacy and anxiety significantly interact, and (c) the extent to which this interaction has significant effects on science achievement at the student- and classroom-level. Data were collected from $N = 1,075$ secondary school students clustered in $N = 99$ science classrooms. Multi-level structural equation modelling demonstrated that, at the student- and classroom-level, science self-efficacy significantly positively predicted science achievement, whereas the relationship between science anxiety and science achievement was non-significant. At the student-level, but not the classroom-level, science anxiety significantly moderated the effects of science self-efficacy on science achievement. Plotting showed that as self-efficacy increased, students with higher anxiety had lower science achievement. These results provide support for a “dual intervention approach” at the student- but not classroom-level.

Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E257

886

A quantitative analysis of the progress of migrant and refugee background young people in their first year of Australian schooling.

Sue Creagh

University of Queensland, Brisbane, Australia

Abstract

Within government education systems, young people of migrant and refugee background can access intensive English programs, designed to prepare students for entry to mainstream high school. These kinds of school-based English language programs have long existed in Australian state education systems and pedagogically are informed by theories of second language acquisition in the context of school-based curriculum, resulting in a language-focused academic learning environment. The schools that offer these programs also need to function within systemic requirements which increasingly require standardised curriculum and assessment frameworks, with the corollary that the school program satisfies departmental accountability measures. Navigating these requirements creates unique challenges for intensive English programs because, ethically, any measures of accountability must be representative of language progress and the growth in bilingual capacity of students. However, current standardised assessment frameworks such as NAPLAN and A to E grades do not account for such bilingual development. In response to this issue of accountability, this paper will report a longitudinal quantitative study, examining the progress of newly arrived secondary students across their first year of schooling in Australia. The school which is the focus of this study is an on-arrival intensive English centre for newly arrived migrant and refugee students. Informed by the Australian curriculum, the school provides highly scaffolded engagement with academic content, in preparation for transition to mainstream high school and it tracks the academic language development of students whilst in the program. Student and school factors considered in the analysis include extent of prior schooling, access to social and academic support programs available in the school, and progress across English as an additional language from arrival to exit. The analysis unpacks the diversity of language and learning experiences in the student population but also highlights the ways in which school-based management enables differentiated student pathways leading to academic growth. The Australian TESOL community has called for ‘language-learning informed analysis’ of student experience in our school systems as an ethical imperative in the advocacy of language learner rights (Williams 2018). This analysis offers a response to this call, and as important, it provides a model of accountability which is both research-informed and student-centred and has much to contribute to current systemic ways of recognising, supporting and embracing diversity in our schools.

Presentation

--Individual Paper--

Children learning together: Being a member of a culturally and linguistically diverse classroom

Maryanne Theobald¹, Susan Danby¹, Gillian Busch², Ilana Mushin³, Lyndal O'Gorman¹

¹QUT, Brisbane, Australia. ²Central Queensland University, Rockhampton, Australia. ³University of Queensland, Brisbane, Australia

Abstract

One in four children in Australia speak a language other than English at home. Early childhood classrooms, while increasingly culturally and linguistically diverse, may yet to fully realise the richness that such diversity can contribute to young children's participation, communication and inclusion. In early years classrooms characterised by cultural and linguistic diversity, children have everyday opportunities to communicate and respect others, and develop intercultural practices for global citizenship and intercultural practices that promote participation, fairness and respect.

In practice, however, little is known about how children's participation and peer practices are being enacted and experienced in early years classrooms with culturally and linguistically diverse children. This paper reports on a study that video-recorded the everyday classroom experiences of Prep aged children (5-6 years) in 12 regional and urban Prep classrooms across Queensland. Approximately 90 hours of video-recording were collected. Excerpts from the video-recordings were used by teachers to stimulate child-focused conversations with children in their classes. The paper shares children's perspectives on their strategies for participating, communicating and belonging in classrooms characterised by cultural and linguistic diversity. Interactional analysis highlights how children draw on linguistic and cultural resources to create and shape peer cultures by identifying the complex learning opportunities and possible downsides of their daily experiences. Particular attention is given to demonstrating how children enlist their linguistic and embodied skills in a range of interactional practices, such as initiating and participating in conversations, code switching, storytelling, and access to play activities and resources. The implications of the study findings point to how multilingual classroom settings can provide significant opportunities for children learning about language and group membership works, and about how to be an accepted and valued member of the culturally and linguistically diverse classroom.

Presentation

--Individual Paper--

513

Learning English in rural secondary schools: EAL students, teachers, parents and pedagogy

Annette Woods, Annette Woods, Susan Danby

Queensland University of Technology, Kelvin Grove, Australia

Abstract

In this paper we present research that was designed to address current gaps in the Australian and international literature about the use of home languages to support students who are learning English as an additional language (EAL) in secondary schools. The study brokered innovative partnerships with researchers, teachers and leaders, young people who were first- and second-generation migrants to Australia, and their parents, to develop pedagogies that were based on new research and evidence, and respectful of students' backgrounds. The paper will report on the use of design-based research (DBR) methodologies to implement a theorised approach to improving outcomes for students learning English as an additional language by drawing on their first language resources.

The study is situated in a secondary school in a rural location in Queensland. The community surrounding the school is undergoing significant demographic change as a result of industrial growth and the arrival of workers and their families for work in the area. The research considered how secondary teachers in rural settlement areas might provide quality instruction for all of their students. There was a commitment to pedagogical capacity building of teachers in inclusive, evidenced-based strategies for teaching the academic English needed for key curriculum areas. A focus was on pedagogical innovations that utilised students' existing linguistic resources to establish academic English concepts and vocabulary that could be put to work for developing new understandings and articulations of disciplinary content. Crucially

these pedagogies were efficient to implement in classrooms across different disciplines with increasingly diverse student cohorts.

Through the transdisciplinary partnerships established, and the focus on creating spaces where researchers, teachers, students and parents and community members had opportunities to voice their opinions and perspectives on inclusive pedagogies, connections between EAL families and school staff were supported in practical and sustainable ways. The paper will report on the implications of this approach at the school for teaching and learning, and also provide insight into the values of such approaches for supporting schools to become places of belonging in diverse communities.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E258

85

An evaluation of the RLPP circle time games intervention to improve behavioural self-regulation: A cluster randomised controlled trial in New Zealand early-childhood education centres.

Louise Keown, Nike Franke

The University of Auckland, Auckland, New Zealand

Abstract

Self-regulation is foundational for learning and school success. Early childhood is an important period for the development of self-regulation. Therefore, enhancing self-regulation development in pre-schoolers is a clear target for intervention.

Using a cluster randomised controlled trial, this study evaluated a pre-school classroom self-regulation intervention in a sample of 212 4-year-old children across 15 early-childhood education centres in Auckland, New Zealand. The study examined whether children who participated in the Red Light, Purple Light (RLPL) circle time games intervention showed stronger executive function and behavioural self-regulation skills (i.e., attentional flexibility, working memory, and inhibitory control) at post-intervention and 4-month follow-up compared to children in a waitlist control group.

Eight centres ($n = 107$ children) were randomly assigned to the intervention group and seven ($n = 105$ children) to the waitlist control group. At each time point children's executive function skills were measured using the Head-Toes-Knees-Shoulder task (HTKS) and the dimensional change card sort (DCCS) task from the National Institute of Health (NIH) Toolbox Cognitive Function Battery. Teacher ratings of child behavioural regulation were collected using the 10-item subscale of the Child Behaviour Rating Scale, which measures children's task-related behaviour in a classroom situation.

The teacher-led eight-week RLPL intervention uses movement and music games designed to help children practise executive function skills in fun and engaging ways. The programme includes traditional children's games that have been modified to increase cognitive complexity.

At post-intervention children in the intervention group showed stronger executive function skills compared to control group children. In particular, significantly greater improvements were found for cognitive flexibility and attentional skills. These skills, which include paying attention, listening to and following directions, and ignoring distractions, play a key role in children's learning and social development. At 4-month follow-up, teacher ratings of behavioural regulation were higher for children in the intervention group than children in the control group. Interviews with teachers who delivered the intervention highlighted other gains for children including improvements in language and social skills, self-confidence, leadership skills, and cooperation with peers. Future research could further investigate these findings with independent measures of language and social skills.

This the first randomised controlled trial of a self-regulation programme, delivered by teachers in New Zealand early childhood education centres, that has demonstrated intervention effects. The feasibility and inexpensive nature of this targeted self-regulation intervention could have practical implications for policy aimed at improving school readiness.

Presentation

--Individual Paper--

365

Associations between the home environment, parenting and self-regulation in early childhood

Deborah Pino-Pasternak^{1,2}, Anabela Abreu Malpique², Debora Valcan²

¹University of Canberra, Canberra, Australia. ²Murdoch University, Perth, Australia

Abstract

It has now been well established that a positive transition to school requires young students to self-regulate their cognition, motivation, emotions, and prosocial behaviours so that their efforts are directed to the achievement of adaptive learning and social goals. It is also well known that children differ markedly on the development of such skills at the start of school and that this variation is associated with both within-child as well as environmental variables. This paper discusses empirical findings of a study in Western Australia investigating associations between caregiver-reported home environment, reported parenting, teacher reported measures of self-regulation in the classroom, and children's academic achievement during the first year of schooling. A sample of 98 dyads (parent-child) participated in this study. Children (51% female, mean age = 5 years, 8 months) belonged primarily to nuclear and English speaking families. Parental behaviours, home environment, and demographic variables were reported by parents; student cognitive and social regulation was reported by classroom teachers; and children's academic outcomes were directly assessed through well-established measures of word reading, mathematical reasoning, and letter writing automaticity.

Through a set of partial correlations associations between parental behaviours (i.e., closeness, conflict, autonomy support, and control) and features of the home environment (i.e., shared activity in the home and chaos) were first investigated. The findings indicate that caregivers who reported more positive parenting, marked by greater warmth and autonomy-granting behaviours, also reported less negative parenting, characterised by negative affect and harsh control. In relation to the features of the home environment, parents living in households with lower levels of chaos or disorganisation engaged more often with their children in educational and playful

activities, displayed more autonomy support, and less negativity and control. Associations between parenting, home-environment variables, children's cognitive and social regulation, and children's academic outcomes, were investigated subsequently. Results showed that autonomy supportive parenting was positively associated with both social and cognitive regulation, while the opposite was observed for parent-child conflict. As expected, social regulation was associated with cognitive regulation and this dimension was positively correlated to all assessed academic outcomes.

The findings of this study illustrate the significance of home environments to the development of self-regulation in Early Childhood. Moreover, they suggest that interventions integrating efforts of home and school at the start of schooling could instrumental to children's early school success.

Presentation

--Individual Paper--

851

Think Equal in Early Childhood: An Australian Randomised Control Trial to Assess the Impact of a Targeted Personal, Social and Emotional Program

Sue Emmett¹, Lynne Reeder², Karen Schneider²

¹Federation University , Berwick , Australia. ²Federation University , Berwick, Australia

Abstract

Think Equal is an international early year's program that has been implemented and evaluated in a number of countries including Singapore, Canada, Argentina and Botswana. Developed by Yale Centre for Emotional Intelligence, the program is underpinned by a commitment to social equality, gender equality, racial and human rights and global citizenship.

Researchers at Federation University have partnered with Yale University to conduct an Australian randomized control trial with 350 children in 40 early childhood centres across Victoria and Brisbane. This research, which is occurring from April to December this year, will afford information about *Think Equal's* effectiveness within an Australian context in one of the

first randomized control trials within the education domain within Australia. The findings and implications of the study, will be made available as a basis for future research nationally and worldwide.

This presentation will report on the, design and on-going implementation of the trial and will outline the international research that has transpired to date. It will also introduce the *Think Equal* program and will explain how it teaches children core values of empathy, compassion and respect, and key skills such as critical thinking, self-regulation and peaceful conflict resolution.

Presentation

--Individual Paper--

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 9:00 - 10:30

Date: 4th December 2019

Location: E259

133

The Dave Larsen American Indian Immersion Experience: Creating Transformative Educational Experiences for Indigenous High School, College & University Students

Ana Munro

St Cloud State University, St Cloud , USA. North Hennepin Community College, Brooklyn Park, USA

Abstract

This qualitative, indigenous storying research study explores how American Indian high school, college, and university students develop their indigenous identity and improve their academic success through participation in a short-term cultural immersion experience, the Dave Larsen American Indian Immersion Experience. The DLAIIE is an annual five-day tour of American Indian reservations, tribal governments and schools, Indigenous elders and leaders in Minnesota and Wisconsin for high school, community college and university students. The study focuses on

the role American Indian elders and hands-on, placed-based, experiential learning, as well as participation in cultural and ceremonial activities, play in this process. Storying from an Indigenous perspective frames this study as it gives voice to participants from a marginalized group using their traditional story-telling form and is founded on relational accountability; on mutual respect, reciprocity and responsibility between participants, community, culture, places and experiences.

Two research questions guide this study:

RQ 1: How does participating in this program impact students' indigenous identity?

RQ 2. How does participating in this program impact students' academic success?

As a result of centuries of colonization and federal assimilation policies such as the Removal Act of 1830, the Dawes Act of 1887, the American Indian Termination Policy of 1956 and the Boarding School era of 1860-1978, most American Indians are born and grow up off-reservation, in large urban areas away from their traditional homelands and community. American Indian students are educated in predominantly white institutions, with no teachings about their language, cultural, history, and identity as Indigenous peoples. Minnesota has one of the largest urban Indian populations in the United States yet indigenous students have little connection with their culture, traditions, land and language and this aspect of their identity is not reflected in the education system. Minnesota's opportunity gap for American Indian high school and college students is the one of the worst in the nation, with 41 % of American Indian students graduating from four year institutions, compared with 45.8 % of Black students, 57.3 % of Latinx students, and 65.7 % of White students.

Preliminary findings indicate that the Dave Larsen program, now a college class, has a significant impact on participants' cultural identity and academic success after just a few days of immersive learning. More research needs to be done on the impact of such programs on participating communities, as well as a study that incorporates the knowledge, voices, and stories of participating elders.

Presentation

--Individual Paper--

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

Sara Weuffen

Federation University Australia, Ballarat, Australia

Abstract

Research projects conducted under the auspice of a university are required to receive ethical approval to ensure the project is conducted to the highest standard. Traditionally, cross-cultural research projects conducted by non-Indigenous researchers, have been guided under the key principle of doing *no harm*. Yet, Eurocentric research practices exist where non-Indigenous researchers conducting research on, or under the guise of with, Aboriginal peoples and Torres Strait Islanders have, and continue, to cause physical, emotional, relational, and cultural harm and trauma. A Clandinin (2010) argues, most cross-cultural research does not adequately address the complexities of communicating, or contextualising understanding, across cultures. Critical examination of contemporary research protocols in Australian university practices expose the perpetuation of racial discourses positing European as superior, and Aboriginal and/or Torres Strait Islander as other. This is evidenced in ethics process that 1) label Aboriginal and Torres Strait Islander participants as vulnerable, 2) situate intellectual property rights within universities, and 3) encapsulate Eurocentric cultural power/knowledge relations.

In this presentation, I offer a frank expose about how my ethical and moral positioning as a non-Indigenous PhD student was in constant conflict with the privilege of whiteness. Rather than denying my whiteness, I confronted and acknowledged it to push back against dominant hegemonic ethical processes that circulated throughout my cross-cultural research project. This was not a smooth process. Attempts to irrupt power relations firmly embedded within university processes resulted in extensive consultation and justification for more culturally-appropriate ways of conducting non-Indigenous led cross-cultural research projects. By presenting my journey, I offer a troubling of white authority that exposes the continuous harm legitimised by current university ethics process, but at the same time, envision the possibility of more participatory, sensitive and responsive relationships and socially just ethical process in Australian cross-cultural research.

Presentation

--Individual Paper--

1012

To what extent have we moved beyond the 'soft bigotry' of low expectations?

Harvey Stern

School of Earth Sciences, University of Melbourne, Melbourne, Australia

Abstract

To what extent, over the past year, have we moved beyond the 'soft bigotry' of low expectations'?

Firstly, some background:

In December 2018, the current author presented a paper to the annual AARE conference of that year entitled:

"Towards embedding a narrative of high expectations and positive thinking into the policy framework regarding the education of Aboriginal and Torres Strait Islander children".

In that presentation, the author noted that Ken Wyatt, Australia's first Indigenous member of the House of Representatives, and (now) Australia's first Aboriginal Minister for Indigenous Australians, once wrote,

"I know what it is like to be denigrated for my race, to be told to leave school and to get a job on a farm because 'Aboriginal kids don't succeed'".

Nicola Berry, in an article published by The Australian of 12 June 2019, observes that whilst that phrase, the 'soft bigotry' of low expectations, which is credited to former George W. Bush speech writer Michael Gerson, and is one originally used to describe the detrimental effects of societal attitudes towards people of colour, it can also be applied to other people.

The widespread nature of the practice is illustrated in the aforementioned article by Nicola Berry in which she, as a person from a foster care background, recalled tutors who have said they 'never expected anyone from my background to be in this class, because outcomes are so poor'.

The paper answers the question asked in the opening, by placing in context a number of events that occurred during the past year, some positive, some negative.

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B409

327

Feedback in doctoral supervision: a qualitative synthesis of the literature

Joanna 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

Abstract

Feedback allows university students to gauge how their work is progressing, direct their efforts and negotiate the social structures of the university. It has been reported as a critical ingredient in successful doctorate completion and positive student experiences. However, while feedback is frequently studied in the higher education literature, reports on its role and enactment within the doctoral experience are less prominent. While many studies focus on the experience of supervision overall, few focus specifically on feedback. Further investigation is likely to help institutions, supervisors and candidates promote positive outcomes from their PhD programs. Moreover, understanding how feedback contributes to successful PhD candidature provides insights for feedback research in higher education more generally.

We aimed to describe what is known about supervisor-candidate feedback practices as reported within the literature through a qualitative synthesis. We systematically searched ERIC,

Academic Search Complete, Education Source, Scopus and ProQuest Central databases for relevant papers containing rich qualitative data. Fifty-six papers were included in the final synthesis. Taking a sociomaterial framing of feedback, we developed a framework for synthesis, which was then applied to the papers. Primary authors were from 14 countries, predominantly the United Kingdom (17), Australia (15), New Zealand (8), USA (4) and Hong Kong (3). They investigated a broad range of disciplines.

Five themes were interpreted from the synthesis: 1) the contexts of feedback practices; 2) how feedback is enacted; 3) the dynamics of feedback relationships; 4) what the supervisors and candidates bring to feedback enactments; and 5) feedback as a temporal practices. Key findings were that feedback was integral to doctoral supervision, and enactments of feedback were situated within geopolitical, disciplinary and institutional contexts. The relationship between supervisor and candidate permeated feedback practices; inappropriate exertions of power resulted in unhelpful and destructive feedback practices.

These findings support some contemporary institutional efforts to reform doctoral candidature, including the nomination of multiple supervisors, centralised support for candidates, and progress reviews to encourage regular feedback opportunities and development of longitudinal relationships for feedback. The research has also identified novel insights: that feedback talk itself is generative; that withholding feedback through neglect is an abuse of power; and that feedback can lead the candidate to learn about placating and conforming to supervisors' ideals rather than to learn about and how to research. Stakeholders within higher education must be aware of and take steps to mitigate the negative and promote the positive impacts of feedback practices.

Presentation

--Individual Paper--

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

Abstract

The enrolments of international students in tertiary education in Australia have increased steadily in the last three years. These students face a range of challenges in learning about the new environment and academic requirements. Challenges include understanding, interpreting and acting upon feedback. In this process, they need to adapt and integrate multiple types of prior knowledge. Drawing upon an interpretivist approach, a case study is presented that aimed to capture the student development of feedback literacy. Data collection methods included interviews, and written responses. Analysis of the data was undertaken using a deductive and inductive approach. The analysis of the selected case revealed that the student was active and constructive, developing different levels of metacognitive knowledge in the process of making sense of feedback and building new feedback literacy. This has implications for universities in learning about international students' learning progression specially in the first year of their studies.

Presentation

--Individual Paper--

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B201a Flat Classroom

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

Abstract

Background: The steady decline in secondary students' achievement and interest in science and mathematics is an area of concern for governments, industry, and the education sector. Increasing student engagement in science, technology, engineering, and mathematics (STEM) disciplines is a top priority if countries are to meet demands for STEM based expertise in the current and future workforce. Amongst strategies to address such concerns, peer mentoring programs have gained increased popularity. Peer mentoring can be a powerful tool to improve secondary students' interest and engagement in STEM disciplines, building aspirations for further STEM study. Recent iterations of mentoring programs employ online communication tools to overcome geographical and time barriers to extend the benefits of mentoring to students with limited access to these learning opportunities.

Aim: Although previous research shows that peer mentoring can be an effective strategy, the processes that underpin positive outcomes for online participants remain largely underexplored. The main goal of this study is to investigate the development of online mentoring relationships between STEM university undergraduates and middle years secondary school students in regional areas, and to identify strategies to maximise the potential of STEM online mentoring.

Research Design: This study employs a mixed-methods research design to explore the development of mentor-mentee relationships in a 9-week online peer mentoring program designed to increase students' attitudes and interest towards STEM disciplines. Mentors completed weekly post-session surveys on their perceptions of relationship quality and development, and use and effectiveness of mentoring strategies. Mentors were also asked to describe and reflect on session dynamics and mentee engagement. Data analysis was guided by a conceptual framework based on peer assisted learning theory and, in particular, social and cognitive congruence between near peers.

Findings and Conclusions: Mentors established effective learning partnerships using online communication tools, employing strategies based on social and cognitive congruence with mentees. However, mentors struggled to work within cognitive reach of their mentees, suggesting that further scaffolding and training needs to be provided for mentors to successfully adapt their explanations to suit mentees' learning needs. Implications for online mentoring are discussed, including a model to facilitate university to school mentoring to increase students' engagement in STEM disciplines. This study examines mentoring relationship quality indicators that can be applied to further research on STEM peer mentoring strategies.

Presentation

--Individual Paper--

1065

Investigating the relationship between teacher conceptual understandings and pedagogical knowledge in the integration of STEM education in Victorian primary schools

Lucas Johnson

Monash University, Clayton, Australia

Abstract

This study investigated the challenges faced by STEM (Science, Technology, Engineering, and Mathematics) education leaders in primary schools and implications of their own classroom practices as they work to implement an integrated STEM curriculum in their schools. Current educational and economic trends have emphasised the need for students to develop deeper interdisciplinary understandings in the context of STEM education and greater proficiency with the related skills and capabilities (Education Council Australia, 2015). This pressure has resulted in more attention on STEM education in Victorian primary schools, resulting in uncertainty amongst many primary teachers. In particular, these teachers feel challenged about their current knowledge and understanding of effective pedagogical practices related to integrated STEM education. In response, many Victorian primary schools are appointing STEM leaders to support the effective integration of interdisciplinary STEM education into their enacted curriculum.

To investigate STEM leaders' challenges, this research explored the relationship between primary STEM education leaders self-reported discipline knowledge and pedagogical knowledge, and explores the role of professional learning in this area. Qualitative data were collected from three Victorian primary school STEM leaders using a survey and semi-structured interviews. An inductive analysis of the data revealed common challenges among the STEM leaders in regard to teacher confidence and disciplinary understandings. For example, findings showed that within the context of a primary school integrated STEM curriculum, developing deeper understanding of effective STEM pedagogies can play a significant role in addressing teacher disciplinary confidence.

Education Council Australia. (2015). *National school STEM education strategy: A comprehensive plan for science, technology, engineering and mathematics education in Australia*.

Presentation

--Individual Paper--

871

What is STEM, and what is it for me? The role of career advice in girls' decisions to opt in or out of STEM.

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

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

Abstract

Girls continue to be underrepresented in many school STEM subjects, a trend that continues into higher education leading to ongoing gender disparity in STEM careers. Many girls lose interest and motivation to pursue STEM from an early stage of education and this is particularly the case for students in rural or remote schools, students from lower SES backgrounds and indigenous students.

Recent studies provide clear statistical evidence of significant gains having been achieved in female's early academic success in STEM fields, however there continues to be a disconnect between girls' science achievement and their desire to pursue STEM careers.

Stereotypes of what a career in STEM might entail and who scientists, engineers and other STEM professionals are and what they do, create significant disincentives for girls to become interested in and pursue study and careers in STEM fields. There is evidence that boys are more likely than girls to be encouraged by teachers, parents and career advisors, to go on with STEM related subjects. Current models of career guidance exacerbate the problem by ignoring gender, and thus discrimination is, often implicitly, inherent in much career advice. It is important that parents, carers, teachers and career advisors have equal expectations of girls' and boys' ability in STEM and work together to broaden aspirations and skills, and to assist girls to create positive identities and self-concepts related to STEM subjects.

This paper reviews what happens in schools related to career advice specific to STEM. Questions are: Which schools (metro, rural and regional) have specific programs, which year levels are they targeting and are these programs effective? What is the evidence about the impact of career advice relative to influence of peers and parents? The investigation aims to identify exemplars of best practice, across different year levels, in Australia and overseas (e.g., programs by the National Coalition for Girls' Schools in the US, and the ASPIRES project in the UK) through a targeted search on internet and in the literature. The study also includes interviews with stakeholders who have key roles in successful or promising initiatives around career advice and career awareness to identify what it takes to empower girls with the agency to choose what connects to them while also opening up what a STEM career can look like, rather than just providing typical portrayals of STEM.

Presentation

--Individual Paper--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B202a Flat Classroom

882

Gender equity perspectives in Swedish universities' programme evaluations: Strengthening gender justice or just another brick in the wall of neoliberal higher education?

Susanne Kreitz-Sandberg

Stockholm University, Stockholm, Sweden

Abstract

From a social justice perspective gender equity is more than equal participation and access; gender equity is closely related to identity work and for understanding the effectiveness of gender progressive policies we need to explore how different practices are realised in higher education. Stromquist and Fischman (2009) argued for the need for training of teachers and school administrators on conflict, misunderstanding and miscommunication regarding gender issues. Educational actors need to acquire knowledge and skills, to understand school culture from a gender perspective and to deal with particular situations, instead of avoiding or ignoring them. According to UNESCO (2015) “curricula set by many TEIs around the world [...] reveals a grave shortcoming regarding issues of gender equality.” (p. 60) Gender equality issues are said to be neglected in all courses.

The project analyses reports by teacher education programmes to the Swedish Agency of Higher Education on their work with gender equity in teacher education and training. Teacher education is in Sweden divided in different programmes for teachers in preschool, preschool-class through grade 3, grade 4 to 6 or subject teachers (lower or upper secondary school). Teacher education programmes need to be accredited by the Swedish Agency for Higher Education. The agency conducts also evaluations of the programmes. During the most recent programme evaluations a new question on gender equity has been introduced into the universities self-reports in 2019. Research in Nordic countries has documented different strategies of working with gender awareness and gender inclusion (e.g. Lahelma, 2008, Kreitz-Sandberg, 2013). The present study will investigate how teacher educators describe their work with gender equity in their respective primary school education programmes. The author has received full self-evaluation reports of all teacher education programmes in Sweden and analysed the descriptions.

Except of comparing the diversity of approaches in different universities, the presentation will also discuss the merits and limitations of such a top-down initiative by the Agency of Higher Education. Will such initiatives strengthen gender justice or are they just another brick in the wall of neoliberal higher education and the evaluation hype? Sweden has for a long time been known for its high standards of gender equality. In 2019, 12 Australian universities were reported in the Top 100-list of universities for gender equality based on data collected for the Times Higher Education University Impact Rankings. That makes it interesting to discuss our results from Sweden with colleagues from Australia.

Presentation

--Individual Paper--

971

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

Zeyun Valerie Zhang

University of Auckland, Auckland, New Zealand

Abstract

Increasing numbers of international students are attracted to study at the doctoral level in New Zealand because of changes in New Zealand's international education policies in 2006 that domestic tuition fee rates for doctoral study apply to all international students. According to the latest Enrolments Database provided by Ministry of Education (2017), 46% of international doctoral students are women, but little is understood about these students' experiences, particularly those who are also mothers with dependent children. This presentation highlights my current doctoral research project which focuses on gaining a deeper understanding of the experiences, challenges, and needs of this demographic, using intersectionality as the methodology. Intersectionality is particularly useful in revealing invisible social injustice, by exploring the interconnectedness of social and cultural characteristics, such as class, race, ethnicity, dis/ability, gender, sexual preference, language, nationality, and age (Lykke, 2010). Data were collected by semi-structured interview.

I will highlight the research gaps, and explain how intersectionality helps to draw out the multiple challenges faced by full-time international doctoral students who are also mothers with family duties. I will also present the initial findings from interviews. It is hoped that the findings will help the institutions and New Zealand higher education system finds better ways of supporting this cohort's needs.

Reference:

Lykke, N (2010)*Feminist Studies, A Guide to Interseccional Theory, Methodology and Writing*, New York: Routledge.

Ministry of Education (2017), *Provider based Enrolments*, from http://www.educationcounts.govt.nz/statistics/tertiary_education/participation, accessed 7th Jan, 2018.

Presentation

--Individual Paper--

Poststructural Theory

Poststructural Theory

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B202b Flat Classroom

975

Flight From Flight: Composing a pedagogy of affect

John Roder, Sean Sturm

University of Auckland, Auckland, New Zealand

Abstract

Issues of social justice are political, questioning what is fair, who decides, under what conditions, and as well of course for whom it is fair. In terms of pedagogy, these are issues that are not only political, but are also constitutive of ethics and how life is experienced through corporeal material affective events. The problems posed in this research concern control and affect. This follows a Deleuzian (Spinozist) influenced ethics that maps intensive events and conditions for opening up, (and the degree to which they close down), a learner's desires and capacities. What about a teacher's desires and capacities when their role is drastically reduced under what Gert Biesta has coined the term 'learnerfication'. The following provocation provides our start...

"Let it go! It's all about 'letting go'", said two of the ECE teachers, reflecting on their role as teachers after a year of arts-based encounters involving community artists in their centres. Exactly what was being let go of? What they had let go of seemed less significant than that they had let go of it. Their talk seemed infused with a sense of inquiry as becoming, such that becoming became the sine qua non of teaching – and learning (their students' and their own). The 'event' was a MAPS (Move, Act, Play, Sing) research cluster day. MAPS was a two-year

Teaching and Learning Research Initiative project involving a dancer, storyteller and musician exploring forms of collective practice and experimentation alongside teachers, children and families. On this day, the teachers were reflecting on the expectations of the participating adults when they took up a teaching role. It seemed that they believed that they had let go of control: of their ‘personal power’ in the classroom, and of the institutional power that was vested in their practice – seeing this process as a significant, perhaps necessary, interruption, or even disruption, of their teaching practice.

We argue that, for many teachers, the realisation that they can let go of control of their classroom is an epiphany to them: a teachable moment. However, to paraphrase Deleuze and Guattari in *Anti-Oedipus* (1983, p.28), “teaching that cultivates desire for its own sake would be a malfunctioning machine (apparatus), being defined by their objects, the connections they make with other such machines. A key role for Biesta’s pedagogue is to cause interruption. We think Deleuze would say, it is to counteractualise the ‘virtual’ event.

Presentation

--Individual Paper--

215

Professional learning on the slopes of Vesuvius: a case study of action research

Yiannis Fragos

University of South Australia, Adelaide, Australia

Abstract

Precarious economic conditions on a global scale including persistent concerns about post-industrial reorganization, effective allocation of resources and global competitiveness are compelling all schools to entertain possibilities for transformation beyond curriculum redesign of literacy and numeracy. Education and schooling are increasingly being theorised as a web of practices incorporating teaching, learning, leading, researching, and professional learning. Little is known about professional learning in schools as a lever for improving student learning outcomes or as a roadmap for navigating global and local policy goals.

Through a seemingly ‘eternal recurrence’ (Nietzsche, 1974) of professional learning in schools, what appears to work in the mainstream continuously fails in the context of socio-economically disadvantaged schools. In a global context of education and schooling dominated by forms of accountability, performativity and measurement, most professional learning in schools is short-term, individualistic and decontextualized, typically dedicated to rapid policy implementation and administration.

The point of departure is a description of a unique model of professional learning under precarious circumstances; a whole school approach to action research in a disadvantaged public secondary school situated within a significantly disadvantaged urban region on the northern outskirts of Adelaide, Australia. Using case study methodology over a calendar year, interviews, observations and document analyses were conducted, beginning with the leaders responsible for overseeing action research and action research training for the whole staff. The case study progressively narrowed to a cohort of teachers enacting action research, where the object of the research was one’s own classroom practice and pedagogy.

Galvanized by a negative reputation with the community and violent student behavior, necessity became the mother of invention. Interviews with teachers outlined and differentiated ‘the crazy stuff we are trying to do’ from frequently conflicting policy demands and mandated measures of accountability. The findings reveal locally designed and enacted professional learning including just and inclusive pedagogies and outcomes contributing to productive and sustainable learning in the school and beyond.

The author contributes to scarce debates on professional learning in schools while giving voice to the usually silenced majority of professional learning. Through amplifying the hopeful stories of teachers who are redesigning pedagogies and naming their own problems in response to their contextual issues, the findings have the potential to magnify possibilities for radical change in professional practice. As hierarchical trees are being uprooted on slippery slopes, teachers are learning and doing ‘crazy stuff’ and actually making a difference.

Presentation

--Individual Paper--

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

Abstract

Verisimilitude refers to truthiness: the appearance of or approximation to truth or reality. In relation to qualitative inquiry, verisimilitude has been suggested as a criterion for judging the quality of qualitative writing, recognised in terms of whether a written account appears to be a true representation of a real event or evokes something like the true experience of an event for a reader. In this paper, I explore the concept of verisimilitude as a criterion for quality, linked to Deleuze's ontology of difference and Deleuze and Guattari's concept of a minor literature, by referencing Kurt Vonnegut's novel *Slaughterhouse 5*, a story based on Vonnegut's experiences of living through the Allied firebombing of Dresden in February 1945 while a prisoner of war. By examining the ways Vonnegut renounces verisimilitude to realise his account of Dresden, I consider the implications of thinking about qualitative inquiry as a minor literature.

Presentation

--Individual Paper--

Qualitative Research Methodologies

Qualitative Research Methodologies

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B222 Flat Classroom

1054

Mixing-in quantitative and qualitative research methods

Samantha Low 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

Abstract

This workshop examines mixed method research studies including qualitatively-driven, quantitatively driven, and other mixed method designs. We demonstrate options and provide suggestions for the sequencing and mixing of quantitative and qualitative components of a research project. In particular, we discuss and demonstrate concrete techniques for developing a conceptual framework that potentially helps bridge between qualitative and quantitative methods, and can help structure the literature review.

This workshop is suitable for those new to mixed methods research along with those who have tried it ('dabblers') but would like to learn more.

We guide participants in how quantitative and qualitative components can be put together in modularised, nested, embedded, and integrated models. Finally, we explore the benefits and challenges of mixing methods and writing it up for publication. The course culminates with participants diagramming a mixed method research proposal.

Format. Interactive - will involve discussion in small groups.

Presentation

90 minutes

Educational Theory and Philosophy

Educational Theory and Philosophy

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B236 Collab Learning Space

283

Responsive attunement: Tuning in to what matters in educational settings

Gloria Dall'Alba

The University of Queensland, Brisbane, Australia

Abstract

In a context of ‘fake news’ and associated disillusionment, this presentation explores what it means to nurture a capacity to concern ourselves with what matters, among both students and teachers in educational settings. A key reason that fake news is of concern relates to the consequences for societies which rely upon truthfulness, when fake news begins to become normalised. A second reason is existential, as we see in the frustration and disillusionment that follow in settings where fake news gains the upper hand. These emotive reactions are comprehensible in the light of Martin Heidegger’s argument that for human being ‘in its very Being, that Being is an *issue* for it’ (BT, 32). In other words, our being matters to us, as humans. Further, for Heidegger, human being ‘when understood *ontologically*, is care’ (84). This notion of care means that as we go about our everyday activities, projects and endeavours, we concern ourselves with people and things that matter to us. Given we are personally invested in what matters to us, truth and untruth are of concern.

As a counter to fake news and disillusionment, this presentation focuses on concerning ourselves with what matters in educational settings. More specifically, *a key question relates to how we can nurture a capacity for concerning ourselves with what matters, among diverse students and teachers*. In addressing this question, I highlight responding through tuning in to particularities of importance, especially to how situations, encounters and ideas are experienced. I propose that education provide heightened emphasis on tuning in to others and things as a means to developing informed, care-filled responses, which I refer to as ‘responsive attunement’ (Dall’Alba, 2009, p. 68).

This presentation seeks to make a twofold contribution. The first contribution relates to putting forward the notion of responsive attunement as a focus for curriculum and pedagogy. The second contribution is in exploring what responding through attunement can mean for educational settings, both as a focus for learning by students and a *modus operandi* for teachers. Both of these contributions are seen to have potential in addressing education for social justice, through including and valuing difference in a context where we learn from each other.

Presentation

--Individual Paper--

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

Abstract

In the field of educational philosophy, *learning* and *study* have so far been largely theorized as two distinct formations of education. While *learning* is the predominant episteme and apparatus entrapping the post-20th century neoliberal education along an instrumental and economic logic, *study* is recently re-invoked as an alternative, radical, oppositional, or “weak” educational formation that disrupts the linear actualization of a pre-determined learning goal (see, Lewis 2013, 2018), releasing education from the reductive “learnification” trap and trope for new openings.

To enrich this scholarship, this paper re-calibrates *study* and *learning* as two hermeneutic principles ordering word, text, and meaning, the contours of which can be further explicated by comparing-unpacking the Greco-Christian, Rabbinic, and ancient Chinese traditions of exegesis. My recalibration is provoked by an epistemological flashpoint in interpreting two educational texts (one from present China and the other from the Yijing classics) and unfolds in four steps. First, I re-configure the structural differences that Susan Handelman (1982) identifies to have existed between Greco-Christian and Rabbinic modes of signification along the parameters of learning and study. Second, I delve into the Rabbinic *study* of the Talmud as an originary resource for re-envisioning the contours of *study* mode of interpretation and as a detouring springboard for me to access and portray the Chinese Yijing exegetical tradition beyond the modern representational learning trap. Third, I explicate the Chinese Yijing exegetical onto-epistemology as an Eastern rhythm of *study* (see, e.g., Zhao, 2019) that further disrupts the Greco-Christian signs-based representational, visual, and imagistic mode of signification, critiquing and imploding the presumed presence and being that underpins the learning mode of

signification. Finally, I return to the two Chinese traditional and present educational texts, re-articulating their meaning making when a learning logic is turned over to a *study* hermeneutics.

In so doing, this paper not only adds to the generative scholarship of *study* and *learning* as two formations of educational life, but also problematizes the rarely explored issue of meaning making grounding educational knowledge (re)production for new openings.

References:

Handelman, S. A. (1982). *The Slayers of Moses: The Emergence of Rabbinic Interpretation in Modern Literary Theory*. Albany: State University of New York Press.

Lewis, T.E. 2013. *On study: Giorgio Agamben and educational potentiality*. New York: Routledge.

Lewis, T.E. 2018. *Inoperative learning: A radical rethinking of educational potentiality*. New York: Routledge.

Zhao, W. 2019. *China's education, curriculum knowledge, and cultural inscriptions: Dancing with the wind*. New York: Routledge.

Presentation

--Individual Paper--

666

The learning experience and navigation of successful Chinese College English students in China and Australia--developing a conceptual framework of ideals of democracy and social justice for global high education: Dewey and Confucius

CHUCHU LONG

Deakin University, Melbourne, Australia

Abstract

This project aims to explore the experiences of Chinese College English students who are learning in Australia and how they navigate their studies successfully in these two countries. It is worth noting that these successful Chinese learners of College English could be considered as adopting a mixture of educational practices from China and Australia. This group of students have experienced Chinese educational practices through College English learning in China. They have also negotiated learning experiences of their post-graduate education in Australia. By examining Chinese students' learning experiences in both China and Australia, this study provides insights into the ways that higher education is mediated and negotiated with different socio-political ideologies. In this paper, I will illustrate Chinese students' navigations by their understandings of democracy and social justice.

This study compares the educational ideals between John Dewey and Confucius on how social justice and democracy are achieved through the means of education. Dewey (2004) stressed that the fundamental purpose of education is not only to acquire disciplinary knowledge but also to cultivate the democratic way of living. For Confucius, the ideal society is a harmonious and peaceful society that is compatible with self-cultivated humanity (Confucius & Ku 2017). In this paper, I will place Dewey and Confucius in dialogue with Chinese learners and explore how these two theorists' ideals of social justice and democracy contribute and challenge modern high education that is neo-liberal oriented. Also, the dialogue between Dewey and Confucius gives rise to a synthesised conceptual framework in relation to democratic ideals. Learning experiences of successful Chinese college English students are thus used to testify the proposed conceptual framework. Finally, an argument will be offered for the investigation of a profoundly democratic hypothesis as a framework for global higher education.

Presentation

--Individual Paper--

Rural Education

Rural Education

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B301 Flat Classroom

1066

Improving access to high quality professional learning

Lauren Elston

Australian Institute for Teaching and School Leadership, Melbourne, Australia

Abstract

Opportunities for site-based, collaborative professional learning (PL) such as observing a colleague teach are often harder to access by early childhood, casual/relief and rural/remote teachers. As quality teaching is the greatest in-school factor to improving student outcomes, access to high quality professional learning for teachers is essential for teachers in these settings. We know that the most effective professional learning approaches are education setting-based, focused on improving teaching practice and consider the context.

The Australian Institute for Teaching and School Leadership (AITSL) has consulted widely with the profession, including a survey of over 1800 teachers from these three contexts, to understand the challenges teachers face in accessing high quality PL. This workshop will provide an opportunity to discuss the research findings and unpack what high quality professional learning means. This understanding ultimately enables teachers to improve their practice and have the greatest impact on their students as well as supporting school leaders to leverage expertise within and between school communities.

Presentation

60 minutes

Educational Leadership

Educational Leadership

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B302 Collab Learning Space

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

Abstract

Within the context of a secondary school environment, both students and teachers can be seen to have contesting views of what it means to be a leader. These differing perceptions can lead to inequity. In a socially just world, both groups would have a voice and that this voice would be listened to, and each group's opinions would be valued Lambert (2002). The research question examined the differing perceptions of student leadership. The research design was based on the assertion that the perception of leadership had different meanings for students and teachers. It became apparent that there was a different belief system being used by students and teachers when it came to what it means to be a school leader. These views were most evident when discussing leadership opportunities with students and hearing their feedback on various leadership positions. The data for this study were generated in two different phases – firstly a survey of all year 11 students and staff, secondly – interviewing a range of staff and students to gain a better understanding of their opinions. Thematic analysis was used to analyse the data generated. The research found there was a distinct difference between what students and teachers believe regarding senior secondary leadership. The implication of this study undertaken in a coeducational school setting requires teachers and students to engage in dialogue to develop a shared understanding of the role and purpose of school leadership positions (Hay and Dempster, 2004). To enable this to happen a revised model for a senior secondary leadership program was advanced to aid in the development of secondary school student leaders. Further researcher could compare data within all-boys and all-girls schools to see whether similar patterns emerge.

Presentation

--Individual Paper--

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

Abstract

Pasifika students' education performance in Aotearoa New Zealand continues to face on-going challenges and potential 'crisis'. For too long, Pasifika students have been trapped in a 'prison-like' environment of underachievement. The 'crisis' is that the status does not appear to have changed significantly since the 1960s and 70s, regardless of the endeavours by the New Zealand government and Ministry of Education to Pasifika education. Decade after decade, the educational status of Pasifika students overall has continued to maintain its position; one that places them at the very bottom in comparison to non-Pasifika students. Many teenagers continue to leave school with no qualifications, resulting in unemployment or poorly paid jobs. Consequently, more and more Pasifika families live in poverty in this country. The on-going unanswered question is: *Are Pasifika students failing the system or, is the New Zealand Education system failing Pasifika students?* When are 'we' as a 'community of learners' going to get this right?

This paper is presented in a form of a voyage (folauga) to contextualize the true essence, depth and significance of the topic of this study in relation to the challenges and tests presented by a long hard fought voyage. Four school principals, recognised as effective leaders who support Pasifika students, shared their leadership experiences and practices in a Talanoa setting. Interpretation and analysis of the Talanoa revealed seven major supports that effective school leaders need to transform their schools from a failing context to a successful, for Pasifika students. This research found that there was a significant need for effective leadership by principals to navigate educational changes that genuinely make a difference to unlock doors of opportunities in every school to raise achievement and wellbeing for all Pasifika learners. Furthermore, the analysis and interpretation based on the perspectives and data gathered through Talanoa with the Mau ki te Ako Pasifika Education Advisory Group (Pasifika community leaders) validated these key supports that the principals identified. The aim of the study was to address this issue through effective professional development for school leaders so they may navigate robust, vigorous and well-thought through changes and supports in schools to raise the engagement and achievement of Pasifika learners. Lifting Pasifika achievement is a great challenge for all but nothing is impossible.

'E o' o lava i ogasami ile moana sausau e mafai lava ona folauina'

'Even choppy sea can be navigated'.

Presentation

--Individual Paper--

534

Two worlds, one site: Leading practices and transitions to school

Tess Boyle¹, Jane Wilkinson²

¹Southern Cross University, Gold Coast, Australia. ²Monash University, Melbourne, Australia

Abstract

This paper presents an account of an Australian qualitative action research study investigating transitions to school practices. The paper presents empirical evidence of the way the participants engaged in communicative action to establish shared understandings in order to enhance continuity of learning between pre-compulsory and compulsory school settings. Applying an ontological lens to cross-sectorial leading practices, the paper departs from dominant discourses informed by epistemological perspectives that focus on universal constructions of transitions as events and/or processes. In doing so it makes a significant contribution to emerging discourses of transitions as continuities and sheds light on the contextualised realities of transitions to school as a site specific lived experience. The paper begins with an overview of the ways transitions to school practices are understood, including emerging perspectives of transitions as continuity practices. Then, cross sectorial concepts of leadership and leading are presented to highlight fundamental differences in the ways these practices are enacted across the sectors. The paper presents evidence of the ways leading practices can work to establish shared understandings of practices and policies. In doing so it provides insights into the role leading practices and sustained professional interactions play in breaking down barriers and opening up new possibilities for access, engagement and equity for all learners and communities.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 9:00 - 10:30

Date: 4th December 2019

Location: B304 Collab Learning Space

864

Nationality and gender differences in the measurement of generic problem-solving competence underlying three domain-specific problem-solving competencies

Khoa Lan Anh Nguyen¹, Cuc Nguyen¹, Raymond Adams², Matthew Courtney¹

¹The University of Melbourne, Melbourne, Australia. ²Australian Council for Educational Research, Melbourne, Australia

Abstract

In most of the cross-national assessment, it is important to provide evidence that the test items function similarly across countries. When question items do function similarly (i.e., are invariant), comparisons of results across countries are meaningful and inferences can be made for these results (Messick, 1995; Wolfe & Smith, 2007). However, a thorough examination of measurement invariance for students' GPS and their domain-specific PS competencies has not yet been undertaken. Investigating measurement invariance is necessary when tests are used and translated from one language to another. As a result, the structure of this association should not change across groups, that is, structural stability should hold (Byrne & Stewart, 2006; Sass, 2011).

Consequent to Nguyen, Nguyen, and Adams (2018) recent Subdimensional conceptualization of GPS, the structural stability of the Subdimensional model (representing a single GPS construct underlying three domain-specific PS constructs) has not been tested yet across different countries as well as gender groups. By using secondary data from the Programme for International Student Assessment (PISA) 2012 conducted by the Organisation for Economic Co-operation and Development (OECD) to measure the GPS underlying three domain-specific PS constructs, for the first time in GPS research, the structural stability of the Subdimensional model is evaluated across 32 countries and gender groups. The sample size for the was large for the PISA CBA

(Computer-Based Assessment) 2012 (N = 213,444 15-year-olds). Measurement invariance analyses were conducted based on item response modeling framework. ACER ConQuest software (Adams, Wu, & Wilson, 2015) was used to scale the data using the Partial Credit Model (Masters, 1982) for polytomous items and the Rasch model (Rasch, 1960) for dichotomous items. Items by-country and items by-gender interactions were estimated to provide useful information about the level of measurement invariance. The results of the current study confirmed the structural stability of the Subdimensional Rasch model as representative of the associations across gender groups and 32 countries. However, there was at least one difference between the two countries that was greater than the suggested criteria of 0.5 logits (according to Piquero et al., 2002) in most of the items. Overall, the results of the current study provide support for an understanding of the GPS competence underlying three domain-specific PS competences. It is suggested that the measurement characteristics of the Subdimensional Rasch model are explored further for the purpose of improved GPS assessment.

Presentation

--Individual Paper--

560

Significance of metacognitive regulation in collaborative science learning across contexts: Comparison of low- and high-outcome groups

Tuike Iiskala¹, Simone Volet², Cheryl Jones², Milo Koretsky³, Marja Vauras¹

¹University of Turku, Turku, Finland. ²Murdoch University, Murdoch, Australia. ³Oregon State University, Corvallis, USA

Abstract

The aim of this study is to investigate the role of metacognitive regulation (MR), particularly the social forms of MR in collaborative science learning, across different contexts. Whilst research has shown that different forms of MR exist in collaborative learning, their role in learning outcomes remains unexplored. Moreover, evidence shows that MR can focus on low- or high-level cognitive activities, and focusing on high-level activities contributes to high-level learning

outcomes. Based on this, the research questions were as follows: 1) To what extent do low- and high-outcome groups metacognitively regulate their collaborative science learning process across contexts? 2) Do low- and high-outcome groups show differences in social forms of MR when interacting at a high versus low cognitive level?

The participants were senior high school students (Finland), second year university veterinary science students (Australia) and fourth year university engineering students (USA). From each context, one low- and one high-outcome group were selected. In all contexts, the groups worked on a collaborative science learning activity towards the production of a tangible outcome, and all activities posed new challenges to the groups. Transcribed video and audio recordings of the groups' verbal interactions for two distinct interaction segments of the overall task formed the basis of the analyses. First, cognitive activity was analyzed (low and high levels). Second, different forms of MR were analyzed (verbalized metacognitive self-regulation, ignored MR, metacognitive other regulation [MOR] and socially shared metacognitive regulation [SSMR]). Descriptive analyses and logistic regression were used to analyze the data.

The results indicated that 1) In the high school and veterinary science contexts, the high-outcome groups exhibited a higher MR frequency than the low-outcome groups did. However, in the engineering context, the high-outcome group exhibited a lower MR frequency than the low-outcome group did. The differences were significant both across context and outcome levels. 2) Across all contexts, the percentage of social forms of MR (MOR, SSMR) of the groups operating at a high cognitive level was significantly greater than when that same groups operated at a low cognitive level. For both SSMR and MOR, the differences across contexts and levels of cognitive activity were significant. However, in both cases, the outcome level was not significant. Thus, the findings of one collaborative context cannot be directly transferred to another context. In the future, experimental designs would be valuable to provide further information on the differences between contexts.

Presentation

--Individual Paper--

Toby Bartle¹, A/Prof. Helen Boon², Prof. Zoltan Sarnyai²

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

Abstract

Background and Scope: This review identified and evaluated current (2010+) peer reviewed literature addressing the interactive role of executive function and motivation in student engagement and, as corollaries, well-being and achievement, within a primary school context. Disengaged students face increased risk of experiencing physical and mental health problems later in life. Increasing both motivation and executive function can promote student engagement; however, the underlying mechanisms controlling these functions are unclear.

Significance and Aims: Without intervention, patterns of engagement remain relatively stable. Therefore, promoting engagement during primary school is imperative. To do so, we must understand the interaction of the mechanisms underlying engagement such as motivation and executive function. This research aims to provide direction to future research addressing engagement by providing a comprehensive and systematic review of the current evidence base.

Design: Four databases - *CINHAL*, *PsycINFO*, *MEDLINE* and *ERIC* – were used to search for articles addressing the intersection of four areas: 1) executive function; 2) intrinsic motivation; 3) student engagement, achievement and well-being; 4) primary school students (6-12 years). Screening involved: 1) reviewing citations for relevance to search criteria; 2) obtaining abstracts where relevant; 3) where appropriate, full manuscript review against PICOS inclusion criteria.

Findings: Our search identified 286 documents indicating some relevance to search subset areas: 279 articles through search execution and 7 documents already known to the first author. After screening, 57 articles were retained for full manuscript, 30 articles were excluded for not satisfying inclusion criteria; 27 articles were retained for evaluation and categorized as exact match (n=2) or partially matched (n=25). Evaluation resulted in two theoretical models of engagement being hypothesized however, more research is needed to determine the most effective measures and test hypothesized relationships.

Implications: Well-developed executive function skills and autonomous, supportive environments (i.e., low stress) will likely increase engagement.

Presentation

--Individual Paper--

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

Abstract

Contemporary parenting conditions call on parents to act more than was once the case in order to enable their children's educational achievements. In line with broader neoliberal policy reforms, parents' work in these educational conditions is shaped by an Australian school choice environment that includes a large private school sector, and a contentious national literacy testing regime. In this context, parents are 'responsibilised' for their children's successes and problems. To safeguard against immediate problems and potentially precarious futures, parents are compelled to combine the aspirations for their children and the resources at their disposal to create the conditions of possibility for their children's success. Such 'parentocratic' logic constructs the 'good parent' as one who can and should actively prune and shape their children's opportunities for development. The growth of the private literacy tutoring market turns on parents' decisions to purchase tutoring as a resource to support redress of their children's academic problems and to realise their aspirations.

In this paper we report on interviews conducted with 35 parents about literacy tutoring for their Year 5 children. To open up the exploration of private literacy tutoring beyond affluent, migrant and urban families with hyper-competitive educational strategies, the study sought a diverse participant group. Participants included parents who lived in rural and urban areas, parents who sent their children to public or private schools or had tried both, parents raising their children in different socio-economic conditions, and parents of different cultural and linguistic groups. The participants talked about tutoring and educational strategies for children whose literacy achievement ranged from very high to very low. We probe how the strategies of families located

differently in social space made use of private tutoring as a resource. Our findings suggest that tutoring is being used to: (1) spot fix sometimes unexpected and short-term weaknesses with literacy; (2) intensify literacy school work to make schooling more productive of academic achievement; and (3) personalise children's literacy learning when parents perceive the methods and content of schooled literacy learning to be inadequate. We argue that parents are using private tutoring to optimise their children's literacy achievements, sometimes with limited economic resources and at substantial opportunity cost. This paper contributes to a growing discussion around the relations between the work of responsabilised parents and schools.

Presentation

--Individual Paper--

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

Abstract

The constitution of work life has shifted substantially across the late modern period. The security and predictability of earlier work life has been replaced by non-standard and precarious work arrangements, including the reduction of paid employment as a core activity of work life. Preparation for work life is a dominant imperative of contemporary school education policies and informs much of educators' work. It is timely, then, to consider how parents are imagining their children's work futures, and how children imagine this for themselves in light of their schooling experiences. Similarly, attention should also be given to how workers in education imagine the shape of their work in a contemporary context.

In this paper I report on interviews conducted with 14 parents, students and tutors about their imagined work futures. I use Beck's (2000) theories around the shift from a 'work society' to a

‘civil society’ to understand the participants’ orientations to their work futures. Preliminary findings suggest that parents and students are ambivalent about the shape of their work futures and private tutoring is used as a resource to manage the risk of an uncertain and unpredictable employment future. I also examine private tutors’ relations to their work arrangements and argue that these relations are illustrative of a new work order. This paper contributes to a growing conversation on importance of worker agency, and of harnessing the power of ‘risk communities’.

Presentation

--Individual Paper--

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

Abstract

This qualitative case study research investigated the mentoring process for beginning teacher induction in Aotearoa New Zealand primary schools. Generally, the study investigated the links between philosophy, policy and practice and how these may interrelate and impact on beginning teacher development. Specifically, the study considered how the participants’ and their respective primary schools’ interpret and experience the national policy guidelines on mentoring. Following the collection and analysis of data, the resulting discussion synthesises the study findings with the current discourse related to mentoring within educational contexts.

Three qualitative methods were used to collect data in this research study, these were; semi-structured interviews with the participants, collection of policy documents and related literature, and field notes. The interview data was analysed using a constant-comparative approach, where data was interpreted and reduced to common themes, and finally some conclusions drawn (Lichtman, 2013; Yin, 2014). Document analysis was employed to interpret the mentoring policy documentation. The resulting discussion presents the findings as two themes, these are; ‘Mentoring Policy – illusion or confusion?’ and ‘Mentoring Practice in Action’.

The discussion of the findings reflects that the national policy guidelines for mentoring in primary school induction programmes were interpreted and implemented differently within the three participating schools. Contrary to the national policy guidelines suggesting the importance of a collaborative and democratic professional learning culture that captures the concept of educative mentoring in beginning teacher induction programmes, the findings highlighted wide variations in their interpretation and implementation. Furthermore, the findings revealed that mentor selection was based on subjective notions of experience, rather than identifying mentors with appropriate skills and dispositions. Compounding this concern, there appeared to be a lack of training and support for mentor teachers in the participant schools.

Recommendations from this study highlight the need for greater connection between the key actors associated with mentoring process during the induction period for beginning primary school teachers. Importantly, it is recommended that school leadership should give greater attention to, and provision for, the training and support for mentor teachers. In this sense, school leadership becomes an important actor and conduit in this process to ensure there are adequate opportunities for mentor teachers to engage in professional learning about mentoring philosophy, policy and practice. Furthermore, support and training should deepen the mentors understanding of learning conversations that are collaborative and democratic and are embedded in the principles of adult learning.

Presentation

--Individual Paper--

Anna Elizabeth Du Plessis

Griffith University, Brisbane, Australia

Abstract

Stabilising the beginning teacher workforce is no longer an option—it is an obligation and duty of care towards these teachers and the advance of the quality of education. Beginning teachers are significant resources for change and transformation in teaching and learning contexts. However, concerns surrounding beginning teacher workforce stability are real and complex, and empirical evidence is needed to inform decisions, strategic planning and targeted support frameworks across the breadth of the education sector. Supported and justified by the lived experiences of beginning teachers and their school leaders, this paper argues that constructing a strong beginning teacher workforce entails leaders being tactical and practical in utilising, supporting, developing and guiding beginning teachers to deliberately retain them in the workforce. The undergirding mixed methods research investigation was designed to get to the heart of issues such as induction, mentoring, retention, turnover, and attrition by prioritising a platform for an in-depth understanding of the interplay between the perceptions of beginning teachers and school leaders regarding the challenges of this workforce.

The study employed an innovative convergent-plus methodology that was supported by the Context-Conscious Understanding Development theoretical framework (C-CUD theory) developed by the author. Conducted over two years, the mixed method study examined the perceptions and experiences of beginning teachers (n = 1362) and their school leaders (n = 736) through two survey instruments and 47 one-on-one semi-structured interviews (beginning teachers, n = 38; school leaders, n = 9). The first phase prioritised equal attention to quantitative and qualitative data and exposed the issues, while the second phase offered a deeper understanding and validation of perceptions and lived experiences via the interviews. By investigating the similarities and differences of the personal, professional, and contextual factors experienced by these stakeholders regarding beginning teachers' workplace challenges, the realities of the school and policy contexts were able to be meaningfully tied together. Significantly, beginning teachers' feelings and perceptions of burnout and teaching as a *wrong* career choice are revealed as connected to workplace issues and the decisions and behaviour of school leaders. Findings stimulate the need for further research into the implications of the effective management of contextual factors on feelings of burnout among beginning teachers and their career decisions.

Presentation

621

Investigating teacher support for curriculum implementation in Vanuatu: A phenomenological study

Elvie Tamata

Vanuatu Institute of Teacher Education , Port Vila, Vanuatu

Abstract

I currently work at the In-Service Unit (ISU) of the Vanuatu Institute of Teacher Education (VITE), in Port Vila, Vanuatu. My job is to plan, develop and deliver professional development (PD) about curriculum implementation to primary school teachers throughout Vanuatu. It has become evident from my school visits and training session feedback over the years that primary teachers are having difficulty in implementing what they learnt in training. To compound this further, a new curriculum with significant policy changes unsettles teachers practice and confidence.

The purpose of this research is to investigate the support mechanisms in place for Ni-Vanuatu [\[1\]](#) primary teachers when implementing the new curriculum in the current reform agenda. An interpretative approach using phenomenology was used to explore the experiences of eight urban primary teachers and four Ministry of Education and Training officers in Port Vila, the capital of Vanuatu. The major finding of this study was that shared understandings about the new curriculum was not evidenced and yet this is an important foundation upon which curriculum reform progresses. To ensure future education policies are implemented, evidence from this research has two major recommendations to make. Firstly, research participants suggested the need for the Ministry of Education and Training to offer a clear communication and implementation plan providing details of what supports are made available (and when) and how access will be provided. At present the supports seem to be opportunistic and not introduced with training. Secondly, the plan should include detailed allocation of the necessary human and financial resources with funding allocated for provincial education officers who are based throughout the islands or provinces. The implementation of the Vanuatu National Curriculum Reform is an example of how education policies need to be supported if it is to be successfully implemented.

Currently, a second research program has been initiated to investigate how teachers support each other during curriculum reform. The preliminary findings of this research indicated teachers don't have practices of collaboration or collegial support established and are working in isolation and losing confidence in the purposes of the reform. The research could proceed to investigate the different strategies used to develop a shared understanding amongst a variety of stakeholders to develop collegial practices.

[1] Ni-Vanuatu refers to the people of Vanuatu, indigenous or naturalised

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N407 Flat Classroom

78 -

The Multi-cities Ethnographies Project: connecting, affecting and transitioning lives. Part B: Methodologies for socially just research

786 -

Trans-forming places, trans-itioning lives: Rethinking methodological approaches to studying trans-itions in a deindustrializing city

Eve Mayes¹, Julianne Moss², Merinda Kelly¹, Shaun Rawolle¹, Louise Paatsch¹, Yasmin Mobayed¹

Abstract

This paper works with the concept of *trans-itions* to rethink approaches to exploring local/ global dynamics at work in the deindustrialising city of Geelong. The concept of *transition* has conventionally been associated with developmental movements through time –transitions from home to early childhood education, primary schooling, secondary schooling, and post-schooling education, training and work. The notion of *transition* has been critiqued for its normative assumptions of ‘linearity and choice’ (te Riele, 2004, p. 243), and retheorized to encompass ‘multiple and intersecting temporal regimes’ (McLeod, 2017, p. 16).

We extend this previous work to consider the multiplicity of biographical, spatial, temporal, material and affective *trans*-formations at work in these changing times. Responding to recent calls for ecological approaches to supporting individuals and communities as local/global economies and labour markets shift and change (National Youth Commission into Youth Employment and Transitions, 2019), we draw on feminist, queer and *trans*- theories that shift the focus ‘from a being or a thing to intensities and movement’ (Springgay & Truman, 2017, p. 46). This chapter explores *trans-itions* beyond anthropocentric attention to biographical life-course transitions of individuals, and beyond an ontological separation of human bodies from time, space and matter. It is not only humans who are undergoing transitions: local and global markets, the nature of work, cities, educational spaces, environments, and collective affective intensities are also engaged in ongoing *trans*-itions, and affect and are affected by each other. We explore some methodological possibilities associated with such a reconceptualization, that work across ‘local’ and ‘global’ imaginaries, with bodies in *trans*-ition between spaces/ places (home/ school/ community), and with the erasures and memories of deindustrialization/ reindustrialization. This work is done to support a rethinking of what education and schooling might be and not be in cities where deindustrialization is shaking lived futures.

References

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Presentation

30 minutes

643 - The Poverty & Learning in Urban Schools (PLUS) project in Bangor, Wales: a case of human rights

Lori Beckett, Graham French, Caryl Lewis, Carl Hughes

Bangor University, Bangor, United Kingdom

Abstract

This paper takes a cue from UN Special Rapporteur Professor Philip Alston's special probe into Poverty and Human Rights in the UK to develop a conceptual and methodological framework for an ethnographic case study in Bangor, Wales. This builds on findings from the needs assessment of a local school community in the Marchog area that ranks in the top 10% of the Wales Index of Multiple Deprivation, done over 14 months by co-author Caryl Lewis under the auspices of the *Children First* initiative, sponsored by Welsh government with oversight by Gwynedd Council. In doing so, Lewis brought together the school executive and allied multi-agency workers, who agreed to continue work with academic partners. At issue is a [first] series of six-monthly seminars run to map the potential and possibilities of anti-poverty school programs and the institutional structures to support them (see Mills and Morton, 2014), including efforts to agree on 'rights talk' (see Moyn, 2018; Pogge, 2007) and engage politicians, policy-makers and power-brokers.

Presentation

--Individual Paper--

810 -

Investigating early literacy pedagogies in an Aboriginal playgroup that are culturally and linguistically responsive through participant ethnography.

Criss Jones Díaz¹, Liam Morgan²

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

Abstract

Engaging Indigenous children and families in early childhood programs that are culturally and linguistically relevant, is a significant move towards addressing social justice and equity issues for Indigenous communities. Programs that are responsive to cultural and linguistic practices of the families and communities which adopt strategies to emphasise the reconnection of children and families with their Aboriginal culture/s and languages play a key role in improving the social and emotional wellbeing of Aboriginal children (Larkins 2010; Jones Díaz, Morgan & Chodkiewicz, 2019).

This study drew on participatory ethnography (Brice Heath, Street, and Mills 2008; Carspecken 1996), to investigate ways of strengthening and building upon early literacy practices through culturally and linguistically responsive and participatory pedagogies. The research was collaborative and iterative and it was conducted over a period of 12 months in an Aboriginal playgroup on the outskirts of Greater Western Sydney. The data collected in this study included observations and field notes with conversations with mothers who attended the playgroup with the assistance of a Dharug Aboriginal researcher who was a participant observer. As an older Aboriginal woman, with a deep knowledge of local Dharug country, she was accepted and respected by the group. Also, an academic with expertise in early literacy learning visited the playgroup and offered her expertise in gathering the data and collaborating with the educators in the implementation of early literacy learning experiences.

The data in this study highlighted the value of participatory ethnography in sites that are ‘multiple, layered, chequered and unstable’ (Blommaert and Jie, 2010, p.11), informed by observational data and informal interviews. The findings presented in this paper demonstrate the significance of incorporating a focused, but nuanced approach to supporting early literacy learning through the representations of and connections to Indigenous cultural and language

practices. This facilitated a safe space that engendered confidence in the children and adults to engage in the programme, which led to a progressive focus on the children's early literacy learning at the playgroup and their literacy practices at home. The findings of this study emphasise the importance of engaging adults and children by making explicit connections to Indigenous cultural heritage and language/s. The implications of this study point to the importance of further research into pedagogies that are responsive to diverse cultural and linguistic practices of Indigenous families and communities that imagine new possibilities for access, equity and engagement.

Presentation

--Individual Paper--

797 -

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

Abstract

Queensland schools are increasingly concerned with mapping, understanding and supporting student and teacher wellbeing (c.f. Thompson, et al, 2019; DET, 2018). We would also add “measuring”. Underscoring this concern are the social realities of complex urban communities and schools for whom the benefit of schooling is countered by their experiences of poverty, social and economic inequalities, and discrimination. Singh and Glasswell (2016) have argued that dominant functional models of distributed leadership espoused in recent education policies serve neoliberal agendas of performativity and accountability, rather than unlocking the critical potential to support leadership interactions or ‘distributed activity’ across complex school sites, in partnership with stakeholders and their interrelated communities. This paper explores two understandings of and approaches to resilience and wellbeing in urban schools in Queensland to

focus upon the role that distributive, “multi-disciplinary leaderships” can play. In doing so, better insights into wellbeing *gestalt*, which many schools take for granted, or indeed, hope for the best, as a consequence of schooling rituals and practices, can be cooperatively generated and pursued.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N408 Flat Classroom

236

The impact of TEMAG: Research to move beyond compliance to professional agency in teacher education

Lenore Adie¹, [Claire Wyatt-Smith](#)¹, Bill Blayney², Fishburn Deanne³

¹Australian Catholic University, Brisbane, Australia. ²Central Queensland University, Rockhampton, Australia. ³Queensland College of Teachers, Brisbane, Australia

Abstract

Calls for change and fundamental reform in teacher preparation are prominent in education policy internationally, and are reflected in the increasingly influential discourse that constructs teacher education as a problem.

The focus of the panel is on research and the use of evidence to inform decision-making in teacher education. A distinguishing feature is how evidence can be built and used by the profession, thus vesting responsibility in the profession. In particular, research conducted on the Graduate Teacher Performance Assessment (GTPA), a nationally endorsed teaching performance assessment (TPA) being implemented in 14 Higher Education Institutions across the nation, will be drawn on to demonstrate how ‘strong’ evidence can be harnessed to inform program review

and renewal, as well as preliminary qualitative evidence of the impact on graduates' professional practice. This is in direct response to the TEMAG report finding that there was a lack of research into the effectiveness of ITE in Australia.

Panel members will present different perspectives on the introduction of TPAs in ITE through three key foci. The first focus interrogates the changing landscape of teacher education policy with a particular focus on AITSL and the role of the federal government in teacher education. This includes the establishment of graduate professional standards and the associated requirement for program alignment with the standards. The second focus draws on evidence from the GTPA research activities regarding the utility of TPAs as a professionalising activity for both teaching and teacher education in Australia. In particular, evidence will focus on the potential of interuniversity moderation and the build of an evidence base of the quality of teacher education in Australia. Here, notions of performativity, standardisation, agency and intelligent accountability will be explored. A multilayered notion of accountability, to self, others and community, is considered as a challenge to reductionist notions of teacher education as compliance. A third focus draws on voices of teacher educators, school principals and newly graduated teachers to hear insider accounts of connecting standards and evidence in the implementation of the GTPA. This discussion provides an analytic lens for examining meaning-making in context, and the impact of new practices on professional identity. The intended outcome of the session is to explore if and how the TPA may inform ITE programs and support the professional learning of teachers and teacher educators, and promote the achievement of individual and collective professional agency over performativity.

Presentation

90 minutes

Social Justice

Social Justice

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N413 Flat Classroom

The experiences and perspectives of Australian Sudanese and South Sudanese youths regarding the transition to adulthood

Luke Macaulay, Joanne Deppeler

Monash University, Melbourne, Australia

Abstract

How young people conceptualise adulthood and the transition to adulthood can be influenced by a variety of factors, including geographic context and socio-cultural belonging. This paper reports on one aspect of a larger qualitative study designed to better understand the transition to adulthood as experienced by Australian Sudanese and South Sudanese youths. Employing a voice-centred relational methodology (VCRM) approach, the aim of the research presented in this paper was to gain a better understanding of the conceptualisations held by Australian Sudanese and South Sudanese youths regarding adulthood and the transition to adulthood. This study adopted a multi-site case design, where participants were recruited from two Melbourne based non-for-profit community organisations that work with Sudanese and South Sudanese communities respectively. This paper presents findings arising from the data from 12 participants. All data was analysed using an adapted version of the VCRM *listening guide*. Examples of findings are presented via VCRM *pronoun poems*, which were constructed throughout this analysis.

The findings of this study suggest that Australian Sudanese and South Sudanese youths conceptualise adulthood and the transition to adulthood based on internal individualistic criteria, which is relatively consistent with research across a variety of social/cultural groups. Yet, for the participants in this study, there is evidence to suggest that several key cultural considerations underpin these conceptualisations. How these conceptualisations of adulthood become operationalised in Melbourne, Australia, is reported to be influenced by a variety of socio-cultural variables that have the potential to impede a smooth transition to adulthood. In recent times, young people from these communities have been receiving high levels of negative public and political attention in Australia regarding their socio-cultural belonging. Placing their voices at the centre, this paper aims to contribute to a better understanding of the experiences of these youths regarding the transition to adulthood. It is hoped that this, in turn may contribute to the further development of culturally responsive educational policies and practices directed to address the needs of these young people throughout their transition to adulthood in Australia.

Presentation

346

The impact of critical life events on HE students from equity groups

Suzanne Macqueen

University of Newcastle, Newcastle, Australia

Abstract

A focus on widening participation in Higher Education (HE) in recent years has considered inequities in HE systems in Australia and elsewhere. Research has focused on various equity groups including students from low socioeconomic status backgrounds, mature age students, Indigenous students, those from regional and rural areas, and those who are First in Family to attend University. Numerous factors that may influence the success of such students have been investigated, including prior academic achievement and cultural capital. Much of the research focuses on the students only as students, while non-traditional students are not only students and are not solely defined by their student identities. They are also parents, children, grandchildren, friends, partners, citizens and employees. It is limiting and unrealistic to study the experiences of non-traditional students in isolation from these other roles and the situations that arise accordingly. To date there has been little consideration of life events and their effect on student persistence generally, yet these have a notable effect on student progress. Personal reasons are often the cause of attrition for students, and withdrawing students are often from under-represented backgrounds. This paper uses data from a longitudinal narrative study examining the experiences of non-traditional students in a regional Australian university. Data collection through an initial survey began early in their first year of enrolment, and interviews were conducted over four years as they moved into, through, and in one case out of their studies. Narratives of the students' journeys were constructed from the interview data. Bourdieu's thinking tools of habitus, capital and field were employed to analyse the factors affecting the students' journeys. This paper focuses on the impact of critical life events on student journeys through HE. Findings have implications for institutional support of students.

Presentation

Improving employment and education outcomes for Somali Australians

Giovanna Szalkowicz, Andrew Harvey

La Trobe University , Melbourne , Australia

Abstract

The previous two decades have seen a substantial increase in the Somali-Australian community, the majority of whom reside in Victoria. This community experiences significantly worse employment outcomes than the general population. At the 2016 Census, the unemployment rate for individuals of Somali ancestry was 29.6 per cent, while the corresponding rate in the non-Somali population was 6.8 per cent (Australia Bureau of Statistics (ABS), 2017). Higher education is central to improving employment rates, though even Somali-Australian university graduates have significantly worse employment rates than their non-Somali counterparts.

This paper will outline our research into the personal and structural factors influencing employment outcomes of Somali-Australians who are studying at, or have graduated from, university. In collaboration with a government-funded local organisation – Himilo Community Connect – the researchers conducted semi-structured interviews with around 20 Somali-Australians who had undertaken some university study, and explored perceived facilitators and barriers to employment, as well as self-identified strengths held by the group.

Results revealed a number of barriers around both conscious and unconscious bias, but also highlighted opportunities for universities to work with employers and communities to improve outcomes. Interviewees emphasised the importance of facilitating peer support and a welcoming campus climate, including the provision of cultural diversity training for university staff. Further, our analysis highlights the need for universities to partner with employers committed to diversity, equity and inclusion, and to prioritise cultural diversity in the allocation of internships, work-integrated learning, and related university activities.

The paper will contribute new insights to inform policies and strategies to increase employment opportunities for Somali-Australians, and for new migrants more broadly.

References

Australian Bureau of Statistics. (2017). Australian Census of Population of Housing 2016, TableBuilder. Findings based on use of ABS TableBuilder data.

Presentation

--Individual Paper--

Roundtable Session A

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N415 Flat Classroom

84

Illuminating the curriculum and complexity of integrated STEM teacher education in Australian universities

Emma Stevenson

The University of Melbourne, Melbourne, Australia

Abstract

STEM education has received renewed emphasis this century, with innovation, economic stability and employment needs underpinning this agenda. Contemporary literature frequently focuses the STEM education dialogue on its integrated versions, aiming to enhance student engagement, interest and achievement. However, results are mixed regarding the effectiveness of these integrated approaches for achieving the intended student outcomes (Becker & Park, 2011; Honey, Pearson, & Schweingruber, 2014). While greater research into STEM education has been called for (Becker & Park, 2011; Brown, 2012; Honey, Pearson, & Schweingruber, 2014), there is also advocacy for study of teacher preparation in this field. With the positive impact of teachers on student learning acknowledged by multiple studies (Hanushek, 2011; Hattie, 2003, 2009; Rivkin, Hanushek & Kain, 2005), integrated STEM teacher education is seen as important for achieving the intended student outcomes (Blackley & Howell, 2015; Nadelson, Seifert, Moll & Coats, 2012). Internationally, teacher education in this field is, currently, ill-defined and has not been carefully studied. The research that does exist focuses primarily on in-service teacher

professional development focusing on building STEM skills (Avery & Reeve, 2013; Roehrig, Moore, Wang, & Park, 2012), with little literature exploring pre-service or secondary teacher preparation. Even less research exists in the Australian context.

Australia has not been immune to the prominence placed on STEM education, with its integrated version prevalent in multiple schools across the country. Acknowledging the role of teachers in the success of integrated STEM education, numerous reports are highlighting the importance of further focus on teacher education in this field (The Australian Industry Group, 2013; Education Council, 2015; Office of the Chief Scientist, 2013, 2014; Timms, Moyle, Weldon & Mitchell, 2018). With limited research in this area, this study seeks to explore how and why integrated STEM teacher education is being designed and enacted. With varying approaches evident across Australian universities, qualitative case studies have been employed to investigate and compare these offerings. While data collection and analysis are in progress, this study aims to provide guidance for teacher educators, highlighting the diversity of implementation approaches and contributing to the ongoing dialogue regarding the design and enactment of teacher education.

Presentation

--Roundtable Paper--

135

Integrating Scholarship on Assessment in Work Integrated Learning

Lisa Milne

Deakin University , Melbourne, Australia

Abstract

Outside of the specialist field of scholarship on Work Integrated learning (WIL) ideas about assessment in Australian Higher Education are evolving. The sustainable assessment model has been influential in Australian higher education, reflecting a shift from assessment as the measure of learning to it being a *means* for learning (See Boud and Soler, 2016; Boud, 2000). Relatedly, student learning is increasing about developing capacity for ‘self-management’ and ‘evaluative judgement’ (Boud, Ajjawai, Dawson and Tai, 2018) as part of assisting students becoming skilled life long learners. Boud & Molloy (2013) called for feedback practices to become more

‘dialogic’ to promote such ‘self-regulation’ of learning for life-long learners. Some quite recent thinking about assessment then serves to situate evaluative judgement as an important aspect of graduate employability as well as capacity building for life long and life wide learning. It locates those skills as being developed assessment that engage's students in evaluating their own and others work; making ‘interpretive judgements’ against externally sourced criteria (such as those offered by workplace supervisors, tutors, clients or peers). Essentially, it is the ability to accurately assess others and one’s own performance against a range of external standards (Boud, Ajjawi, Dawson and Tai, 2018, pgs 10-11). This paper explore the degree which these ideas are and can be usefully integrated into contemporary discussions of critical issues in assessment within WIL, especially in relation to graduate employability (Ferns and Zegwaard, 2014; Kaider, Hains-Wesson and young, 2017; Oliver, 2015).

Presentation

--Roundtable Paper--

240

The potential for refined capability models of practice that enhance participation in a socially just world

James Harrison

Otago Polytechnic, Auckland, New Zealand

Abstract

Capability is a popular holistic description of human practice and performance in contemporary professional and vocational education contexts.

Two descriptions of capability are widely recognised at the present time. One is focussed on individually focussed achievements; the other on how individuals can play their part in society at large.

The first description is closely linked to behavioural descriptions of practice identified as competency in the USA and developed by McClelland (1973) and later Boyatzis (1982) as the foundation of contemporary performance management and selection systems. This was further

refined in UK vocational qualification developments based on functional descriptions of competence. These vocational qualification approaches were later adopted in Australia, New Zealand and South Africa. Their descriptions are both contextually and temporally specific.

A second description of capability was derived by an economist Sen (1993) as an alternative way of measuring the wellbeing of individuals in human societies. It was trying to describe their potential in terms of access to education, to work, to changes that enabled people to participate in society at large. These descriptions focussed on barriers that prevented individuals and therefore societies from realising their potential.

In reviewing the Australian system of competence based vocational education, Wheelahan & Moodie (2011) sought to enlarge the scope of Australian vocational qualifications by reference to Sen's work by identifying the capacity for ongoing career development. Similarly, the UK and other jurisdictions have sought to future proof their qualifications by using role levels of description. However, the pace of modern progress is requiring more frequent qualification updates which is time consuming and expensive as well as missing emergent fields of practice.

PhD study by this author has found these capability descriptions lack the inclusion of explicit processes to describe continuing individual development. Building on a third area of capability work first explored by the UK Royal Society of Arts (Dame Diana Reader Harris & Caldecote, 1981), and later by Stephenson & Yorke (1998), his findings have identified that the processes of experiential learning, problem solving and research can fill the gap. If they make use of a common lexicon, they also offer the potential for enhancing individual capability expressed by Sen.

This paper explores the description and use of these developmental capabilities to show how education can help individuals maintain their contribution and relevance to a socially just world.

Presentation

--Individual Paper--

Katie Burke

University of Southern Queensland, Toowoomba, Australia

Abstract

Praxis has long been considered the heart of authentic creative arts learning, and it has been widely accepted that arts skills and knowledge are most effectively developed through enacted, embodied experience (Thompson, 2015). The shift to online learning in Higher Education has transformed the educational landscape and provided increased educational access to a wider range students who can now undertake tertiary learning without the need to be physically present on a campus (Stone, 2016). However, this disembodied approach to learning presents significant challenges for the creative arts; opportunities for kinaesthetic, interpersonal and collaborative engagement with specialised tools, materials and physical spaces must be considerably reconsidered and reimagined for the online learner. In concert with such challenges also emerge potential benefits: online learning presents opportunities for innovative practice using collaborative technologies, and greater access to tertiary arts learning for many who were formerly unable to access it (Knightley, 2007).

This roundtable discussion presents the preliminary findings of a qualitative research project which investigates the attitudes and experiences of 8 Australian tertiary arts educators who teach one or more forms of the creative arts in an entirely online mode. Using a narrative inquiry methodology, a diverse range of perspectives, experiences and approaches are revealed regarding the challenges and opportunities presented by the requirements of teaching the arts online. In addition to the perceived enablers and inhibitors of effective arts learning online, examples of strategies and innovations to engage students in meaningful praxis are shared. The roundtable discussion will be an opportunity to contribute your own voice and perspectives on these issues, and to engage with the complexities of widening participation in arts learning through online engagement, balanced with the challenges of disembodied learning platforms.

References

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Presentation

--Roundtable Paper--

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

Abstract

A growing number of Chinese students in Western universities prompt academics to explore different pedagogical practices suitable for diverse classrooms. Some persisting contradictions between Western and Eastern conceptions of education exist within and between the practices and institutional structures that students encounter daily. Chinese pedagogy is often labelled as a transmission model, whereas the Western teaching method is mostly claimed as constructivism. Such positioning is based on the naturalised assumption that once in Australia students will quickly adapt their learning practices in ways congruent with constructivist approaches common in Western systems (Ramsden, 2003). However, as this paper shows these assumptions are problematic due to the differences between national educational systems (Biggs, 1998) and students' naturalised learning practices commensurate with such systems. In fact, teaching and learning is much more complex than the simplistic stereotyping of pedagogical approaches.

This paper views this “complex and messy research problem”(Law, 2004) through the practice-based lens and examines Chinese students' everyday “doings and saying and the relatings” (Kemmis et al. 2012) in the context of Chinese Commerce Academic Development (CCAD) model in order to understand Chinese students' learning in an Australian university. This model uses a hybrid pedagogy that combines acquisition, transmission and constructivism to facilitate students' learning, and among these academic, sociocultural and institutional practices rub against and shape one another, collectively constituted in teaching and learning. Students'

learning is situated, with different relationally entangled practices and co-emergent with the CCAD leaders' teaching practices. Learning is viewed as practices (Boud, 2009; Reich & Hager, 2014) appear stable but that are always becoming.

Ethnographic methods were used to collect data over 18 months identifying the practices used by students and CCAD leaders in their learning and teaching. A practice-based theoretical framework was used to analyse the data. The CCAD practices are shown to utilise different approaches to adapt to the new curricula and pedagogy depending on their naturalised practices acquired in China.

The findings suggest that the CCAD approach can be a necessary component in curriculum design and pedagogical method of Peer learning programs in supporting students' learning. The paper contributes to AARE by focusing on the complexities and challenges and promoting effective engagement in teaching Chinese students in the West. This paper suggests that the enrichment of institutional activities and practices could provide possibilities for students to have access to both academic and social support while they study in a foreign country.

Presentation

--Roundtable Paper--

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

Abstract

Spurred by the sector's framing as a particularly good investment and pedagogy as a magic bullet for social reform, prevailing political discourses are having an increasing influence within the early childhood sector. However, there is a lacuna of research that captures early childhood teachers' interpretations of these political discourses, and even less that questions why teachers choose to engage or disengage with them. Capturing teachers' voices is vital for education within a socially just world as it supports teachers by valuing their agency, advocacy and practice and in doing so is likely to support the children whom they teach. This research, therefore, seeks to capture early childhood teachers' voices in relation to prevailing political discourses through a Bakhtinian methodology that recognises dialogues, forces and multiple voices in chorus.

Adopting Mikhail Bakhtin as a philosophical orientation, this presentation will explore my study's methodology against teachers' interpretations of prevailing political discourses. Bakhtin explores how meaning-makings are altered by specific forces, spaces and times. Bakhtin is also centrally interested in dialogue and how every conversation alters us. His epistemology can, therefore, explore the ways teachers, who are in a process of continual dialogues with governments, are potentially altered in their interpretations and pedagogy. Employing Bakhtin's chronotope and heteroglossia, my research positions itself within contemporary political discourses throughout Australia and New Zealand. It explores how teachers appreciate hierarchical organisations and structures, such as those that exist within ECEC and political discourses through specific spaces, current times and related axiology. Additionally, by orientating through a Bakhtinian methodology this study is enabled to explore Australian and New Zealand teachers' forces. To what level and percent are these centralising and/or decentralising heteroglossic forces and practices? By examining these forces my study is also positioned to acknowledge the otherness, congruity and chorus of voices teachers may face, feel and belong to in their relationships with prevailing political discourses.

Through this methodological approach and provocation, the research seeks to inform policy and practice through new possibilities of engagement with prevailing political discourses via online focus groups. It also hopes to capture and acknowledge teachers' interpretations, agency, advocacy and practice that may assist education for a more socially just world.

Presentation

--Roundtable Paper--

408

Year Nine Teacher's Day Off: and Other Misnomers about 'The Lost Year'

Josh Ambrosy

Deakin University, Waurin Ponds , Australia

Abstract

Adolescence^[1] is defined as a societal construction in which behaviour maturation is observed in the individual and a transition from childhood to adulthood. Puberty is a term observed within scientific and medical discourses referring to the period in which gonadal maturation is experienced resulting in the preparation of the body for reproduction. Students in year nine are commonly considered to be concurrently experiencing adolescence and puberty. They have been described within discourses of policy, popular media, and educational research as presenting their own unique set of 'assets, wants and needs' Accordingly, many schools, with a noticeable epicentre being secondary schools in Victoria, have sought to implement specific programs varying in length, theoretical underpinnings and structure to cater to these students.

This paper draws upon research from a late phase doctoral project. The project has examined two large regional school settings that run year nine programs responding to the needs of students at this age. Drawing on teacher interviews and collected documentary artefacts, Poetic Inquiry is used to explore the lived experience of teachers of year nine programs and the emergent directions for these programs. This presentation will explore the two contexts examined, with a particular emphasis on how interdisciplinary and transdisciplinary approaches to curriculum have been mobilised. Through this paper, I will also seek further feedback through discussion to assist in progressing the project toward publication.

[1] Considered to cover a wide age range from as early as 10 years up to 22 years old.

Presentation

--Roundtable Paper--

774

Wellbeing of pre-service teachers: the impact of growth mindset, empathy and grit

Andrea Chester, Alison Lugg, Kathy Littlewood, Nicky Carr, Seth Brown, Nancy Varughese, Melanie Nash, Richard Johnson, Travis Pemberton

RMIT, Melbourne, Australia

Abstract

Teaching is a profession associated with high occupational stress. Research across a number of countries reveals similar patterns of stress amongst teachers often leading to job dissatisfaction and mental health issues. Stress is frequently cited as one of the major reasons for high attrition, especially early in teachers' careers. While systemic change is called for, teacher education is also often suggested as a point of intervention to address these challenges, with a particular focus on building wellbeing of pre-service teachers to prepare them for the stressors of the job. Supporting the wellbeing of higher education students also makes sense as mental health issues amongst students remain a concern, with documented impact on academic outcomes and subsequent employment.

In this mixed-method study we extended thinking about wellbeing for pre-service teachers beyond the usual connection with resilience to include three variables hypothesized to be important to beginning teachers: growth mindset, empathy and grit. The study involved an initial survey of 114 (90 female, 21 male, 1 transgender and 2 other) initial teacher education students in a small Australian education faculty. The mean age was 24.5 years. Across undergraduate and post graduate programs wellbeing fell in the moderate to high range, with modest correlations noted between wellbeing, grit and empathy. A correlation between empathy and growth mindset was also noted. Few differences on any of the variables were noted between programs, suggesting similarities between pre-service teachers, regardless of specialization or degree level. Quantitative findings were unpacked in a series of focus groups with students in different programs, exploring the students' experience as learners as well as their expectations as teachers.

Quantitative and qualitative results will be presented and implications for pre-service teacher learning in teacher education programs will be discussed. This study contributes to the theme

education for a socially just world through its emphasis on supporting the wellbeing of future teachers who, through a ‘ripple effect’, impact their students, families and future generations.

Presentation

--Roundtable Paper--

Roundtable Session C

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N418 Flat Classroom

9

Perceived feedback practice in teaching English as a foreign language.

Kim-Daniel Vattøy

Volda University College, Volda, Norway

Abstract

Internationally, there have been discussions on the fusion of the two domains, formative assessment and self-regulated learning. For formative assessment, self-regulation perspectives highlight important processes in how learners internalise feedback, and not simply how external agents provide feedback. Self-efficacy has also been recognised as central for feedback practices that foster learning. Norwegian teachers of English as a foreign language (EFL) in lower secondary school are subject-teachers, and teach students who increasingly find themselves in out-of-school activities with more exposure to the English language and opportunities for engagement. Responsive pedagogy is centred on the feedback dialogue between a learner and significant others, which addresses the proposal to embed formative assessment within pedagogy. Responsive pedagogy is defined as the recursive dialogue between a learner’s internal and external feedback processes, with an emphasis on the relationship between feedback, self-regulation, and self-efficacy. This study examines ten EFL teachers’ beliefs about feedback, self-

regulation, and self-efficacy in teaching EFL. Data analyses of ten individual interviews were carried out using the constant comparative method which entailed initial, focused, and axial coding. The preliminary findings indicate that a strong focus on correcting errors overshadow the feedback needed to support learning. Preliminary results further suggest a lack of focus on dialogic feedback, and student-to-teacher feedback was undervalued. Self-regulation is a less common aspect of the teachers' practices, and students' age and maturity are considered obstacles to self-regulation. Self-efficacy is explained mainly in terms of students' awareness of teacher expectations, and low expectations of student achievement are sometimes communicated. The teachers included in this study report that they facilitate few situations in which students can provide feedback for them. There is a need to strengthen teachers' awareness of assessment practices in which feedback, self-regulation, and self-efficacy are integrated in the form of equitable learning dialogues. The fundamental setting for students' learning appears to be an assessment culture, where exam preparation begins on the first day of lower-secondary education. The tendencies identified by this study indicate how a lower-secondary assessment culture that relies heavily on marks and examinations can have a detrimental effect on students' learning, self-regulation, and self-efficacy. In responsive pedagogy, teachers act as mediating agents who strengthen or weaken students' beliefs in their own abilities to achieve success.

Presentation

--Roundtable Paper--

19

Defining success: competing visions of effectiveness for instructional videos

Matthew Fyfield

Monash University, Clayton, Australia

Abstract

With their expanding use in education, there is a growing interest in what constitutes effective design of instructional videos. Despite this interest, the various and often competing definitions of effectiveness have largely gone unexamined. This paper compares the results of a content analysis of a recently released YouTube course targeted at educational video producers with the various definitions of effectiveness in the existing literature on learning from video. Given the

focus on extending watch times and optimising video to the YouTube recommender algorithm, seeking popularity, cultivating a brand, and satisfying an audience are unsurprisingly the central themes in YouTube's course. Even fact-checking and credibility is discussed in terms of damage to brand reputation. Much of the case study literature examining the application of video based learning echoes these themes, reporting on student satisfaction, viewing statistics, and production methods. Unlike YouTube's communications, however, these are couched in terms of engagement in learning and often coupled with test scores or other measures of teaching success. However, YouTube's focus on popularity contrasts starkly with the measures of effectiveness in experimental literature on video design. Emerging from fields like the cognitive theory of multimedia learning, these tend to focus on efficient presentation of novel content in order to optimise recall and transfer performance. A focus on popularity recognises that a video no student watches can teach nothing, while a focus on efficient delivery of content recognises that some techniques used in the production of entertaining videos can lead to confusion or cognitive overload. This tension has been described by Muller (2017) as a "double bottom line". These competing conceptualisations of effectiveness provide the basis for discussion of what constitutes a successful video, and suggest that further research is required into the apparent tension between student engagement, and cognitive efficiency.

Presentation

--Roundtable Paper--

145

Intentionally teaching or planning for play: Examining early childhood educators' perception of early science pedagogy

Suzanne Infantino

Deakin University, Geelong, Australia

Abstract

This paper will focus on early childhood educators' pedagogical practice of intentional teaching, specifically in relation to early science pedagogy. Intentional teaching is a pedagogical practice evident in current literature and a practice that underpins the national Australian early learning curriculum. However, the pedagogical practice of intentionally teaching early science concepts is

less evident. This is despite the increased necessity for children to acquire scientific capabilities such as problem solving, critical thinking and hypothesising, to support their future as well as the future of the nation.

The Department of Education and Training in Victoria believes that early science learning is essential as it assists children in developing life skills including aspects of motor, behavioural, sensory, communication and mental functioning. The Australian Federal Government holds a similar view, investing \$14 million over a four-year period (from 2016) to promote early learning science experiences for children in the three to five year age group. The technological revolution now at the forefront of the twenty-first century defines the importance of learning about science while children are in their early years. If opportunities for children to become involved in *quality* early science learning are limited or inadequate, inequities and disparities may occur. While the term *quality* in early childhood education is complex and subjective, there is a shared belief that intentional teaching is a contributing factor.

This study employs a multi-site case study. A mixed-methods, qualitative and quantitative evaluative approach is adopted for the research design. Qualitative data includes semi-structured interviews, video observations and document analysis. Quantitative data comprises two instruments; the Active Learning Environment Scale based on Vygotsky's sociocultural pedagogy and an instrument titled the Science Concepts Assessment Tool (SCAT). This tool was developed for the present study to enable data to be collated relating to sociocultural *science* pedagogy. The author created, piloted and implemented the SCAT in this (ongoing) study.

The theoretical perspective engaged for the project is sociocultural theory specifically, Chaiklin's interpretation of Vygotsky's Zone of Proximal Development (ZPD). Applying this lens enables the researcher to examine the ZPD from an opposing standpoint highlighting the educator's pedagogy, rather than the child's learning ability or outcome. Pedagogical intention in play-based contexts may increase the opportunities for *all* children to be involved in science.

This study adds to the philosophical debate of embedding quality and equity in early learning environments through intentional teaching, specifically intentionally teaching science concepts to early learners.

Presentation

--Roundtable Paper--

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

Abstract

Teaching is not neutral – it is a value-laden process that is often influenced by the values of the classroom teacher. Understanding the role of values in the classroom and how they contribute to building positive classroom culture and productive classroom norms therefore is essential to understanding how teaching happens. Importantly values are not static, they shift and transform with the experiences of the teacher.

This paper will draw from a broader longitudinal study into inquiry-based learning in mathematics in the Queensland primary education context, and use data gathered in the current ARC Discovery project, *Developing classroom norms of inquiry based learning in mathematics*. Specifically, this paper will present a qualitative analysis of a reflective focus group discussion of a group of eight teachers who were new to inquiry-based learning (i.e. teachers who have only conducted one or two inquiries), together with two expert teachers who have been involved in this project for over a decade and the research team. This analysis will examine how a shift in values has occurred for the teachers involved in the study.

Initial findings indicate that practising inquiry-based learning in mathematics can transform teachers’ axiological perspectives. The shift has resulted in a greater valuing of mistakes as a pathway to learning, explanations and justifications as a means to understanding the students’ thinking, and creativity and non-conformity for the potential learning that can come out of thinking differently. This is important because of the impacts that values have on teaching and learning in the classroom, as well as in terms of classroom norms, and the potential for culture change in the school more broadly.

Presentation

--Roundtable Paper--

Abstract

An educational gap exists between students from the ethnic and linguistic minority groups and children from the majority population in many countries. Children in highland communities in Thailand have the similar issues. Highland people have their own language and culture. As Thai language is, however, used and Thai teachers are assigned in the government schools in the highland, they learn subjects in Thai which is not their mother tongue. As a result, it is said that learning achievement of the highland children is likely to be lower than majority Thai speaking lowland children as they have to learn Thai and subjects at the same time.

This ongoing preliminary study on academic resilience of ethnic minority children from the highland in the northern Thailand explores influential factors to foster them to be academically successful to complete the compulsory education of Grade 9 or study further while others drop out or stop studying.

Interviews on primary and secondary school days were taken place from 2 female siblings, Ami and Alema in their 30's, and their mother of one Lisu family from the highland in Chiang Rai to find out their attitudes to learning, environments and opportunities.

This is a part of the further research project of a case study at a Lisu village in Chiang Rai to find out more comprehensive outlook of academically resilient children at school and spot out a positive learning environment in the highland community where economic and social status have been also historically marginalized. The findings could provide some implication for a better education approaches to children in highland communities as well as at schools where an unfamiliar medium of instruction is mainly used in general.

The interview has found that Thai medium wasn't considered as a burden by Ami and Alema themselves during their school days. They think the language was not an issue. Acquisition of Thai is understood in general as an essential factor for children to complete compulsory level of study or take further study. The finding, however, suggests, that they were more stimulated to learn by the interaction and relationship in the multiple environments around them such as

family, friends, school, community and society as well as their personality and academic competence.

Presentation

--Roundtable Paper--

Roundtable Session D

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N419 Flat Classroom

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The Invisibles: Girls on the Autism Spectrum in the Early Years Classroom

Jillian Stansfield

Edith Cowan University, Perth, Australia

Abstract

An increasing number of girls with a diagnosis of Autism are entering the education system and schools need to be able to accommodate these students by providing an environment conducive to their learning. A disproportion exists between the number of males and females with an Autism diagnosis with males heavily predominant. As a consequence of this high male/female ratio there is a paucity of research on girls with Autism, particularly in respect to their learning and general classroom experiences. Teachers, parents, and students on the Autism Spectrum who may or may not have a diagnosis, encounter continuing challenges affecting teaching and learning.

The study reported here focused on girls with an Autism diagnosis in the preparatory year of primary school in Queensland, Australia. The case-study research was undertaken over the greater part of a school year where two girls at different schools were observed weekly and interviews were conducted with their teachers and parents. Qualitative data were analysed rigorously using NVivo 12™ and a detailed cross case analysis followed. From the findings, five

key themes emerged relating to girls on the Autism Spectrum learning in the early-years classroom: Communication; Academic; Social; Sensory; and Identity (CASSI). Higher order analysis revealed a sixth theme, named Encircle (E), which encompassed the areas of Challenges, Intervention, Professional Development and Classroom Strategies; each impacted on the previous five themes. These six themes, CASSIE were reworked into a wheel model, which was developed to provide practical support for educators and caregivers to support girls on the Autism Spectrum in the primary classroom through education and mutual understanding.

We argue that with the implementation of the findings and the CASSIE classroom tool, teachers will be better informed about teaching and learning with girls on the Autism Spectrum in the early years of education, and consequently be able to collaborate with parents who have similar information.

Presentation

--Roundtable Paper--

386

He Vaka Moana

Dr 'Ema Wolfgramm-Foliaki

The University of Auckland, Auckland, New Zealand

Abstract

He Vaka Moana: An Oceanic Research Framework

'Ema Wolfgramm-Foliaki

University of Auckland

He Vaka Moana is a strength-based project framed by oceanic principles and methodologies - connecting us as Māori and Pacific peoples to what sustains us - the ocean. We draw from our shared history of our tupuna who navigated the vast Pacific Ocean on purpose-built vessels using indigenous methods of navigating to successfully reach their destinations.

He Vaka Moana is an example of how we, as indigenous peoples have for centuries engaged in our own forms of methodological research to test theories and advance thinking. Employing our own indigenous methodologies has supported the revitalization of our own ways of being, thinking, speaking, behaving and even breathing. More importantly, it allows us to reclaim what binds us while at the same time disrupt historical views and lens that have continued to claim our narrative from a deficit viewpoint. It is a culturally sustaining research approach that can advance issues of diversity, equity, social justice and educational achievement for indigenous peoples in higher education.

Conceptually we draw on the knowledge and imagery in the Tongan saying ‘*pikipiki hama kae vaevae manava*’. *Pikipiki hama* means to stick, bind or link strongly to the outrigger of a *vaka moana* (ocean going canoe). *Vaevae* means to give, share or to gift and *manava* is a core word in Pasifika contexts which refers to the heart, centre, womb or breath (Tui Atua Tamasese Taisi Efi, 2003). This saying is used to describe the ancient practice of lashing together *vaka moana* as they traversed the Pacific Ocean to swap resources including crew members and share knowledge before untying and continuing on their journey. In our context, it demonstrates how we can effectively navigate ‘academe’, a space where sharing of resources and knowledge is key to our success. As a framework it promotes our coming together as teachers, learners, family members together with the wider community to share and learn from one another.

In this presentation, I will share my research journey and together with Fonua & Smith will demonstrate how ‘coming together’ in deliberate and purposeful ways can feed the *manava* and create transforming change to benefit indigenous peoples. Our collective voice speak to a space that seek to disrupt and interrogate western forms of research knowledge while engaging in what Alfred and Simpson (2016) refers to as ‘indigenous resurgence’.

Presentation

--Roundtable Paper--

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

Abstract

For centuries, Oceanic vaka, va'a and waka traditions enabled Pacific ancestors to undertake purposeful voyages that criss-crossed and connected our 'Sea of Islands', forming and reinforcing familial relationships, enabling trade and encouraging the exchange of story, histories and encounter. More recently, Oceanic researchers have theorised vaka in research to decolonise and reclaim research from our own paradigms. Returning to nautical notions of navigating the Pacific, rather than flying over it, encourages Māori and Pasifika researcher collaboration, not to further homogenise but, as many sang in the Aotearoa resistance movements during the 90's "Kia kotahi mai te Moana-nui-a-Kiwa" – to bring the Peoples' of the Pacific together.

In this presentation, I forward a collaborative theorisation of a vā-kā methodology locating it in the practical context of a two-year research fellowship about Māori and Pasifika tertiary student 'success'. Two researchers, one Māori one Tongan, lash together the Pasifika term vā– relational time and space - with the Māori term kā - to ignite, to consider, to be in action. Bound together vā-kā is a way to ignite the relational research space between Māori and Pasifika researchers to illustrate how we can come together to benefit our diverse Peoples of the Pacific. The Tongan proverb of lashing waka together - '*pikipiki hamakae vaevae manava*' – that guided our research fellowship journey is forwarded here as a way to strengthen Māori and Pasifika researcher relationships and in turn the relationships we share across the Pacific.

Presentation

--Roundtable Paper--

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

Abstract

As western modern science is the foundation of most formal science curriculums globally, a 'learning gap' is created by the conflict of western and indigenous value systems (Little, 1990). This can contribute to the underachievement of indigenous students in science, particularly if indigenous knowledge is not included in the formal science curriculum (Howlett et al., 2008). In Aotearoa New Zealand, at the same Māori (the indigenous people) and Pasifika students are not achieving in science on par with other ethnic groups, there is limited engagement with their traditional ways of knowing and being.

“Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling (Paris, 2012:93). It requires pedagogies to be responsive and relevant to multiethnic communities, supporting young people to maintain their own cultural and linguistic competences while building cultural competence in the dominant culture. An excellent place for science educators to initiate a culturally sustaining pedagogy is to consider how they are teaching their Māori and Pacific students. However, to be able to embed Māori and Pasifika values, culture and knowledge in teaching and learning, science educators need the time and space to grow their cultural capacity.

A recent research project, 'Lalanga ha kaha'u monu'ia - Embedding Indigenous knowledge, values, and culture for Māori and Pasifika science student success', explored how university science-focused courses could embed or influence their teaching and learning with Māori and Pacific values, culture and knowledge. Rather than expecting Māori and Pasifika students to

adapt or assimilate to a university teaching environment dominated by western scientific thought, this project focuses on building science educators' competency to transform their own teaching and learning practices. The methodology is underpinned by 'pikipiki hama kae vaevae manava', a Tongan saying that describes the connecting of ocean going vaka (canoes) to share resources during long ocean voyages. It is used in this work to demonstrate deliberate and purposeful ways of creating connections, sharing information and knowledge and the ability to work collectively but with individual responsibility. Data was collected using talanoa (open, unstructured discussion) with both science educators and Māori and Pasifika science learners. This presentation will share examples of the benefits of the shifts made by science educators, their 'why' or what drove them to consider changing their practice, including Māori and Pasifika science learner perspectives, and how their practice has changed.

Presentation

--Individual Paper--

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

Abstract

As an Indigenous arts practitioner working in tertiary education the delivery of Indigenous Māori and Pacific knowledge presents a collage of contentions. Participants' cultural disruptions as they engage in the embodied identity of others and relentless agency to 'push against' the dominant discourse that can determine our knowledge acquisition is prevalent. '*Dance*' although challenging to formal constructs of teaching and learning is still framed by stereotypes of space and aesthetics. What does an Indigenous '*mana moana*' perspective offer? Critical conversations to consider the wellbeing of Indigenous students in tertiary education, cultural safety, authenticity and integrity, and the contributions to, and disruptions of, Non-indigenous methodologies and ideologies, exist.

This paper will share lived experiences in the delivery of a tertiary course ‘Contemporary Māori and Pacific performance’ to a small culturally diverse cohort of 15 students. Key themes of culturally relevant, responsive and Indigenous place-based pedagogy are discussed through personal and professional story.

Presentation

--Roundtable Paper--

Roundtable Session E

Time: 9:00 - 10:30

Date: 4th December 2019

Location: N516 Flat Classroom

154

Revealing Student's Capabilities Through Culturally Responsive Remote School Leadership

Stephen Corrie

University of South Australia, Magill, Australia

Abstract

This ethnographic PhD research considers how school principals enact culturally responsive practice to improve the learning outcomes of Indigenous students in remote schools in the Northern Territory. Through the use of qualitative methods, this research involves an in-depth, critical exploration of the supportive and inhibitive factors that impact the agency of educational leaders to operate in accordance with the cultural and linguistic needs of their students.

Historically, Aboriginal education in Australia has been positioned as ‘in crisis’. In addressing this concern, the Northern Territory Department of Education’s 2018-2022 Strategic Plan places the principal at the centre of efforts to ameliorate school achievement disparities for Indigenous

students in local educational contexts. This challenge is significant for school leaders when considering that systemic education goals and those expressed by local Aboriginal communities themselves are misaligned.

Internationally, there is an increasing body of literature that identifies cultural responsiveness as a hopeful strategy for improving education trajectories for First Peoples in settler colonial countries. Such approaches are understood to enable degrees of convergence between non-Indigenous and Indigenous epistemologies, ontologies, axiologies and cosmologies and are regarded as a possible solution in bridging the educational divide.

In Australia, research that considers culturally responsive leadership in remote Aboriginal educational contexts is under-theorised. This study aims to fill this void. Through data captured from the lived experiences of five school principals who work in very remote Aboriginal communities in the Northern Territory, preliminary analysis highlights three emerging findings: (1) school leaders with more experience in remote Indigenous contexts exercise a greater bandwidth for culturally responsive leadership practice; (2) departmental metrics currently limit a principal's willingness to lead according to the tenets of cultural responsiveness; (3) further development of feedback loops between community, school and the educational system is required.

The findings of this research will inform the design of culturally responsive remote school leadership (CRRSL) principles that align with the lifeworld's and cultural repertoire of students, the re-design of Northern Territory Department of Education performance metrics that encourage differentiated support that is adaptive and responsive to contextual demands and re-shape how feedback is shared between communities, schools and the Northern Territory Department of Education.

Presentation

--Roundtable Paper--

295

Collective teacher efficacy in low socioeconomic status Australian schools: A sequential exploratory new scale development

Anna Borneman, Rebecca Spooner-Lane, Kerryann Walsh

Abstract

Purpose

This paper reports on a PhD in progress. The purpose of the study is to develop a new scale to measure collective teacher efficacy (CTE) within low socioeconomic status schools (low SES schools; i.e., schools in the lowest quartile according to the *Index of Community Socio-Educational Advantage*).

Background

CTE refers to the perceptions of teachers within a school, that they are conjointly capable of organising and executing the actions required to produce a given level of educational attainment in their students. CTE research originated from Albert Bandura's (1977) social cognitive theory, and was advanced by Roger Goddard and colleagues from Ohio State University. A substantial body of research spanning from 2001 to present found CTE has a significant, positive and direct impact on student achievement, over and above the impact of SES. Hattie's (2017) synthesis of over 1400 meta-analyses reported CTE as the number one factor with potential to accelerate student learning, three times greater than SES. Despite this, there is a notable absence of CTE research within Australian contexts. Measures of CTE may provide insight into the affective states of teachers within low SES schools, offering important data on school-level mechanisms which may drive the relationship between school SES and educational inequity.

Method

This study comprises three phases. Phase one is a systematic scoping review including 54 studies. The scoping review mapped the corpus of CTE research in relation to conceptual definitions, scales used and findings. The scoping review identified the need for development of a new scale for measuring CTE in low SES Australian schools. The new scale development will use sequential exploratory mixed-method design. Phase two is a qualitative study, conducting interviews with teachers to understand the contextual demands of teaching in low SES schools. Scale items will be constructed through thematic analysis of interview transcripts and expert content validation. Phase three is a quantitative study to pilot test the scale with teachers nested in low SES schools, with reduction and reliability analysis in preparation for validation through future research.

This study will contribute to school improvement research in schools teaching the most vulnerable students and will further enhance theoretical understanding within CTE research.

References

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <http://dx.doi.org/10.1037/0033-295X.84.2.191>

Hattie, J. (2017). Visible Learningplus 250+ Influences on Student Achievement. Retrieved from <https://www.visiblelearningplus.com>

Presentation

--Roundtable Paper--

395

From boys to men: Investigating the role of formalised rites of passage programs for adolescent males in Australian secondary schools

Johanna Kingsman

QUT, Brisbane, Australia

Abstract

What ‘markers’ in a boy’s life indicate his attainment of adulthood? Is there a place in secondary schools for formalised rites of passage programs to assist in the transition from adolescence to adulthood?

Adolescence is an often-tumultuous life-stage characterised by physical, psychological, cognitive and social flux. The magnitude of such changes, combined with the effectiveness of coping mechanisms developed to manage adolescent turbulence, can result in long term effects on a young person’s identity and future success. Although the issue affects both male and female youth, much of the literature highlights adolescent males as the predominant concern. Both pioneering and recent scholarship suggests that large numbers of adolescent males experience

heightened internal distress manifesting in emotional and behavioural unrest. This perceived vulnerability is frequently masked or minimised by adolescent boys in an attempt to avoid marginalisation and maintain social status.

It has been argued that the lack of formalised rites of passage to demarcate the transition to adulthood in contemporary society leaves youth without an appreciation for the past or a ‘road map’ for the future. Modern adolescents are therefore left to create their own informal, peer-generated rituals commemorating the transition into new life-stages. For boys, this frequently revolves around dangerous behaviours to assert dominance and demonstrate a version of masculinity which may be harmful to themselves and their peers.

Although secondary schools often provide some form of well-being program intended to support students as they progress through high school, many times such programs are deficient or unsuccessful in targeting the psycho-social aspects specific to adolescent males. This has led to the proposed PhD research project investigating the effectiveness of a formalised, year-long rites of passage program, *The Rite Journey*, which is currently delivered to approximately 100 Australian secondary schools.

The desired outcome of the research is to identify whether rites of passage programs may be beneficial in the development of positive masculine identity and the subsequent transition to adulthood. In addition to enhancing knowledge, the findings of this research may serve to improve well-being for adolescent males; provide guidance for curriculum planning in secondary schools; and educate parents and caregivers, school counsellors and guidance officers, and teachers. The research findings may guide the design of positive, transformative developmental pathways via customised rites of passage programs delivered through secondary schools, juvenile detention centres or community support centres, providing necessary support in the important process of raising young men.

Presentation

--Roundtable Paper--

Nina Van Dyke¹, Jen Jackson²

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

Abstract

Australia's education system does not currently deliver the same quality of experience or outcomes for children and young people from disadvantaged backgrounds as for their more advantaged peers. The transition from school to further learning and work is a time when young people from disadvantaged backgrounds are especially vulnerable. They are overrepresented among young people who leave school before completing Year 12, and among those aged 16-24 who are not in education, employment or training; they are underrepresented among students attending university. To fill gaps in the current system, organisations sometimes step in to provide targeted assistance to students who might otherwise fall through the cracks. The aims of this research were to understand where and why the current education system fails young people from disadvantaged backgrounds, with a focus on the later years of secondary schooling through to further education or work; to examine how not-for-profit organisations attempt to fill these gaps; and to provide policy recommendations to help fix these gaps and provide a more socially equitable system of education for our young people. The research design comprised an environmental scan of available information and data regarding young people and pathways from senior secondary schooling to further learning and work using the lens of social justice, as well as examples from organisations working to fill current gaps in the system. The findings are intended to inform policy discussions around how to provide a more equitable educational system in Australia.

Presentation

--Roundtable Paper--

238

Creating constructive mentoring spaces for marginalised regional youth. A conceptual model and study from south-west Queensland

Carol Schultz, Luke van der Laan, Gail Ormsby

University of Southern Queensland, Toowoomba, Australia

Abstract

Aim

This study proposes a model to promote an improved socialisation process for marginalised young people in regional communities of Australia.

Research Design

The study involved evaluation and analysis of four integrated phases.

Phase 1, involved a summative evaluation of the organisation MADYACA Inc. a community operated program (2009-2010), to assess its strategies, program design, internal and external stakeholder engagement and field experiences.

Phase 2, involved a critical literature review to identify the key theories, influences/pressures that shape the socialisation processes for marginalised youth.

Phase 3, utilising the identified critical criteria from Phase 1 and 2, a two part quantitative study (using a Likert Scale) was designed and conducted among respondents from the Toowoomba Flexi-School (teachers, community members and mentors, n=17). A semi-structured questionnaire and an interview process with teachers and mentors, were used to gather data. Key themes derived from the initial stages included: 1) dealing with contradictions, 2) morality in the modern world, and 3) responsibility for socializing young people, which in-turn informed the development of the interview questions. For each question, a statement was formulated to provide the interviewee with a brief background to the question and to promote reflection. Each interview took approximately 20 minutes.

Phase 4, utilising the findings from the first three phases, a conceptual model was developed to inform the design and implementation of programs developed to address marginalised young people in regional Queensland.

Findings

A set of guiding principles, pertinent to the socialisation process for Australian youth were developed. The Human Flourishing Model provides a conceptual representation of the critical criteria necessary to address the nurturing and positive socialisation of young people in regional communities where social support may be limited.

Implications

The model and guiding principles provides an evidence-based preventative model and recommendations that support a whole of community and national response to strengthen a societal approach to decrease the marginalisation of youth within regional communities. Further implementation of this program and its assessment will provide further insights into the social benefit and cost effectiveness of such strategies.

Presentation

--Roundtable Paper--

Roundtable Session F

Time: 9:00 - 10:30

Date: 4th December 2019
Location: N517 Flat Classroom

1063

Making visible the lived experiences of mothers of children with Autism Spectrum Disorder (ASD)

Kirsten Baird-Bate

QUT, Brisbane, Australia

Abstract

Purpose: This research explored the lived experiences of mothers of children with autism spectrum disorder (ASD) and the effectiveness of photographic journaling as a reflective tool.

Method: Five mothers of children with ASD participated in this visual narrative study, each capturing daily photographs and engaging in a semi-structure interview. Both photographic and narrative data were thematically analysed. This is the first time this methodology has been used with this group.

Results: Child health/behaviour significantly influenced the maternal lived experience within the family; external systems; and the mothers' own experience of wellness. Although maternal vulnerabilities were prevalent, the mothers showed agency.

Discussion: Nuanced insights from this research contribute towards understanding of ASD, provide strength-based perspectives on caregiving, and highlight the importance of family-centric policies.

Presentation

--Roundtable Paper--

90

Moving Towards the Gynocene: a collective exploration of the intersection of feminism, environmentalism, and education

Lisa Siegel

Southern Cross University, Coffs Harbour, Australia

Abstract

The challenges of the Anthropocene are affecting the planet in unprecedented and unexpected ways, and women's voices are becoming more salient in responding to these emerging global conundrums. As education and research continues to grapple with Anthropocenic issues and realities (Olvitt, 2017), it is crucial to explore the ways in which environmental agency is understood, mediated, and/or inhibited in women environmentalists. This roundtable discussion will offer the opportunity for participants to learn about and interrogate the *Moving Towards the Gynocene* project, which employs an adapted collective biography method to deeply explore the lived experiences of women environmentalists by co-creating common stories. Researchers, practitioners, and policy makers who are interested in collective methodologies in general, or gender and environment issues in particular, will find this exploration relevant to their work.

Why focus on women when employing this collective methodology? While in a completely egalitarian world the connection between gender and the development of pro-environmental behaviours would not be of interest, an understanding of the part that gender does play could shed some crucial light in our current reality. There is weak and often contradictory evidence about gender affect and difference in pro-environmental attitudes and behaviour globally, and it is important that this area of research is further developed as we strive to understand best practice in education. This project attempts this through a combined process of story sharing, or "inter-learning", and individual exploration, or "intra-learning".

Collective biography is unique from other narrative forms of research in its insistence that, instead of looking at the particular autobiographical details of individual lives, the memory stories of each individual are "one facet of a whole much greater than individual selves and much bigger than human lives alone" (Davies & Gannon, 2012, p. 359). The session will in and of itself enact a collective story, beginning with a brief outline of the presenter's experience with the collective biography method in her own project, and then encouraging participants to share their own research and experiences with collective methodologies and/or feminist theoretical frameworks in education research.

Presentation

--Roundtable Paper--

230

Consciousness in education: Quantum mechanics and education paradigms.

Kristina Turner¹, Anat Wilson¹, Shaimaa Atwa²

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

Abstract

Current education paradigms were informed by the classical Newtonian worldview of human brain functioning in which the mind is nothing more than the physical activity of the brain, and our thoughts cannot have any effect upon our bodies or the physical world. However, researchers in the field of Quantum Mechanics find that the outcomes of certain subatomic experiments are determined by the consciousness of the observer, leading philosophers to propose that the observed and the observer are linked. Quantum Mechanics also demonstrates that distant minds may behave in simultaneous correlational ways, in the absence of being linked through any known energetic signal. Further, researchers in this field propose that an external memory space is operating in the human brain, suggesting that this proposed external memory space may be a quantum field which surrounds the brain and interacts with other fields, generating a global mental field of information flow. This paper proposes that the current education paradigms which have been informed by a classical physics worldview may need to be expanded to include a Quantum Mechanics worldview. The authors invite discussion and debate around this proposal and speculation on the implications this would have for current education systems.

Presentation

--Roundtable Paper--

Using a mosaic approach to explore caregivers' perspectives of play and playgroup.

Melanie Thomas

Australian Catholic University, Melbourne, Australia

Abstract

Play has long been seen in Western-European countries as an inherent part of early childhood and as a way that children learn, however, this may not be true for all cultures. With a focus on play in early childhood recognised by Australian state, territory and national governments through the implementation of the National Early Years Learning Framework, it is important to consider the role play has in children's lives. Playgroup participation has been identified as one way of increasing children's access to play-based learning experiences in early childhood. This is because play is the primary activity provided to children at playgroup and caregivers attend with their children. Despite interest in promoting playgroup participation by families living in culturally diverse communities little is known about caregivers living in culturally diverse communities' motives for and values about play and how these influence and/or constrain playgroup participation. This paper reports on the innovative methodological approach used in a PhD study which explores the perspectives of play and playgroup held by caregivers living in a culturally diverse community in Melbourne.

This qualitative research draws on cultural-historical theory and specifically Hedegaard's (2009) model of learning and development through participation in institutional practice, to understand caregivers' perspectives of their motives for and values about play and the institution of playgroup. The research used a mosaic approach (Clark, 2010) to gain insight into the different perspectives of participating caregivers. A mosaic approach involves multiple methods of data collection, is participatory research and engages the participant and the researcher in reflection on meanings. Three stages in the data process (Clarke, 2010) are described to show 1) gathering participant and researcher perspectives; 2) discussing and reflecting on perspectives; and 3) co-constructing meaning based on individual and shared perspectives. The paper shows how the different ways of sharing the in-depth perspectives that caregivers offer were acknowledged throughout the data process using a variety of research pieces to create a co-constructed map between each participant and the researcher as a mosaic representation of each caregiver's, individual, institutional and societal perspectives of play and playgroup.

Clark, A. (2010). *Transforming Children's Spaces*. Oxon, U.K.:Routledge.

Hedegaard, M. (2009). Children's development from a cultural-historical approach: Children's activity in everyday local settings as foundation for their development. *Mind, Culture, and Activity*, 16, 64-81.

Presentation

--Roundtable Paper--

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

Abstract

The time-honoured classroom, new or otherwise, remains the most common environment for educating young people. It is a place of engagement, collaboration and work for both teachers and students; as such it is a complex space which consciously and unconsciously impacts the

agency of teachers to implement professional teaching practices with consequences for the learning outcomes of students.

It is suggested that teachers are not commonly aware of their spatial competency; if they were, they would teach more effectively as spatial attributes can be used to facilitate teaching practice. This is the hypothesis that drives the research which is embedded in the ARC Linkage Project, ILETC.

This paper looks at the conceptualisation of teacher spatial competency (TSC) through an understanding of the relationship between the built environment and human behaviour to recast it as part of a teacher's professional practice and a separate teaching skill. Understanding *how* teachers actively manipulate space to improve pedagogy remains one of the 'missing links' in the learning environment discourse. The paper will report on the theoretical construct that explores the concepts at play which culminated in the development of a practical, classroom-ready TSC measurement app (Class-e(valuation)).

The discussion will focus on the elements most relevant to the conference theme, in particular, how spatial competency can hinder or enable teachers' abilities to promote student inclusivity and agency through education. The impact of this idea is manifold. It suggests that educational settings are places that shape what people do, how they engage with one another, and how they consequently contribute to the construction and deconstruction of community and teacher identities. It implies that the built environment allows for a future that can be purposefully constructed and manipulated, acknowledging that the environment itself is also shaped through this interchange. It invites exploration into the connections between student learning and teacher spatial skills and engagement. It places the impact of a teacher's spatial professional practice squarely in the centre of the learning environment debate.

Presentation

--Individual Paper--

318

Reconceptualising the roles of researchers and teachers to enhance primary pre-service teachers' knowledge for teaching mathematics

Sharyn Livy¹, Tracey Muir², Ann Downton¹

Abstract

Bridging the gap between practice and research is fundamental for supporting pre-service teachers (PSTs) in learning the knowledge and skills required to be fully qualified teachers. Calls for improvements in teacher education recommend integration between theory and practice (Allen, Ambrosetti, & Turner, 2013; Teacher Education Ministerial Advisory Group [TEMAG], 2015). To achieve this aim, a mathematics teacher educator (MTE) and a primary school teacher co-taught a cohort of first year PSTs for one semester in what could be described as a team teaching situation (Lock, et al. 2016). The PSTs were completing a degree in primary and secondary teacher education and had not completed a teaching placement in a primary school. Therefore, making the university classroom experiences related to both theory and practice was fundamental in helping PSTs to identify as mathematics teachers.

During the semester, PSTs were taught theory related to current research such as pedagogical approaches (Kaziem & Hintz, 2014; Smith & Stein, 2018), and teaching with challenging tasks (Livy, Muir & Sullivan, 2018). While the course already contained a balance of theory and practice, the co-teaching situation provided for greater connections with teaching in the classroom. The primary mathematics teacher, for example, was able to contribute stories of her teaching and share artefacts of student work samples in addition to the weekly tasks the mathematics educator had prepared. Collaborative weekly planning ensured that the classes were truly co-taught and that the experiences of the school teacher could be capitalised upon.

The purpose of the study was to build on the limited research about co-teaching experiences in the university setting or classroom. Data collection included pre- and post-survey responses from PSTs, and interviews with the PSTs, the MTE and the classroom teacher. Qualitative data analysis and open coding were used to identify how the co-teaching collaboration extended PSTs' preparation and knowledge for primary mathematics teaching.

Overall the findings suggested that the collaborative co-teaching experience impacted on PSTs' knowledge and preparation for teaching, including their identity as mathematics teachers. The PSTs valued the practical insights of the weekly collaborations, especially those who were apprehensive at the beginning of the semester. The findings also showed benefits for the co-teacher as a form of professional learning, with implications being that co-teaching provides opportunities for connections between theory and practice beyond the practicum experience.

Presentation

Social Justice

Social Justice

Time: 11:00 - 12:00

Date: 4th December 2019

Location: W201 Lecture Theatre

811

Towards 'socially just' pedagogy for internships in the social justice sector

Elisabeth Valiente-Riedl

The University of Sydney, Sydney, Australia

Abstract

In an era where internships proliferate, the ethics of such arrangements – particularly of ‘unpaid’ internships – is increasingly called into question. The relative benefits for interns and providers are debated, as are the roles of educational institutions in promoting and fostering such arrangements. Little attention has been given to the Australian context and in particular, to this phenomenon within the social justice sector. Not-for-profit social justice organisations present a unique form of ‘internship provider’. The sector has a long history of relying on internships, with interns often dually articulating as ‘activists’. Providers operate in a unique business context mandated to prioritise the needs of marginalised program beneficiaries within a heavily resource constrained environment. This complicates the ethical terrain for such internships. However, it also underscores the importance of shedding light on practices within this sector, both in terms of returning benefits to interns but also achieving an organisations mission goals. Importantly, from the perspective of educators, the issue of ‘socially just’ pedagogy emerges as the interests of two vulnerable stakeholders – students and an organisations program beneficiaries – intersect. On the one hand, the rich learning that occurs within internships – entailing direct mentoring from practitioners – comes with financial costs that effectively exclude many students from accessing such opportunities. On the other hand, these arrangements have potential consequences for an organisations capacity to achieve its social justice mission. Internships regularly serve as a recruitment pathway in this sector, and for organisations in the social justice sector in particular,

the diversity of staff affects capacity to ‘speak with’ and not just ‘for’ those they seek to support, reinforcing the need for socially inclusive internship offerings. Drawing on experiential learning pedagogy, as well as complimentary literatures on ‘work-integrated learning’ and ‘interdisciplinary learning’, this study puts forward key considerations for pedagogy that endeavours to support both the educational needs of interns and the needs of organisations working with marginalised populations. It draws on the direct experience of an internship educator, internship providers and student interns to begin a conversation on what makes for a ‘socially just’ internship.

Presentation

--Individual Paper--

1029

DIY Activism and Critical Public Pedagogy

Gregory Martin

University of Technology Sydney, Sydney, Australia

Abstract

DIY activist culture is believed to have contributed to the democratisation knowledge, a questioning of the status quo and new forms of public participation. Sandlin and Milam (2008) suggest that such cultural activism offers to provide rich insights into the doing or enactment of “*critical public pedagogies*” (p. 324). Unfortunately, literature that has explored the educational dimension of contemporary DIY activism remains under-developed (Hemphill & Leskowitz, 2012). Based upon interviews with three activists in the US and UK, this paper explores the nature and role of education in DIY activist contexts including the relevance of critical public pedagogy. It is argued that researchers interested in the possibilities and shortcomings of critical public pedagogies have much to learn from those who enact them.

Presentation

--Individual Paper--

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

Abstract

Learning in secondary English has traditionally been ‘from the neck up’ with an emphasis placed on thinking and listening, and on reading and writing print-based texts; the same thing might also be said about learning in a tertiary context. However, with an increased focus on multiliteracies, our understanding of what subject area English is in the 21st Century has expanded to include a wider range of meaning-making modes and semiotic systems which we must address when preparing pre-service teachers to work in this area. This paper discusses one teacher educator's practitioner inquiry as she examines how theories of embodiment might be incorporated into pre-service secondary English teacher education. In this study, the educator and a group of pre-service teachers employed drama and movement-based strategies to move workshops from a place where the body is subordinate and where learning resides only in the mind, to a place where the body has a central role in meaning making and learning becomes an embodied experience. With an emphasis on visual research methods to capture bodies in action, the study generated a range of video data; in data processing, screen-shots of videos were taken at regular intervals to create a visual transcript. Working with screen-grabs of videos in this way provided opportunities to ‘disassemble’ the body into parts and examine what the different ‘parts’ reveal about the body in different learning experiences. Drawing on perspectives of multimodal analysis, this paper examines what specific resources, such as gaze, reveal about the role of

bodies and the existing repertoires of participants in this secondary English pre-service teacher education context.

Presentation

--Individual Paper--

284 -

Design thinking and interdisciplinary collaboration as innovation in literacy teacher education

Jill Colton

University of South Australia, Adelaide, Australia

Abstract

Design thinking is an approach to pedagogy that draws on processes from the field of design to create opportunities for interdisciplinary collaborative inquiry. It has been adopted in higher education as an innovative framework in which students work through an iterative cycle of exploration, experimentation and production informed by epistemic diversity and feedback.

In the context of teacher education, a model of design thinking offers a framework by which pre-service teachers may understand how texts are produced, but also how collaborative inquiry may be enacted. While it is framed as innovative, design thinking in literacy education has resonances with well-established approaches to narrative text production and student-centred pedagogies. However, the emphasis in design thinking on interdisciplinary knowledge is perhaps more innovative in the higher education setting.

In this paper I discuss an interdisciplinary project in which students from the School of Education and School of Art, Architecture and Design collaborated on narrative text production. Each group of students drew on disciplinary knowledge to produce a multimodal text in which diverse repertoires were assembled. While the project is explored as an example of the continuity of an inquiry based model and collaborative text production practices in a higher education setting, it also provokes an investigation into the innovative aspects of interdisciplinary learning in this context.

Presentation

--Individual Paper--

**497 -
Connecting and Relating: Making Stories with Film**

Jenni Carter

University of South Australia, Adelaide, Australia

Abstract

This paper discusses making stories within a film making course for young people. It considers how a group of young people undertook a task of making a film within an accredited certificate course in media arts. This course was identified as an opportunity for young people who had struggles in the schooling system to gain a formal qualification, drawing on an arts -based approach.

An analysis of literacy events within the course attends to a shift from limiting attention to an end point, the completed text, to an understanding of literacy as being in the present, relational, embodied, material and semiotic. This matters in times of advanced capitalism where the youth unemployment policy environment is dominated by an austere view of literacy as an employability skill.

The paper examines how the production of a shared story occurred through the forming of relations within pedagogies of trust and respect. Through the concept of intrarelationality (Ceder 2019), storytelling and text production are considered from an interest in process, entanglement, becoming and transformation.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N518 Lecture Theatre

279

A learning community, agency, academic writing: Five perspectives

Janinka Greenwood¹, Robyn Henderson², Mirhossein Hosseini¹, Said Zohairy¹, Farah Khosravi¹

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

Abstract

This paper reports elements of a participatory action research project (Kemmis & McTaggart, 2005) that explores the question: In what ways can a learning community help international postgraduate students develop agency in improving their academic writing? The project engages with the challenges faced by international students and the challenges of developing effective learning communities. In presenting a braided narrative involving five perspectives, the paper will reflect on and develop an interpretative phenomenological analysis (Smith & Osborn, 2015) of the experiences and understandings of the participants that grows out of a discursive exploration of experiences and intentionality.

The authors represent two facilitators (Robyn and Janinka), the PhD student who developed the research project (Mir), and two doctoral participants (Said and Farah). Mir had, on the basis of studying the literature, conceptualised the problems international students experienced in academic writing in terms of surface errors, particularly those involving punctuation, grammatical constructions, vocabulary choice, and difficulties with sequential development of paragraphs and chapters. He planned that a group would come together for meetings, identify particular errors that they made, discuss them with the group, and develop strategies for noticing and gradually eliminating those kinds of errors.

In the initial sessions, Mir's expectations were evident to some extent. For example, the use of passive and active voices and past and present tenses was discussed. At times, participants spontaneously shared strategies they had developed for improving their awareness of the associative aspects of vocabulary, and explored better ways of organising the introductory section of a research proposal.

In the specific workshop we report, however, talk spontaneously, and perhaps unexpectedly, shifted away from specific elements of grammar, vocabulary or logical development of an argument. Instead, participants talked about different learning theories, how the university could

support similar communities, how their understanding of their own methodology had been sharpened by discussions, how they were realising that when their supervisor said their language needed to improve it could mean a wide range of different things and that they needed to develop strategies to get more information, and how the group had helped them identify some of the weaknesses they had in constructing clear meaning.

This braided narrative shares the authors' perspectives and evolving understandings of learning and of academic writing, and reflects the way dialogic discussion has facilitated critical alignment with existing theories and the development of new conceptualisations of international postgraduate students' needs and potential.

Presentation

--Individual Paper--

314

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

Maliheh Rezaei

Monash University, Melbourne, Australia

Abstract

In an era of global transformation marked by intense economic, political, social and ecological developments, societies need an educated population able to handle the demands of a rapidly changing world and remain employable across their employment life-span. This has resulted in significant changes to the structure of education systems, including massification of education and the promotion of lifelong learning systems. Currently, UNESCO's (2016) fourth sustainable development goal aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Australia, as a member of OECD, aims to achieve these targets and upgrade its education system (Australia's Voluntary National Review, 2018).

In this paper, I examine graduate education as one of the main contexts for lifelong learning and development in Australia. While much is known about the major policies established to implement the UNESCO's educational goals, little is known about the lived academic and social

experiences of graduate students and the processes which transform them into life-long learners. It is unclear if students perceive graduate education as equitable, accessible, and conducive to the development of skills required in a knowledge society. I approach this problem through the lenses of graduate and professional socialisation because “socialisation is the process by which persons acquire the knowledge, skills and disposition that make them more or less effective members of society.” (Weidman et al., 2001, p. 4). The outcome of this process is envisaged by graduate students’ “commitment to and identification with the chosen professional career” (Weidman et al., 2001, pp. 38-39) and their ‘career/life cycle development’ (Weidman, 2015). In reviewing the related literature and reports, I focus on the following: (i) the new context and groups of non-traditional student population who increasingly participate in graduate education (indigenous students, immigrants and students from remote areas); (ii) the academic and social experiences of these students during their graduate studies; (iii) the resources which facilitate the socialisation of these students, for example, online courses accessible to students living in remote areas, and (iv) graduate attributes and meta-skills such as interpersonal and IT skills that reinforce their participation in lifelong learning, and that are transferable to other professional contexts and life settings. This review from the perspective of graduate and professional socialisation discusses whether the current graduate programs are in concert with lifelong learning goals and if they satisfy the needs of graduate students in a dynamic and rapidly changing society.

Presentation

--Individual Paper--

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

Abstract

Our aim in this paper is to address how emerging modes of educational governance are being constituted by and through new online platforms for teacher professional development, collaboration and certification. Specifically, we focus here on two recent examples: 1) the Organisation for Economic Cooperation and Development's (OECD) *PISA4U Network* ('PISA4U'); and 2) Apple Inc.'s *Apple Teacher*. Both programmes have emerged alongside demands for increased accountability and transparency in public schooling, which have in turn produced new urgencies around finding 'evidence-informed' solutions to putative problems of policy and practice. At the same time, this desire for solutions has produced a new market for policy populated by new providers of services, with efforts to identify 'what works' occurring in tandem with the increased presence of non-governmental organisations in education more broadly, and teacher professional learning more specifically.

Here, we explore how PISA4U and Apple Teacher help forge new connections and proximities between otherwise distant schooling spaces and actors, as well as how these relations can displace more traditional, and professionally-grounded, forms of teacher knowledge and expertise. We situate this research in relation to the emerging field of policy mobilities, in order to better understand not only how policies are increasingly dynamic and in motion (i.e., their 'flows') but also, importantly, the contextual embeddedness of their uptake, contestation and enactment (i.e., their 'frictions'). Bringing together recent thinking around policy mobilities with Robertson's (2019) insights into 'platform capitalism', and drawing on policy documents, audio-visual materials and social media posts associated with PISA4U and Apple Teacher, we suggest both platforms reflect a shift towards teacher learning as a possible site of significant policy relevance, intervention and impact. In particular, the no-cost nature of the programmes and their virtual 'presence', combined with the ready availability of free learning resources and certification, position PISA4U and Apple Teacher as especially attractive prospects to educators who would otherwise struggle to access such professional development opportunities, including those based in developing countries, remote locations or lower socio-economic communities. We conclude by suggesting that PISA4U and Apple Teacher, rather than simply providing online forums within which so-inclined teachers and schooling leaders can come together to share ideas and collaborate, are primarily concerned with consolidating the authoritative status of the OECD and Apple, and provide platforms for suffusing their policy discourses and expertise throughout the teaching profession globally.

Presentation

--Individual Paper--

567

Stewarding policy for the use of robots in education with an ethic of care

Catherine Smith

University of Melbourne, Carlton, Australia

Abstract

This paper draws on a recent cross-discipline study on robots used in meeting care needs in education, disability and aged care but is focussed on the data and implications relevant for education and education policy. The paper expands on findings from an ANZSOG funded research project (Dickinson, Smith, Carey & Carey, 2018) on the role of government and policy to steward in new technologies used in care practices, often with vulnerable people. The data was generated through 35 interviews with stakeholders involved with the implementation of robots in Australian and New Zealand care services.

Robots are increasingly appearing as a potential answer to issues of time, wellbeing, and labour shortages in education (Turkle, 2012). However, as the Australian Human Rights Commission (Australian Human Rights Commission, 2018) notes, ‘like any tool, technology can be used for good or ill...modern technology carries unprecedented potential on an individual and global scale. New technologies are already radically disrupting our social, governmental and economic systems’ (pg. 7). New technologies offer significant advantages, but with potential misuse or unintended consequences that need careful consideration so that such developments do not negatively impact particular groups.

The literature on the implementation of digital technologies indicates that if they are not carefully fitted in terms of model of practice, they have less chance of being successfully implemented (Greenhalgh, 2018). This suggests that considerable thought needs to be given to what we mean by care practices in context and the role that robots play within this. Analysis

informed by the ethics of care literature (Tronto, 2013) identifies an important issue with provider/vendor driven adoption and identifies how stewardship frameworks might pre-empt concerns for safety and open a policy window in preparation for ethical and safe practices.

References

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Presentation

--Individual Paper--

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

Abstract

Within cultural-historical approaches to learning and development, motivation is under-theorised. In contrast, motivation theories are at the forefront of mainstream educational psychology. In *Thinking and Speech* Vygotsky touched on motivation arguing that thought had its origins in the motivating sphere of consciousness, but his ideas remained undeveloped. In this paper I review social cognitive and cultural motivation theories in order to contribute to a cultural-historical theorisation of motivational development.

Two lines of theorisation related to motivation in current cultural-historical approaches are Hedegaard's work drawing on Leontiev's activity theory and motive, and Gonzalez-Rey's reinterpretation of Vygotsky's early and late works on subjectivity. For Gonzalez-Rey the concept of motive as treated in activity theory is too static an entity to function in propelling behaviour. He focuses on the unity of personality and environment, and the generative nature of emotions and proposes a definition of motivation as a unit that integrates emotions, intellect and action. Hedegaard also reiterates the importance of forces both in the person and the environment that give rise to how persons relate to the world and how this relation develops.

In the paper I unpack each of these theorisations of motivation and explore how they inform, contradict and enrich each other. I also examine potential contributions from social cognitive motivation theories (incorporating concepts of achievement/social goals, individual/situational interest, intrinsic/extrinsic motivation, self-schema) particularly those tackling change or development.

Discussion will focus on the value of theorising motivation and its development, what changes and why, and how we might better support children's motivational development.

Presentation

--Individual Paper--

648

Vygotsky, defectology and visual light sensitivity in the digital classroom.

Janene Sproul

Murdoch University, Perth, Australia

Abstract

This paper provides a view of digital media rich classrooms seen through the lens of Vygotsky's theory of defectology. It proposes that contemporary use of digital media in all high school classrooms may be enforcing a model of exclusion for students with visual light sensitivity (VLS). Visual light sensitivity has both neurophysiological and psychological elements. It applies to all individuals who are sensitive to visual light, whether intermittently or permanently. Students with VLS may have a diagnosis of migraine (ongoing condition) or concussion (short-term condition).

The paper begins with a commentary on higher mental processes referring to translations of Vygotsky's lectures and the use of mediating processes. The chapter continues by referring to Vygotsky's model of defectology focussing on the element of active participation using signs and proposes a dialectic argument for inclusive classroom practices. A model is proposed to demonstrate how students with VLS may be excluded from active participation in classroom practices by some pedagogical choices for use of digital media. The paper concludes by presenting recommendations for inclusive practice to decrease the barriers to learning to avoid exclusion within the digital classroom for students with VLS.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 11:00 - 12:00

Date: 4th December 2019

Location: K323

302

Food for thought: Exhibitions as critical sites for intervention in schooling food.

Deana Leahy¹, Iris Duhn¹, JaneMaree Maher¹, Jan Wright², Sian Supski¹

¹Monash University, CLAYTON, Australia. ²University of Wollongong, Wollongong, Australia

Abstract

School food programs have been the object of critical scholarship for some time now. During this time, scholars have repeatedly highlighted the many perils that can, and do, result from attempts to govern food practices in schools. Despite the troubling critiques over time, school food programs and practices appear to have remained relatively immune to the various insights from critical scholarship. Given this, we decided it was time to take a different approach to how we communicate our research findings. Driven by a commitment to social justice and change, inspired by the interdisciplinary constellation of critical health education studies, design sociology, curation and new museology studies we decided to translate our research findings into an interactive exhibition. One of our aims was to explore whether or not exhibition pedagogies provided us with an effective means to communicate our research findings to policy makers, teachers, academics and the broader public. Additionally, we were interested to find out what difference visiting the exhibition made to how people think about school food programs and what might change as a result.

In this workshop we will provide a brief overview of our key findings from our research with families about school food programs via a trip into our VR exhibition. We will then go on to outline our rationale for deciding on an exhibition as the pedagogical means by which to disrupt the taken for granted 'goodness' that often accompanies school food programs. Drawing on interviews, reflective journals and exhibition artefacts we turn to discuss some of the key learnings that emerged from the exhibition – for the exhibition and research teams, and for our targeted audiences. One of our major findings is that exhibitions do indeed provide us with powerful critical pedagogical spaces for disrupting the taken for granted-ness of school food programs. In addition, though we also found that the key messages of the exhibition, just like school food programs, can get lost in translation and have surprising effects.

After spending time exploring our attempts at research translation for impact we will open the workshop up for participants to share ways in which they have worked to translate their research findings.

Presentation

60 minutes

Educational Leadership

Educational Leadership

Time: 11:00 - 12:00

Date: 4th December 2019

Location: K360

504

The ‘neoliberalisation’ of the school principal - against bulldozer readings

Chris Dolan

University of South Australia, Adelaide, Australia

Abstract

This paper brings Foucault’s notions of power, discourse and governmentality to perspectival accounts gathered from school principals in a recent interview study about their policy work. Positioned against ‘bulldozer readings’ (Larner, 2003, p. 509) of the dominance of the neoliberal political-economic project in principal subject formation, the paper explores the complexities and opportunities in thinking about the constitution of principals as a variegated and contingent process of ‘neoliberalisation’. While the notion of neoliberalisation is generally applied to time and space variations in the take-up of neoliberal market logics into policy and practice, the paper proposes that it might also be usefully scaled to the level of the individual subject in order to consider its many ‘subject forming strands’ (England & Ward, 2008, p. 3).

The theoretical focus of the paper, in drawing on the work of Foucault, is directed to testing the epistemological prospects of considering principals as shaped inside of an influential discursive

field that proposes their positions and instructs their practice but remains, at the same time, vulnerable to the vagaries and contradictions of local histories, knowledges, contexts and institutions.

This analysis couples the powerful formative work that current policy discourses – such as school competition, entrepreneurialism, excellence and managerialism – do on principals with empirical insights that illuminate the articulation of these discourses with existing, local circumstances. The intention is to reveal more fragile, fragmented and inconsistent versions of the discourses, their ‘endlessly unfolding failures and successes’ (Springer, 2012, p. 137) and possibilities, at any of their frayed edges, for critique, imagination and resistance.

References:

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Springer, S. (2012). Neoliberalism as discourse: Between Foucauldian political economy and Marxian poststructuralism. *Critical Discourse Studies*, 9(2), 133-147

Presentation

30 minutes

38

Faking the Data to Fame and Fortune: Caveat Emptor of Evidenced Based Research

Fenwick English

Ball State University, Muncie, Indiana, USA

Abstract

Faking the data is an age old problem in social science research. It is alleged that even Gregor Mendel, the founder of the science of genetics, faked his data when reporting his experiments with peas in the 19th century (Starbird, 2016).

There is much talk today on evidence based research serving as the true fount for improving professional practice. This presentation will highlight three cases of what was thought at the time to be solid evidenced based research but which eventually proved to be fraudulent.

Fraudulent Example 1-Sir Cyril Burt's definitive study of genetic heritability of IQ of separated twins "conclusively" showed that IQ was more important than environment. Later when his statistical calculations were checked they revealed that all his correlation coefficients were the same to three decimal places. Great doubt was cast about their reliability. Later they were described as outright falsified, including with co-authors who never existed.

Fraudulent Example 2-The second study anchored the concept of "management style" (Lewin, Lippitt & White, 1939). In this seminal research the experimenters created small groups of 10-11 year old boys and subjected them to six weeks of autocratic and democratic leaders. In mid-experiment the conditions were substantially altered and never reported in subsequent research journal articles.

Fraudulent Example 3-The third example concerns a book which sold over 3 million copies. *In Search of Excellence* by Peters and Waterman (1982) purported to reveal the secrets of the best performing companies in America. Later, Peters revealed, "...we faked the data" (Peters, 2018, p. 4).

Unfortunately the temptation to cheat and fake research data has grown exponentially in recent times (Staffwriters, 2012). The presentation will conclude by illustrating some signs that may point to the presence of faked data in reporting research results.

References

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Presentation

30 minutes

Sociology of Education

Sociology of Education

Time: 11:00 - 12:00

Date: 4th December 2019

Location: K424

500

Engaging with Data Sharing and Archiving in Studies of Childhood, Education and Youth

Julie McLeod, Kate O'Connor, Jo Higginson

University of Melbourne, Melbourne, Australia

Abstract

This workshop aims to promote critical engagement with questions of data sharing, archiving and re-use of qualitative research materials in the sociology of education. It follows an earlier workshop which was held at the University of Melbourne with the support of a Sociology of Education SIG Competitive Grant in August 2018. In this coming workshop, we will report on our continued work in this space, and in particular, our partnership with the Australian Data Archive to develop a new website and community of practice, Studies of Childhood, Education & Youth (SOCEY) (see <https://socey.hasscloud.net.au>). This website provides a portal to a new archival repository of qualitative research project data and, once established, will be supported by appropriate metadata, contextual material and methodological and ethical discussions on for

instance, data re-use and recontextualisation. It aims to strengthen researcher engagement in curating data collections for future use by others as well as provide a first port of call for parties interested in finding out more about the experiences of children and young people. The aim is thus to strengthen ways of communicating existing and new qualitative research datasets and to demonstrate their relevance to external parties. Such a shared website also shows the type of research that has already been completed or underway, intersections across studies and what we already know, and gaps and silences demanding new work or attention. In this workshop, we discuss the processes we took in developing the new repository and in archiving the projects housed within it. We also discuss our experiences seeking feedback on the new website from partners in the policy and community sectors, and invite workshop participants to engage with questions around the opportunities and challenges data sharing and archiving present for sociology of education and youth researchers.

Presentation

60 minutes

Arts Education Practice Research

Arts Education Practice Research

Time: 11:00 - 12:00

Date: 4th December 2019

Location: K505

512

Challenging notions of knowing: Embodied knowledge, alternative voices and rewriting in role

Claire Colema

University of Waikato, Hamilton, New Zealand

Abstract

This workshop recognises that exclusionary discourses dictate not only what may be learned but what may be communicated, valued and understood. Education dedicated to social justice must remain conscious of the relations of power that influence not only who speaks, but how.

This workshop will enable participants to explore ways of engaging in data generation and exploration through the body, through the imagination, and through creative arts-based methods. I will traverse my own journey as a researcher and educator into adopting and adapting drama methods and the theories underpinning them. I will introduce participants to rewriting in role and embodied recollection as methodologies that can complement and expand current methodologies prevalent in education. Participants will be invited to play with these methodologies and consider how it might enhance practice. Grounded in arts-based research methodology rewriting in role was initially developed to help me make sense of multiple versions of each case study. Creating and reflecting upon new characters to tell the story of my two case studies has allowed me to navigate new waters and swim against the tide of traditional academic writing. This evolved into the creation of fictional characters so I could reveal and interrogate emergent understandings. Embodied recollection uses enactment as a mechanism to recall, distill and then make meaning through the senses.

My aim is to enhance participants' awareness and ability to integrate movement and consider alternative modes of research which honour knowledge that operates beyond the potentially stifling paradigm of academic discourse.

Presentation

60 minutes

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

Abstract

Technology use is commonplace in most early childhood settings and school classrooms, although there is evidence that it is used less frequently for teaching mathematics than for other subjects (OECD, 2019). Given the prevalence of high levels of student disengagement with mathematics, particularly as students move from primary into secondary school (Attard, 2010), we consider it timely to examine how teachers are using technology to maintain or enhance student engagement with mathematics at the various school stages. There is evidence that mathematics teachers use technology in diverse ways with some, for example, focusing on its potential to act as an organiser and delivery mechanism for learning materials and others on its capacity to illuminate key mathematical concepts (Heitink, Voogt, Verplanken, van Braak, & Fisser, 2016). Probing the decisions that teachers make about how, when and why to use technology, and how these decisions are influenced by their educational settings, can provide insights into the potential for technology to increase student engagement with mathematics regardless of the school context.

Drawing on an online survey of 406 mathematics teachers and multiple case studies with ten teachers perceived as exemplary teachers of mathematics by their peers, we tease out the commonalities and differences in teaching practices and attitudes across the early childhood, primary and secondary school years. Across all case studies we find that teachers use technology to enhance both their pedagogical practices and relationships with students. We find differences in the types of technology used between school stages and contend that its use is highly dependent on the educational context, community, culture and level of commitment of school staff. Also, we contend that careful attention needs to be applied to the interaction between technological tools, mathematics content and the pedagogical decisions that teachers make, if student engagement is to be maximised.

References

Attard, C. (2010). Students' Experiences of Mathematics during the Transition from Primary to Secondary School. *Shaping the Future of Mathematics Education: Proceedings of the 33rd Annual Conference of the Mathematics Education Research Group of Australasia*. Presented at the Mathematics Education Research Group of Australasia, Fremantle, WA.

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Presentation

--Individual Paper--

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

Abstract

The aim of this presentation is to review the current body of literature pertaining to inquiry learning and the embedding of scaffolding into its fabric, as applied in online contexts to support students' conceptual learning. Over the past three decades, a plethora of research studies have been conducted indicating that there is substantial empirical and theoretical evidence revealing that scientific inquiry can facilitate meaningful knowledge construction leading to higher achievement for students. A wealth of educational resources such as simulations, animations and other visual resources, influenced by a cognitive constructivist perspective and blogs, online forums, shared learning environments designed on the back of social constructivist perspectives are becoming available allowing students' opportunities to explore individual interests and build upon prior experiences in open learning spaces.

The potential of online environment to provide consistently, supportive environments may, however be weakened by students' inability to regulate the crucial aspects of their learning. The current body of research indicates that many students have difficulty regulating their learning without direct teacher support. As such, students dealing with hypermedia in online environments need to make decisions about many facets of learning including what to learn, how

to learn it, how much time is needed to spend on learning, how to access and use instructional materials, and to determine whether they understand the material.

Despite such challenges, continual research in this field has shown that the online inquiry learning environment reveals promise as a means of facilitating student conceptual understanding; however, to work successfully in this mode requires carefully tailored scaffolding supports for self-regulation to occur and to act as a substitute for teacher support and face-to-face guidance. Therefore, the nature of pedagogical support in the online self-directed environment requires concerted investigation by researchers to determine the condition required for successful implementation. To this end, the aim of this presentation is to review the current body of research to investigate three key aspects that support the theory on the positive effects of online inquiry learning in promoting students' conceptual understanding within the science domain. The three areas for investigation are: a) the nature of inquiry learning process; b) types of scaffolding provided; and c) how it supports students' conceptual understanding. The findings of this review will contribute to the growing knowledge in the field of technology and learning.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 11:00 - 12:00

Date: 4th December 2019

Location: E152

814

When teachers reflect...how does learning happen?

Janette Allen, Mary Guebala

University of Melbourne, Melbourne, Australia

Abstract

The teachers and leaders in Victorian state schools are required to participate in annual performance and development reviews. Within this construct they must provide evidence that they have successfully improved student outcomes. Key elements of this process, set out in “The Performance and Development Guidelines for the Teacher Class”, (DET, 2018, p. 11), are “reflection and goal-setting” and “reflect on practice”. In an earlier study of teacher perceptions of the process, (Allen, 2016, *Ticking boxes, kicking goals*) an unlooked for outcome was that teachers reported their participation in the research process itself had facilitated deeper reflection on their performance and development goals. The current research investigated the ensuing question: “How can teacher reflection be better supported?”

This study was conducted between May 2018, and February 2019 in a semi-rural primary school, with all five teachers, three ancillary staff and the principal participating. The researchers were two experienced primary teachers, unknown to the participants, working with ethics approval from the University of Melbourne. Narrative inquiry was used as both a means of reflection and a research methodology. The aim was to understand whether narrative inquiry as a process could enable reflection in ways that the participants valued, and whether this empowered their learning within the Performance and Development review process.

Positioning Theory was used to trace and analyse the emerging themes across the narratives. Positioning Theory builds understanding of the factors that enhanced or constrained the participants’ agency. One key finding was that the individual opportunity to reflect with unknown outsiders enabled and empowered participants to identify and work on their problems of practice. However, they generally did not find it made the Performance and Development process more meaningful. There were pressures from school-wide goal setting that limited capacity to individualise, and a lack of time to build trusting relationships constrained evidence-gathering to functional ‘tick-boxing’ rather than meaningful feedback exchange.

Overall, individual agency to create opportunities for reflection was shaped by participants’ perceptions of their rights and duties within, and beyond, the school. One implication of this finding is that building stronger relationships between all levels of the system may have potential to empower leaders and teachers to enrich local learning conditions. Further research is needed to understand the relationship between this form of reflection and other collegial settings for reflection, define the connection to improved student learning, and explore supportive policy possibilities.

Presentation

--Individual Paper--

791

'In class, on the ground ... contextual': Enhancing teacher agency through practitioner inquiry

Janet Dutton, Kim Wilson

Macquarie University, North Ryde, Australia

Abstract

In these times of test-based accountability, teachers are expected to be the gatherers and interpreters of school and classroom data and to function as part of larger initiatives to improve school achievement (Cochran-Smith & Lyle, 2009;). Classroom teachers often feel they have limited agency in improvement initiatives and are marginalised by hierarchical decision making (Somekh & Zeichner, 2009), time constraints (White et. al., 2018) or by their poorly developed skills in researching their practice (Ellis & Loughland, 2016). Practitioner inquiry emphasises the significance of teacher agency in bringing about changes to improve teaching and learning for all students. It therefore has the propensity to emancipate at three levels: student, teacher, and school (Hopkins, 2001). Becoming skilled in practitioner inquiry builds teachers' ability to reflect on and gather evidence about their practice, engages teachers in praxis affording coherence between practice and theory, action and reflection (Freire, 1985) with the resulting potential to improve learning outcomes for *all* students (James & Augustin, 2018).

The research reported in this paper identifies teachers' prior assumptions about practitioner research. It also explores if a professional learning supported cycle of inquiry might shape transformative changes in teachers' agency in relation to school improvement initiatives. Five online modules guided teachers through theoretical and practical skills to design and undertake small scale practitioner research to assemble evidence from their own practice and undertake cycles of reflective inquiry (Ellis & Loughland, 2016). The teachers' research cycle was supported at key junctures through online and in-person dialogue with the researchers.

Design Based Research (Gorad, Roberts & Taylor, 2004) was utilised given the project's concern with developing collaboration among researcher and practitioners in real world settings (Wang & Hannafin, 2005), challenging the 'academic as expert' research stance (Groundwater-Smith & Mockler, 2005, 2007) and on theorizing that emerges from both inside and outside the university. Qualitative data was gathered via a series of questionnaires, reflections and interviews prior to, during, and on completion of the *Practitioner Inquiry* professional learning project from volunteer participants from primary and secondary schools. Analysis of the data revealed context-related patterns relating to teachers' perceptions of practitioner research, agency and the role of time constraints in teacher practice and research. Shifts were observed in the way teachers viewed their skills in evidence based practice and how they perceived their role as a classroom based researcher. Ultimately teachers felt more empowered to bring about transformative change within the hierarchies of power typical of educational contexts.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 11:00 - 12:00

Date: 4th December 2019

Location: E153

1068

Motivation and Learning SIG Scholarship Presentation Session

Emma Burns

University of New South Wales, Sydney, USA

Abstract

Presentation ceremony for the 4 HDR and ECAs who received the 2019 Scholarships to attend the 2019 Conference. The presentation ceremony will be followed by a discussion of the papers and how they relate to recent updates in motivation and learning research.

Presentation

--Other--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B202a Flat Classroom

657

Deconstructing the (im)possibilities of sexuality among Indian immigrants in New Zealand

Vibha Tirumalai

The University of Auckland, Auckland, New Zealand

Abstract

Talking about sexuality is uncomfortable for many people in India and has long been considered taboo (Das, 2014; Yip & Page, 2013). However, many Indian young people living in western contexts engage in sexuality education in schools, and this is the case in New Zealand, where this study is situated. This study focuses on understanding the nature of conversation and attitudes around learning about sexuality among second-generation Indian youth and their first-generation Indian parents in New Zealand. My doctoral research will employ Derridian deconstruction to question the underpinnings of understanding sexuality and the perceived importance of sexuality education. Deconstruction will attempt to act as means of revealing the structures that give meaning to immigrant Indian understandings and embodiments of sexuality in Aotearoa New Zealand. Deconstruction demonstrates that what appears to be outside a given system is always already fully inside it (Caputo, 1997). For example, while sexuality is repressed, it is very much a part of the historical Indian culture because of its presence in the evident ancient Indian texts (Kamasutra), and in temple carvings. That which seems to be natural is historical. As Jackson & Mazzei (2011) contend, deconstruction happens in the event that participants produce the interpretation of sexuality (Youngblood and Mazzei, 2011). My analysis will focus on the ways

in which immigration potentiates shifts in the boundaries that mark the sexual realities my participants exist within. Derrida (1992) described deconstruction as “the experience of the impossible” (cited in Caputo, 1997). My presentation will explore how my research will engage the limits of sexual (im)possibility among first generation Indian immigrants and their children; what these boundaries produce and what they potentiate, rather than what they are or what they mean.

Presentation

--Individual Paper--

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

Abstract

Arguably, education plays a crucial role in improving individuals' socio-economic circumstances and is the key to reducing poverty and accessing lines of social mobility. This is particularly true for indigenous peoples around the world, especially when they are deprived of even the very basic education, resulting in lower performance levels, higher dropout rates in formal education and even lower representation in higher education.

However, despite suffering ongoing human rights violations, including ethnocide (Chakma, 2010) and genocide (Chowdhury, 2015), the indigenous Chakma minority in the Chittagong Hill Tracts (CHT) in Bangladesh have shown great resilience in achieving an inspiring 71% literacy rate. In the face of systematic land grabbing by Bengali Muslims, as well as political and social oppression by the nation state, for the Chakma, education has become the sole vehicle of retaining their Chakma identity through raising social awareness and self-determination. In particular, since the early 90s, the Chakmas have seen an upward mobility in pursuing higher education in Australia by securing Australian Development Scholarships. Some of these Chakmas later immigrated to Australia, calling it home. This study compares the diasporic

identity formation of two Chakma women, one of whom grew up in Rangamati, a district in CHT, and the other in Dhaka, the capital city.

Using a phenomenological approach involving in-depth, semi-structured interviews, these women shared the lived experiences of their spatiotemporal transnational journeys from CHT to Melbourne and how they see themselves as (*dis-*)connected to CHT, Bangladesh and Australia. The women displayed a strong and overt sense of Chakma identity both as individual and as part of the diasporic Chakma community. However, their attachment to Bangladesh appeared to be complex and often shifted from a construction of *ethnic* Chakma identity to *national* Bangladeshi identity and the *immigrant* Australian identity.

Keywords: *Education, ethnicity, minority, immigration, diaspora, identity*

Presentation

--Individual Paper--

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

Abstract

Young children's agency has been an evolving construct in the field of early childhood education (ECE), which has significant educational benefits for children's well-being, development, and learning and human-rights values. Agency supports children to be attentive and active (Johnston, 2004) and competent and confident learners (Carr & Lee, 2012). The United Convention on the Rights of the Child in 1989, positions children as having the right to be agents of their lives and to influence what matters to them. Te Whāriki (Ministry of Education, 2017), the New Zealand ECE curriculum focuses on equity and respect for children's rights and responsibilities and offers a framework for competent and confident learners who have agency to create and act in an empowering environment. Empirical evidence, however, is limited regarding how children freely enact agency for learning in such empowering ECE settings. In this presentation, I will describe how young children experience the freedom to be agentive for their own learning and how such agency supports them to be competent and confident learners. The data are drawn from an ethnographic study on children's agency for learning in ECE settings in Aotearoa New Zealand using a combination of Vygotsky's (1978), Rogoff's (1990, 1995, 1998, 2003, 2008), and Bandura's (1997, 2000, 2001, 2008) perspectives. I observed and video-recorded young children (2.5-5-years old) individually, in pairs, and in small groups in a kindergarten and an Education and Care centre for a 10-week period. I also interviewed parents and teachers, took children's photographs of their learning experiences, and collected documents related to their learning. Video-recorded episodes were transcribed where similar episodes were combined as a series of experiences and re-read to identify indicators of their agency for learning. Preliminary findings indicate that changes in children's agency over time support competent and confident learning depending on the opportunities available in different settings. Children's *agency for learning*, which, I argue is beyond their everyday experience of agency, is fueled by the freedom they are given and shaped by the socio-cultural context and their self-efficacy. Implications suggest considerable and continuous concern towards identifying the agentive learning process of children and acknowledging their uniqueness as well as valuing their diversity in a growing diverse society, such as Aotearoa New Zealand.

Presentation

--Individual Paper--

Educator perceptions of early learning environments as places and spaces for privileging social justice in rural areas.

Vicki Christopher, Michelle Turner, Nicole Green

University of Southern Queensland, Toowoomba, Australia

Abstract

The changing Australian context demands considerations of the critical influence of social justice within early childhood education. With multiple meanings attached to the term, varied understandings of what social justice is as a concept – and as a practice – exist. Early childhood education and care (ECEC) in Australia has long been associated with the concept of social justice, with historic foundations of ECEC existing within moral and philanthropic dimensions. While for many EC educators, notions of social justice remain central to their practice, a clear understanding of what this looks like is not clear.

The transformative influence of early childhood education is well established in the early childhood field – and beyond. These clear links between ECEC and its long-term outcomes, place a significant role in nurturing children’s development of positive identity and a sense of belonging. It is within the early years that children develop dispositions, which help determine their views of self and of others. By cultivating learning environments that promote social justice, early childhood educators are in a privileged position of empowering children to be informed; to promote social justice; and to advocate dignity for all.

Gaining a sophisticated understanding of early childhood educators’ perceptions of social justice, and their role in providing education for a socially just world, is necessary. A preliminary search of the literature for this pilot study reveals that empirical research in this area is scant. The research is important in bringing pedagogical conversations to the forefront regarding EC educator’s perceptions of their role in creating a socially just learning environment – and therefore educating for a socially just world. The study employed an interpretive qualitative method for data collection, analysis and interpretation of early childhood educators’ perspectives and reflections. Data collected through in-depth semi-structured interviews uncovered the perceptions of five early childhood educators working in rural settings in South West Queensland identified as experiencing significant growth in population diversity. The researchers carried out multiple layers of thematic analysis and interpretation of the interview transcripts to create rich narratives.

Findings of the research will be outlined in the presentation, as well as an evaluation of the pilot study design in determining the feasibility for a full-scale research project to further investigate

how early childhood educators working in rural settings, perceive early learning environments as places and spaces for social justice.

Presentation

--Individual Paper--

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 11:00 - 12:00

Date: 4th December 2019

Location: E259

423

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

Andrew Lloyd¹, John Guenther²

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

Abstract

Access to secondary education for very remote Northern Territory Aboriginal students is limited. Although many students attend distant boarding schools, very few stay to complete Year 12. Few families and communities are fully engaged in the whole transition process. However, one very remote Aboriginal community has partnered with an interstate urban boarding College resulting in Aboriginal students staying to complete Year 12 and seeking local employment pathways afterward. This study investigates how the elements within this partnership works by asking three questions: 1) How do two diverse communities communicate with each other?; 2) How does a boarding College both maximise educational opportunities whilst keeping students culturally safe? and; 3) How do both communities learn from each other? Seeking answers to these questions, using a qualitative methodology with a phenomenological design, two adults from the remote Aboriginal Community and six staff from a partner boarding College were

interviewed. Interviews were transcribed verbatim, thematically coded and deidentified. Findings were summarised into thematic clusters: (1) Communication; (2) Relationships; (3) Student Factors; (4) Learning; (5) Language and Culture; (6) Collaboration. Themes were also coded using a Bronfenbrenner Ecological framework to identify how two diverse communities work together within different layers of the partnership. Some key points include values of trust, cultural understanding and intentional vision within the *Macrosystem*; both-ways learning within the *Exosystem*; reciprocal relationship links within the *Mesosystem* and peer-peer relationships in the *Microsystem*. Implications include sustainability maintenance in the *Chronosystem* by developing reciprocal community visits, student opportunity in 'both worlds' and deepening cultural knowledge through learning exchanges. Limitations included small sample size not completely representative of the students, families, Elders and staff from both communities. This research offers a rare example of student achievement and the possibility to replicate some parts of this model with others on a similar journey.

Presentation

--Individual Paper--

20

Waking up to Memmi: A dwam of critical whiteness studies in school curriculum and pedagogy

Craig Wood

Griffith University, Brisbane, Australia

Abstract

Paulo Friere describes conscientization as the synergetic process teacher questioning and researcher cognizance. Tricia Kress describes the activist aims of critical praxis research as working towards self, other, and world transformation. In this performed research I seek to question praxis and take cognizance of whiteness in teacher praxis, with the intention of intervening in praxis and contributing to improved educational outcomes for First Peoples students.

Drawing from Albert Memmi's (1965) 'colonizer who refuses' and performed as a dwam, or the state of semiconsciousness preceding sleep, I uncover inscriptions of dominant, racialized narratives from my experiences as a child student and an adult teacher. As research method, my dwam demonstrates a way of disrupting western ways of knowing, to privilege timelessness and placelessness of imagination. In this realm past, present and future fuse as simultaneous moments, theory and practice occupy the same space where each challenges the other, theorists, multiple representations of self, and co-performers engage in dialogue, gaps in data that are drawn from memory are reflexively embraced, multiple truths are crystallized, and critical insight into praxis is deepened

Presentation

--Other--

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. ²ACHER, Melbourne, Australia

Abstract

With assessment playing an essential role in improving education (Kippers, Wolterinck, Schildkamp, Poortman, & Vischer, 2018; OECD, 2008; Penney, Brooker, Hay, & Gillespie, 2009), there has been increased attention on assessment practices, particularly in light of the tensions between assessment *for* learning and assessment *of* learning (Coombs, DeLuca, LaPointe-McEwan, Chalas, 2018; Deneen, Fulmer, Brown, Tan, Leong, & Tay, 2019; Hume & Coll, 2009;

Kippers et al., 2018). The role of assessment in secondary classrooms in Australia, in particular, can be a site of struggle for many teachers as they negotiate their beliefs about assessment within an education field that increasingly promotes and values a culture of testing (Deneed, et al., 2019). With high-stakes assessments and reporting regimes in upper secondary schools (Cumming & Maxwell, 2004), secondary teachers in Years 7-10 must negotiate their sense of autonomy to practice and implement new forms of assessment in light of a culture of testing and accountability. Given recent policy developments worldwide that focus on data-informed teaching that include both assessment *for* learning and large-scale assessment *of* learning approaches, teachers have varied understandings and approaches to assessment (Coombs, et al., 2018).

Drawing on the concept of policy enactment (Ball, Maguire, & Braun, 2012) and Bourdieu's thinking tools of field and habitus, this study examines secondary teachers' beliefs on assessment and reporting practices. By investigating how teachers negotiate assessment and reporting guidelines, as shaped by both their habitus and the collective/institutional habitus of their schools, this study explores teachers' understanding, negotiation, resistance and acceptance of varying assessment approaches. A preliminary thematic analysis of the collected data from a Qualtrics survey, with 101 secondary teacher respondents and semi-structured interviews with 10 teachers, suggests that while there is an increasing push for more accountability and structure to assessment and reporting practices in Victoria, there are tensions between institutional and individual approaches to assessment practices that reflect the tensions between teacher autonomy and external accountability. The findings suggest that a number of the participating teachers actively resist a neoliberal approach to 'institutionalised' assessments as they position classroom teachers as incapable of designing meaningful, valid, and reliable assessment tasks for their students. Additionally, the findings reveal that while the participants opine that most Victorian teachers know how to design assessments, particularly when it comes to designing tests that assess *knowledge* rather than *skills*, they have limited understanding of how to interpret this assessment data and promote skill development.

Presentation

--Individual Paper--

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

Abstract

In Australia, like other parts of the world, the debate on how to enhance teacher use of assessment data to inform learning and teaching of English as a second or additional language (ESL/EAL) has been the subject of much academic scholarship. Teachers are expected to design and implement a range of assessments to drive learning and teaching. However, the central problem in EAL teaching is the variability of classroom assessment practices, resulting from diverse teacher assessment knowledge, skill and beliefs as well as external constraints. To address this concern, scholars in second language teaching have proposed the complementary use of a large-scale computer-based (online) formative assessment to meet the needs of teachers and providing more standardised on-demand assessment tools for areas of learning which are more difficult to assess, for example, reading and vocabulary development. Such a complementary form of assessment can be constructed in such a way as to promote assessment for learning (AfL) in the contemporary school system.

This paper reports the preliminary findings of the evaluation of an externally provided computer-adaptive assessment tool, based on AfL principles, a key component of a large-scale commissioned project called “Tools to Enhance Assessment Literacy for Teachers of English as an additional language (TEAL)”, for all Victorian schools. Specifically, the TEAL project includes an on-demand reading and vocabulary assessment tool for English as an Additional Language, (called RVEAL), which is intended to enhance the teacher-based assessment of the reading and vocabulary development of EAL students.

The paper explores teachers’ beliefs about assessment and teachers’ knowledge and skills as influencing factors in the teacher evaluation of RVEAL tool. The participants in the study comprised K-12 EAL specialist teachers in government schools, selected through a purposeful sampling technique. Data generated through semi-structured interviews (via zoom) was subjected to content analysis. The findings from the resulting data analysis provide useful insights into teachers’ beliefs about AfL, and factors contributing to the practicality, usefulness and trustworthiness of the assessment tool. Drawing on theoretical explanations of classroom assessment practices, the findings have been used to develop a Teacher Assessment Tool Evaluation Questionnaire (TATE-Q) for further empirical investigation of the impact of the instrument on teacher assessment practices and language teaching and learning. This paper

concludes that engaging teachers is essential to evaluate assessment instruments and presents implications for assessment design, teacher assessment practices and language education.

Keywords: Adaptive testing, AfL, evaluation, formative assessment, validation

Presentation

--Individual Paper--

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B201a Flat Classroom

1069

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 Dawns³

¹The University of Queensland, Brisbane, Australia. ²Tara Shire State School, Tara, Australia. ³North Rockhampton State High School, Rockhampton, Australia

Abstract

The paper explores how professional development from Future Makers around STEM fosters opportunities for teachers to exercise agency, and how such practices create spaces for students' agency and engagement in science. Teachers partnered in the study will talk about their experiences with examples from the classroom context. The research team will draw on the partner teacher experiences and the pilot study analysis of agency to inform how to support them to develop agency around implementing STEM resources in the science classroom. In the pilot study, semi-structured interviews were conducted with primary science teachers who participated in professional development around embedding STEM inquiry in the science classroom. Teachers were identified on a continuum from low to high agency. Coding of semi-structured

interview responses was used to determine the frequency of high, moderate or low agency demonstrated by the teachers. Quantitative analysis showed that most teachers demonstrated high agency, however there were a small number of instances of low agency noted. Interview responses were used to provide further insight into the use and level of agency by teachers as well as how that agency subsequently created spaces of engagement for students. Analysing teacher agency in the context of enacting an intervention not only will help us understand how change is re-contextualized but also how such re-contextualization creates spaces for student learning and engagement in STEM. This analysis also provides information on how to support teacher and student agency around STEM in the science classroom. This has meaningful implications for the implementation of innovations from professional development.

Presentation

60 minutes

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

Thilinka Wijesinghe

Southern Cross University, Gold Coast, Australia

Abstract

In the era of the Anthropocene, the fast depletion of natural resources and disastrous environmental damage are causing harm to the entire ecosystem. Children enter a world

established by others, which they have no real choice but to accept. According to Levin (2004), children are absent from any vision of the future because the vocabulary of classical liberal and libertarian thinking leaves little room for them.

This PhD study aims to understand how Speculative Drama, a relatively new field of study, can be engaged to understand children and young people's future worldviews regarding Climate Change. The research focus is on children's agency and explores the importance of children and young people engaging as critical participants in their own futures.

Children's worldviews as well as their voices and participation will be crucial to achieving sustainable action. A posthuman theoretical framework underpins this participatory study. Working with young people as co-researchers in mobilizing educational practices that operate outside of anthropocentric and scientific frameworks (Rousell, Cutter-Mackenzie, & Foster, 2017, p. 657) aims to enable children and young people to understand the dynamics of research as well as empowering them. Working with children as a community of embodied artists honours their creative authority (Cutcher & Boyd, 2016, p.5) by introducing speculative drama as a medium to express their future worldviews. This cross disciplinary research study is at an early stage and seeks to provide an analysis through literature and theory on how the medium of speculative drama may serve as both a critical and creative platform.

References

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Presentation

--Individual Paper--

1052

Learning and teaching in climate precarities

Chi Tran

Swinburne University of Technology, Melbourne, Australia

Abstract

Individually, one's life might be full of ups and downs, happiness and sorrow. Nationally, one country may face with different times with development or challenges with changes in every corner of society. Globally, humans are confronting with a precarious existence, lacking in predictability, security, material or psychological welfare in which climate change has emerged as a significant contemporary issue. Among precarious states of the Anthropocene, there is little doubt that climate change is the world's greatest threat to both human and "more-than-human" beings (Malone, Truong, & Gray, 2017). Climate change is an interdisciplinary issue involving many dimensions including science, economics, society, environment, politics and ethics.

We have been therefore living in precarious state of Earth. Living in an epoch of extreme planetary catastrophes will have negative consequences for children, especially those in the majority nations because their lives and futures will be the most disrupted. Malone (2018) claimed that the monstrous stories of climate change impacts on children who will be living on the damaged planet with living and dying ghosts and monsters need to come up with new ideas to live with others in the yet-to-be known future.

Climate change education has recently emerged as a field of education (Cutter-Mackenzie & Rousell, 2018) and because "we cannot solve problems using the same kind of thinking that created them" (Nordic Environmental Social Science, 2013), researchers call for open-ended pedagogy which pushes the disciplinary boundaries (Snaza, 2013) in the context of changing unpredicted climate.

This presentation will aim to map the emerging philosophical, theoretical and methodological framework in which researchers and educators seek to interrogate and reconstruct current educational practices and approaches in precarious times of changing climate. It will also present how teachers and children respond and adapt to the unpredictable climate in their daily life. How teachers and students come up with new ideas and new questions through learning and imaging together outside of formal education settings and from their own experience of precarious state will be further discussed. The question of how they raise the ideas to reimagine and reconsider possibilities towards the emerging educational practice that would be messy and undisciplined in teaching and learning climate will also highlighted

Presentation

30 minutes

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

Abstract

A range of texts co-ordinate the work of teachers in how they represent sexualities as a part of their everyday work in Australia. Institutional ethnography is described by Smith (2005) as ‘a sociology for people’ revealing how things are constructed in everyday life. By mapping the connections between professional practice, policy and the everyday lives of teachers it is possible to create a ‘picture’ of how sexualities are represented. As teachers are searching for an authoritative voice to support their pedagogies, some refer to non-existing policies, and a range

of social and institutional texts. Education authorities must be aware that teachers are ‘looking’ for policy and curriculum support.

In the context of national agreement by government education Ministers that equitable education be provided including diverse sexualities (Ministerial Council for Education, Early Childhood Development and Youth Affairs, 2008), the educational experiences for young people in Australia continue to be less than equitable (Hillier, Jones, Monagle, Overton, Gahan, Blackman, & Mitchell, 2010). The aim of this research is to understand how texts influence the work of teachers as they represent genders and or sexualities as part of their everyday work. The term ‘texts’ is used to describe a broad understanding of the concept of text to include: books, policy, procedures, posters, newsletters, curriculum, teacher and whole school planning documents and others as they arise (Smith, 2014). In a previous study by the author, teachers revealed that they referred to non-existing policy to support their pedagogical responses or they hoped for curriculum support. This prompted further investigation into the texts that shape the work of teachers and how they, imagined or not, interact with and between the teachers and the institutions in which they are employed. The significance of this research highlights to policy and curriculum makers, and political and institutional shakers and movers, that teachers are unsure about what to do when LGBTIQ+[1] themes and issues arise, and that they are ‘inventing’ their own, and or looking for clear, accessible policy and curriculum to provide support and guidance in their decision making.

[1] LGBTIQ+ is an acronym used to describe a range of genders and sexualities. The plus acknowledges there is a diverse range and fluidity of genders and sexualities within individuals, but also the plus acknowledges the shifting cultural definitions of genders and sexualities.

Presentation

--Individual Paper--

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

Abstract

Gender equality in science, technology, engineering and mathematics (STEM) fields is yet to be attained, with women leaving the STEM career pipeline at higher rates than males. With the Australian government recently announcing a decadal plan for women in STEM, efforts to close this gender gap are a priority for researchers and policy makers. However, the gendered experiences of Australian undergraduate STEM students remain poorly understood. 36 papers were identified in a systematic review conducted in 2018 that focused on gender differences and university STEM students. There were several gaps in the Australian literature identified following this review. These gaps highlighted the lack of Australian research on the emotional domains of belonging and identity in undergraduate science students. As a consequence, a study is underway to explore how issues of gender impact the persistence of female students in the STEM educational and career pipeline. Preliminary findings suggest that science identity is higher in female students in science disciplines with increased female representation (e.g. biology, chemistry) and that overall higher levels of science identity and belonging are correlated with persistence in science degrees for female students. Both male and female students believed that there were no issues of gender in science, yet paradoxically female students commonly identified experiences of implicit discrimination. Findings from this research aim to help science educators develop more effective intervention programs to help women persist in the STEM pipeline.

Presentation

--Individual Paper--

Poststructural Theory

Poststructural Theory

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B202b Flat Classroom

Contesting chrono-ableism: Neuroqueer refrainic refusals in young children's musical compositions.

David Ben Shannon

Manchester Metropolitan University, Manchester, United Kingdom

Abstract

This paper draws from a fourteen-month, in-school research-creation project with 6-7-year-olds in Leeds, England to explore the ways music composition and electrodermal activity (EDA) may facilitate inclusion along the modulating, intersectional boundaries of intellectual dis/ability.

Method

Research-creation is the interrelated practice of art, theory and research in event (Truman and Springgay, 2015), by which the process of artistic practice *is* the research and the artistic product is a proposition for further thinking-composing (Truman and Shannon, 2018). Some students wore EDA-generating devices.

Theoretical Background

In conversation with Deleuze and Guattari's refrain, this paper draws from affect, queer, and crip/neuroqueer theories to consider how Autistic practices are rendered as 'noise' as part of an ablenationalist (Snyder and Mitchel, 2010) project of maintaining cure as the only conceivable dis/abled future. For Yergeau (2018), the behavioural natures of Autism diagnostic narratives withhold animacy (Chen, 2012) from Autistic practices: 'Symptoms' of Autism, such as stimming, are action-less movements, automatic noise. Research using EDA (*e.g.* Goodwin *et al.*, 2018) relies on this noising of Autistic practices and automaton-like rendering of the Autistic person in its claims to predict (and prevent) Autistic behaviours. Concomitantly, some research instrumentalizes Music to reduce the presentation of Autistic practices (*e.g.* Whipple, 2004), while other research establishes a mythical savant-like figure, from whom 'Musicality' is withheld from the autistic person due to their automatism. These portrayals of Autism rely on ablenationalist notions of minimum capacity: automatic/Autistic practices (neuro)queerly fail to pass as 'human', and so the future Autist must be successfully 'neurocloseted' (Yergeau, 2018). This 'chrono-ableist' (Shannon, 2019) understanding situates dis/ability as a site of 'no future' (Edelman, 2004; Kafer, 2013).

Outcomes

Deleuze and Guattari (1987) conceptualize the refrain as a territorializing mark that is a priori to time. I think and compose with the refrain and the process of composing *Walking in Leeds on a Windy Day*—specifically three scatting improvisations—to consider the ways that dis/abling and racializing assemblages congeal and affectively stick to specific bodies (Ahmed, 2004). Concomitantly, I argue that noisy inhuman refrains might refuse ablenationalist notions of Music that emphasise volition (Kim, 2015). In indexing time, these refrains draw a cross-temporal contour (Bertelsen and Murphie, 2010) that momentarily, fabulously, bursts out of the chron-ableist neuro-closet.

This presentation will include excerpts from *Walking in Leeds on a Windy Day*: https://www.dropbox.com/sh/eqopcj73an4rnqw/AADdwLbMeGVtHZuQ0eq_2660a?dl=0

Presentation

--Individual Paper--

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

Abstract

The notion of school climate, and the associated notions of school ethos and school culture, have become ubiquitous in educational discourse in the past twenty years. For example, the Victorian

Department of Education's (VicDET) Framework for Improving Student Outcomes (FISO) includes 'positive climate for learning' as one of its four priority areas for school improvement. While school climate, or ethos or culture are widely cited as significant for the outcomes and flourishing of students and school communities (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013, p. 369), the features of a positive school climate are politically contested and empirically problematic (Manchester & Bragg, 2013).

In this paper, we are interested in climate as a *concept* – its movements, trajectories, intersections with other concepts – for example, 'wellbeing' and 'risk'. In materialist philosophies, a concept like climate, is not presupposed and pre-ordained as a category but, rather, zigzags and passes through other problems, concepts and planes, metamorphosing as it moves (Deleuze & Guattari, 1994/ 2009, p. 18). Rather than seeking to *define* school climate or to suggest other ways to *measure* it, we are interested in how school climate has emerged in and through educational policy and school 'reform' practices. We deliberately use this contested and problematic concept – *climate* – to explore questions about the politics of forming and naming a climate, including both the effects and affect of measurements that escape and exceed institutional measurement processes. What does measuring school climate *do* in and to schools and how might analyses of school climate be done differently in order to matter differently?

We conclude our paper by sharing some of our emerging work with a community school that aims to develop new creative experimental approaches in research in schools, using conceptual and empirical tools from affect theories and contemporary feminist new materialisms that move beyond representational approaches.

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Presentation

--Individual Paper--

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

Abstract

The internationalization of higher education in Canada is happening rapidly. Internationalization is primarily driven by economic reasons (Luke, 2010). It needs to focus on socio-cultural aspects, preparing graduates who are globally-minded citizens (Khoo, 2011). However, little is

said about how to promote global-mindedness. This study examines how global-mindedness is fostered through study abroad programs at a Canadian university. Three questions are addressed:

- What motivates students to participate in study abroad programs?
- How do they perceive global-mindedness?
- How is global-mindedness fostered through study abroad practices?

Global-mindedness is conceptualized as being open-minded, awareness of one's own prejudices, and a willingness to interact with different people (CIMO, 2010). Andreotti et al. (2015) critiqued this one-dimensional conceptualization of global-mindedness for its cognitive focus on learning about others. They proposed a multidimensional concept of global-mindedness that considers how individuals "think about and engage with otherness and difference in contexts characterized by plurality, complexity...and inequality." This concept has cognitive, affective and performative dimensions, about what we know, how we feel and what we do. This study adopted global-mindedness as a multidimensional construct.

Data were collected from analyses of national and institutional internationalization policies and individual interviews with 20 Canadian undergraduate students. Each interview lasted 60 minutes. The interviews were analyzed by thematic codes. Results of the study reveal that many participants participated in study abroad programs for instrumental purposes such as easy credits and future employability. They took a tourist approach to focus on learning about others cognitively. They often interacted with Canadian peers and expats. Some developed empathy after living in poor countries. However, a mere understanding of or mere empathy for the other is unlikely to be sufficient. It runs a risk of "reverting to ethnocentric rather than globally minded" (Andreotti et al., 2015). Only one out of twenty participants engaged a performative dimension of global-mindedness.

This study addresses knowledge gaps related to internationalization, specifically study abroad policy. It includes students' perspectives on study abroad, bottom up perspectives. Moreover, it problematizes the notion/practice of study abroad: we are encouraged to rethink why the majority of students engaged global-mindedness from cognitive and affective perspectives in their study abroad programs, but few from a performative perspective. Although this study focuses on the experiences of students at a Canadian university, what we have learned sheds lights on study abroad to influence universities' internationalization policy and practice internationally, given internationalization of higher education is becoming a global phenomenon.

Presentation

--Individual Paper--

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

Abstract

I share initial findings from the pilot study for a comparative analysis of recent global education policy shifts in Oceanic contexts, from critical globalization and decolonial perspectives (Nederveen-Pieterse 2015; Mignolo 2007). The global sustainable development goals (SDGs) espouse paradigmatic shifts in aiming to improve on global social policies of the Millennium Development Goals and Education for All, with education consistently attributed prominence as an ‘enabling’ goal, tied to principles of social justice including gender and other aspects of equity. These shifts include recognition that ‘development’ should pertain to all contexts, not just economically poor nations, and that identifying strategies is not just the province of ‘high-level’ stakeholders. A third shift articulates that each of the 17 SDGs should work in concert to support improved quality of life, rather than in separate silos.

I ask: (how) are these (re-)acknowledged principles - of universal applicability, shared responsibility and integrated sector strategies - being pursued in Australia and its near region, almost one third of the way toward the SDGs’ 2030 deadline? Investigation includes asking which education and international development policy actors are involved, and how, with the aim of contributing to understanding processes for equitable and relevant education of good quality. I employ critical discourse analysis, and a focused ethnographic approach within comparative case studies.

This research, currently underway, is the pilot stage, in which I investigate Australian contexts, and includes document analysis of a corpus of multilevel policy documents. The next stage will

include a survey and supplementary interviews with education policy actors. Comparative document analysis and fieldwork will then be undertaken for post-colonial Papua New Guinea and Vanuatu.

Australia released its first voluntary review of progress toward the SDGs in 2018. Official aid to education featured in the evaluation of national performance on SDG4, in parallel with work domestically. Beyond organizational reporting, there is a paucity of comparative, critical scholarship of their multi-scalar (traversing global, regional and national contexts) influence in the Oceanic or Pacific region to date. The Australian government expressed commitment to the SDGs, indicating substantial leadership aspirations. A 2015 review, however, noted of Australia's own relatively recent paradigmatic shift, in relation to the nature of its assistance, that such attempts at repositioning have not taken hold. In addition to the value of comparative, multi-level investigation, such apparent tensions demonstrate the need for continued, systematic investigation of policy engagement and processes associated with Australian Aid and the SDGs.

Presentation

--Individual Paper--

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

Abstract

Information and communication technologies (ICTs) have become usual entities in all aspects of life. Education is a socially-oriented activity and quality education has traditionally been associated with teachers having good personal contact with learners. ICT can be used as a core or a corresponding means to the teaching-learning process. The use of ICT in education lends itself to a more student-centred learning settings. With the world moving rapidly into digital media and information, the role of ICT in education is increasingly becoming more important. ICT refer to the form of technologies that are used to transmit, store, create, share or exchange information. It can play a dynamic role in technical education sector during delivery of learning materials as learners can access knowledge and improve their skills from anywhere and anytime. The purpose of this study was to determine the impact of ICT use in teaching-learning process at the technical institutions of Bangladesh. Survey research design was adopted in the study by the researcher where the teachers of government polytechnic institutes of Bangladesh were considered as population. There are 52 government polytechnic institutes in Bangladesh and the size of the population is almost 1,500. Eight polytechnic institutes were selected from eight administrative divisions. In Bangladesh, instances of ICT use in technical education are not many. Thus, for the convenience of the study, a purposive random sampling was used to obtain a sample of 120. A structured questionnaire was used for collecting data. The questionnaire was validated with experts' opinions. The data were tabulated in the form of frequency distribution, percentage and weighted average. Collected data were analyzed by the method of inferential statistic and other quantitative approaches and presented in tabular and graphical forms. The research revealed that the use of ICT in teaching-learning process made teaching and learning quite easy, interesting, and time saving than that of traditional way of teaching-learning. More than 70% of technical education teachers strongly agreed that ICTs are essential for enhancing the teaching-learning performance at the polytechnic institutions. The research also suggested stimulating factors such as motivation and attractiveness, which need to be considered in designing ICT-based teaching-learning at the polytechnic institutes of Bangladesh.

Key words: Information and communication technology (ICT), Teaching-Learning, Technical Education (TE), Polytechnic Institutes, Bangladesh.

Muhammad Rashedul Huq Shamim, Assistant Professor & PhD Researcher, Department of Technical and Vocational Education (TVE), IUT, OIC, Dhaka, Bangladesh. E-mail: mrhuq09@iut-dhaka.edu

Presentation

30 minutes

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

Abstract

In light of Web 2.0 advances in educational contexts, blended learning (BL), an effective delivery method in language classrooms, can make use of advantages of both face-to-face learning and online learning. However, EFL lecturers in Vietnamese universities have not taken advantages of online learning in BL environments; moreover, how to effectively manage students' online learning is still considered as their top concern. This study aims to explore EFL lecturers' purposes of implementing online learning and their strategies of managing students' online activities in Vietnamese BL environments. Semi-structured interviews were employed with 10 EFL lecturers in different Vietnamese universities. The results reveal that online learning was mainly delivered via a university-based learning management system and optional Web-based resources to support face-to-face learning. The weightings of online learning are specified in the course syllabi according to students' English levels, assessments or learning stations. EFL lecturers implemented online learning to serve 14 educational purposes outside classrooms. In addition, six online learning activities were employed to support students' face-to-face learning inside classrooms. Due to different university-based policies and varied teaching experience, EFL lecturers in Vietnamese universities applied 13 pedagogical strategies to manage students' online learning in BL environments. The study ends with some recommendations for an effective management of EFL students' online learning in Vietnamese BL environments.

Key words: blended learning, management strategies, online learning, EFL, Vietnamese

Presentation

30 minutes

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

Abstract

This paper has three parts. First, findings from recent survey research show how school teachers balance performance improvement agendas and student wellbeing concerns. Second, in response to these survey findings, this paper describes the startup initiative of the Teachers of Australia social media campaign, which is designed to champion the teaching profession. Third, preliminary interview data from the Teachers of Australia project is presented to show how teachers balance academic agendas and student wellbeing.

Mixed methods survey research conducted among 177 primary and secondary school teachers revealed that although teachers value student well-being initiatives, they are experiencing very real tensions dealing with student mental health concerns and academic performance targets. One teacher described this tension to be like “tightrope walking between two pitching ships in storm.” Survey findings also revealed that teachers often take it upon themselves “check in” with

students, prioritising wellbeing to support academic performance, showing that they play a critical role in helping students strike a balance between these competing imperatives. Yet, current assessment driven federal reform initiatives where standardised data is published have resulted in a name-and-shame comparison culture, which has contributed to an erosion of respect for the profession. With mental health concerns on the rise amongst young people in Australia, the role of the teacher has never been so important. Teachers are a critical contact point for young people, and their work needs to be appreciated. In response to these survey findings, the University of the Sunshine Coast launched a social media campaign to champion the great work that teachers do. By putting faces and stories to the profession, this campaign aims to generate a groundswell of good news that answers the teacher-blame that dominates mainstream press. Additionally, using phenomenological and narrative inquiry methods, we are interviewing teachers to listen to their experiences and stories of how they strike the balance between academics and wellbeing. Findings from qualitative data analysis point to vital social, emotional and cultural competencies needed to strike this balance well.

Presentation

--Individual Paper--

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

Abstract

This presentation will outline a current constructivist grounded theory study designed to better understand the experience of early career teachers (ECT) teaching students with diverse learning needs in general education classrooms. Preliminary findings will also be discussed. Inclusive education, grounded in the notion of social justice and equity, is an expectation of Australian schools and classrooms. As such, ECT are expected to effectively cater for the diverse learning needs of all students in their classroom from day one of their teaching profession. Early career teachers are expected to be “classroom ready”, meaning they must be confident and competent in

the “complex skills... knowledge and teaching practices” (TEMAG, 2014, p. xiii) needed to meet the expectations of the Australian Professional Standards for Teachers (AITSL, 2011) from graduation. This also implies an understanding and ability to develop positive relationships, and work in collaborative partnership with a range of educational stakeholders to ensure appropriate and equitable teaching and learning for all students. Exact numbers are difficult to ascertain; however, the early years of teaching can also be a time when ECT choose to leave the profession, with heavy workload and lack of support commonly identified as a reason. While research has focused on the perceptions, actions, and or behaviours of teachers, there has been less focus specifically on the lived experience of ECT professional practice as related to teaching and learning for a wider range of diverse learners in general education classrooms. As a qualitative study utilising a constructivist grounded theory methodology, data has been collected through intensive interviews with self-nominated ECT teaching in general education classrooms. A brief explanation of the research methodology and methods will also be provided in this presentation. An expected outcome of this grounded theory research is the development of substantive theory of the day to day lived experience of early career teachers teaching students with diverse learning needs in general education classrooms. This will contribute a deeper understanding of early career teacher practice in inclusive educational settings and in turn can be used to inform school and jurisdictional policy to ensure early career teachers are appropriately supported to implement inclusive and equitable teaching practices throughout these important professional years.

Teacher Education Ministerial Advisory Group (TEMAG). (2014). *Action now: Classroom ready teachers*. Retrieved from: <https://www.education.gov.au/teacher-education-ministerial-advisory-group>

Australian Institute for Teaching and School Leadership (AITSL). (2011). *Australian professional standards for teachers*. Retrieved from: <https://www.aitsl.edu.au/teach/standards>

Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B301 Flat Classroom

552

HOW COULD AN EDUCATIONAL INTERVENTION INFLUENCE STUDENTS' CREATIVITY AND ADAPTABILITY SKILLS?

Ayomi Irugalbandara

Queensland University of Technology , Brisbane , Australia

Abstract

Creativity and adaptability are widespread concerns in 21st-century education. However, in Sri Lanka, specific life skills such as thinking creatively, the ability to creatively solve

problems, lifelong learning and reasoning and the ability to plan and apply their knowledge are not explicit in the curriculum (Sedera, 2016; The National Education Commission, 2014; World Bank, 2011; 2017). In 'creative subjects' such as drama, transmission takes a teacher-oriented approach and does not encourage the students to perform individually or collaboratively. This study, the first of its kind in Sri Lanka, has sought to develop creativity and adaptability in Sri Lankan school students. It is the first study to explore an experimental approach to improving drama curriculum and teaching in Sri Lanka through an intervention aimed at improving the creative learning. I implemented an intervention program using process drama techniques for the development of creativity and adaptability skills in students aged 11-12, who take drama as a subject in the grade seven school setting. Its method was a non-randomised control group design with three groups; an intervention group, a control group and an active control group to examine and evaluate an intervention. The program was implemented during twelve consecutive weeks, in weekly two-hour drama sessions by two drama teachers in the intervention schools. Intervention group teachers received prior training in a workshop style setting and, during the intervention program received further training. Intervention students included 57 grade seven drama students and the control group and active-control groups were both cohorts of 50 students. Other data included pre and post-test measures for qualitative data, forty lesson observations and in-depth interviews with twenty teachers, and two students focus groups. Qualitative results suggest a substantial development in the intervention group students. This study adds to the corpus by exploring how Sri Lankan teachers are interpreting and enacting creativity and adaptability.

Presentation

--Individual Paper--

586

Towards a Better Understanding of Quality of Evidence Use

Mark Rickinson, Connie Cirkony, Lucas Walsh

Monash University, Melbourne, Australia

Abstract

There is a growing expectation in Australia and internationally that teachers and school and system leaders will use research evidence to underpin and inform their improvement efforts (e.g., White et al., 2018; Nelson and Campbell, 2019). But what does it mean to use research evidence *well* as an educator or a leader? And how can we move from a focus on the quality of the evidence to a focus on the *quality of the use*?

In his recent book on *The Politics of Evidence*, Parkhurst (2017: 170) argues that ‘To improve the use of evidence in policy requires an explicit engagement with the question of what constitutes better use from a political perspective’. This paper aims to do exactly this but in relation to education – that is, to engage with the question of what constitutes better use of evidence from an educational perspective.

It will present early ideas emerging from the Q Project, a new 5-year study that focuses on improving the use of evidence in Australian schools. The starting point will be that understanding quality of evidence use needs to encompass both quality of evidence and quality of use. To date, there has been long-standing discussion and debate about what counts as quality evidence, but far less deliberation about what counts as quality use. This is changing as certain researchers within and beyond education have started to explore the issue of evidence use quality (e.g., Earl and Timperley, 2009; Farley-Ripple, 2015; Rutter and Gold, 2015; Brown and Rogers, 2015; Parkhurst, 2017).

Drawing on analysis and synthesis of such work across education, health and social care, this paper will outline a conceptual framework for making sense of quality evidence use in schools.

Quality use will be framed in terms of two core components (i.e., appropriate evidence and thoughtful use) and four enabling components (i.e., skillsets, mindsets, relationships and systems). Through elaboration of these early ideas about quality use, this paper will invite feedback and discussion about how this framework might be further developed in collaboration with schools and school systems.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B302 Collab Learning Space

821

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

Elizabeth Hartnell-Young¹, Dahle Suggett², Nives Niballi¹

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

Abstract

This interactive workshop will critically examine networks in education and identify the characteristics of networks most linked with gains.

For two decades governments, universities, and not-for-profits have embraced networks to enable schools to achieve greater levels of improvement through collaboration with other schools and community than when working independently. Collaboration through networks balanced by autonomy in decision making is now a pervasive administrative strategy. This taps into notions of horizontal and reciprocal non-hierarchical forms in public administration theory and the benefits of engaging more actors in constructive solutions.

More recently the notion of ecosystems has emerged where actors and stakeholders work together in looser arrangements for a common purpose that will not be met as well through conventionally structured relationships. New roles have emerged – ‘boundary spanners’, brokers and mediators who build and sustain the new relationships.

An underpinning theory of action links network activities with improved student outcomes and enhanced professionalism but the evidence of improvement has been relatively mixed. An examination of networks established by government in Victorian education since 2003 shows widely varied models ranging from department funded and voluntary school-led networks to well-funded mandatory system-led networks and 'communities of practice'. Evaluations typically have mixed results.

In this workshop, a short presentation on an evaluation of *The University of Melbourne Network of Schools (UMNOS)* (Hartnell-Young and Nibali 2019) and the experience of workshop participants will provide the basis for an exploration of the characteristics of effective networks, such as:

- The importance of establishing the strategic purpose. This might range from co-operation to co-ordination to collaboration, The need for network membership to include the skills and agency for making decisions. What form of network engenders intrinsic motivation for decision making and change?
- Timing. A network needs to be established at the right place in the ‘value chain’ of improving outcomes: are networks established where they add most value to outcomes?
- Investment. The crucial importance of facilitative/support structures; are both material and relationship costs taken into account?

Hartnell-Young, E., and Niballi, N., (2019) *Its Collaboration not a course, Evaluation of the effectiveness of The University of Melbourne Network of Schools 2014-17*, Assessment Research Centre, The University of Melbourne.

Presentation

60 minutes

Technology and Learning

Technology and Learning

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B304 Collab Learning Space

208

Cross-curriculum teaching and learning in primary education through the use of technology.

Anthony Jones

University of Melbourne, Melbourne, Australia

Abstract

Most Australasian students and teachers use technology, however this does not make them adept technology users in education, as research suggests there is little transfer of social media technological skills into classroom learning and teaching. Often technology is seen as a subject with no connections to other curriculum areas. Findings from two small research projects suggest that many teachers do not attempt to use technology as a cross curriculum element of primary school classroom teaching and learning.

Results from research projects that have investigated cross curriculum use of technology are presented. In one project teachers were observed and interviewed on their perceptions of assessing student multimedia products across several subjects. Students created a multimedia “mathematical story”, and teachers discussed the feasibility of assessing it for language, mathematics and technology. Data was collected from computers, video-recorded lessons and interviews.

During 2018 students and teachers from two primary school classes were observed during weekly Scratch coding classes. The researcher was an assistant who moved around the room responding to student requests for help with coding. At the beginning and end of lessons he sat out of sight of students without actively participating in the teacher-student discussion about what was planned and later what had occurred. Notes were made and after the lesson were checked with the teacher.

Both teachers in this project were approximately the same age (mid thirties) and had similar teaching experience, but they demonstrated different teaching approaches and expectations of their students. Teacher M was traditional and in the lessons observed only taught coding, while Teacher L deliberately attempted to link coding components to other curriculum areas, including language, mathematics, science and logic. Many Scratch coding blocks require user input, for

example “turn _ degrees” and “point in _ direction “. Teacher M demonstrated how the blocks worked and suggested the inputs required. Teacher L used possible inputs to introduce students to concepts such as circular rotation, and the mathematics of the four compass points. At the start and finish of each coding lesson she discussed these and other concepts even though they were beyond the curriculum level of the students. She also linked coding block inputs to language, geography and science.

These projects and other teaching and research experiences suggest that many curriculum areas are suitable for integration with technology. Unfortunately this remains a problem for many teachers.

Presentation

--Individual Paper--

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

Abstract

This paper outlines how schools and school systems tend to choose a dominant digital ecosystem for use in teaching and learning and argues that such exclusive alignments tend to limit student and teacher choice to the detriment of learning outcomes. Since the 1980s, technology companies have identified education as a market for their products. As early as 1978, Apple’s ‘Kids can’t wait’ program aimed supply an Apple II computer to every Californian school. Each wave of technological innovation in personal computing since that time has seen fierce competition for domination of the education market. Currently, Microsoft promises to “bring learning to life through personalized learning and provide the right tools to spark creativity” (Microsoft, 2019); Apple claims to prepare “students to thrive and shape the future” (Apple, 2019); and Google claims to organise “the world’s information and make it universally accessible and useful” (Google, 2019). Despite marketing hype, how teachers and students can

use these systems is frequently limited by systemic policy and purchasing decisions. For instance, the Queensland government's contract with Microsoft involves a tender with a third-party supplier valued at \$20 million to provide and support Queensland state schools with Microsoft products and training. This contractual agreement seems to limit Queensland teachers' engagement with other digital ecosystems, particularly Google's G Suite for Education.

The paper defines a digital ecosystem as a company specific technology system that hosts a platform and offers technology services and devices to consumers and education systems. The paper introduces a socio-material conceptualization of digital ecosystems to consider how the use of technology in schools involves both the social ways in which technology is taken up, and the material ways in which it has a presence in classrooms. Different ecosystems invite and require particular socio-material interactions that enable and constrain teaching and learning. The paper draws on data from a qualitative case study of one government school in South East Queensland, where the Google ecosystem was introduced as a pilot, disrupting the usual expectations for the use of technology in the classroom. Classroom observations, interviews with teachers, focus groups with students, student produced artifacts and policy documentation were analysed using an approach that draws on socio-materiality. Analysis revealed the importance of education departments considering the impact of alignment to specific digital ecosystems and the need for educational technology policy to be driven by student and teacher choice and learning needs.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B428a Flat Classroom

Education for a Socially Just World

Yvonne Findlay

University of Southern Queensland, Toowoomba, Australia

Abstract

At this point in the world's history, we live in rapidly changing political, economic and cultural environments. News media present stories of terrorist activities, ever-growing numbers of displaced persons and refugees alongside environmental disasters such as volcanic eruptions, tsunamis, raging forest fires, drought and flood. In the midst of this maelstrom of change and disruption, there is a need for stability and assurance so that our children will be able to thrive and to be educated in a "Socially Just World" as identified in the theme of this conference.

This presentation builds on phase 1 of an action research study into teacher educators' knowledge and understanding of the United Nations Declaration on Human Rights Education and Training (UNDHRET). The participants were a random sample of 20 teacher educators from my own school of education in a Queensland university.

The principal objectives were to elicit the awareness levels of teacher educators of the United Nations conventions and declarations that have an impact on the educational provision of all children and young people across the globe. In particular, knowledge of the UNDHRET (2011) Article 1, 2 that states:

Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.

The UNICEF report on "Child poverty in perspective" (2007) states:

"The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born."

The overarching question posed by this statement is "Are we creating a learning environment in which students are able to reach their full potential educationally, socially and morally?" The underlying thesis is that education should provide an environment within which children and young

people have a sense of being treated in a socially just way. A knowledge of human rights will help school students develop the interpersonal and intrapersonal skills to ameliorate the challenges posed in being creators of a socially just world in which all are accepted as persons in their own right.

Presentation

--Individual Paper--

1017

Becoming an English teacher: The shaping of everyday professional experience in early career teaching

Ceridwen Owen

Monash University, Clayton, Australia

Abstract

Over the last three decades neoliberal approaches to education policy have led to increases in teacher, student and school accountability, a preference for outcomes that are amenable to quantifiable and benchmarked measurement, and the standardisation of teaching and learning. In part, this is due to the global focus on developing a knowledge economy, where knowledge is an asset to be produced and distributed. The economisation of education, and the neoliberal approach to education policy, has led to a standards-based reform agenda in Australia, where the practices of teaching and learning that are not measurable are increasingly delegitimised. Schools and governments are increasingly introducing structures and systems to frame and control teachers' work. While these are arguably encroaching on, ignoring, and quashing teachers' practice, they are also being taken up by teachers. Teachers are productively and inventively making use of the systems and structures imposed on them in the development of their practice.

This paper reports on a PhD study that examined the situated, contextual and interpretive experience of early career English teachers. I worked with nine Victorian secondary school English teachers in their first five years in the profession across 12 months. Using a storied ethnographic approach and the lens of the everyday, I developed an understanding of the experience of teachers and their process of becoming within the complex context of schools. Utilising the work of Mikhail Bakhtin, Michel de Certeau and Walter Benjamin, I examined teachers' daily work, routines and process of sense making, to develop an understanding of their experience, their agency in schools, and the negotiated, mediated and dialogical process of becoming. While there may be limited space amongst the crowded curriculum, and mandated assessments, and official/institutional narratives that attempt to limit the voices and professionalism of teachers, the nine teachers I worked with found ways of having agency in their work. Each of them were finding ways of making do, of using, reappropriating, and creating space within institutional systems and structures. Through dialogically and reflexively engaging in their work, and with colleagues in schools as well as externally through official and unofficial networks, teachers were finding space to consider, reflect, debate, reject, accept and modify curriculum, assessment procedures and narratives of schooling and education. Teachers were not generally apathetic or resistive, rather they were inventive, and optimistic about what was possible.

Presentation

--Individual Paper--

Politics and Policy in Education

Politics and Policy in Education

Time: 11:00 - 12:00

Date: 4th December 2019

Location: B428b Flat Classroom

723

Strike from their hands a chance at the new: policy representation of young people in the NSW Curriculum Review 2019 and the Wyndham Report 1957

Penny Vlies

Abstract

In May of 2018 the NSW Premier, Gladys Berejiklian, announced a review of the NSW curriculum to ‘ensure it equips students to continue to contribute to Australian society into the 21st century’ (NESA, 2018). Its purpose was to consider root and branch reform in order to prepare young people for a ‘world yet to be imagined’ (NESA, 2018). This study seeks to understand the relationship between representations of young people, as the subjects of a policy problem (Bacchi, 2015) through the processes, reporting and commentary of review. It compares the representation of young people in the current policy context of the NSW Curriculum Review and the context of the 1957 Wyndham Report. This historical lens provided a useful comparison as Wyndham undertook a review of similar scale and significance (Hughes, 2002).

Education reform, enacted through mechanisms such as public review processes, function more effectively to shape beliefs than solve actual problems (Mockler & Groundwater-Smith, 2018). These beliefs, through the process of statecraft, rely upon a conception of young people in simple, abstract terms (Bates, 2013) and it is the representation of this concept that supports the various techniques or strategies that government agencies employ in order to legitimate or justify policy decisions.

The 1957 Wyndham and 2019 NSW Curriculum Review reports were examined using corpus assisted discourse analysis and Bacchi’s (2012) ‘what is the problem represented to be?’ (WPR) approach. The aim was to make more noticeable the representation of young people as subjects of the policy problem (Bacchi & Goodwin, 2016). This diachronic and comparative approach combines critical discourse analysis, focusing on the theoretical concepts of power, ideology and dominance, WPR (Bacchi & Goodwin, 2016) and is assisted by corpus linguistics analysis (Baker, Gabrielatos, Khosravinik, Krzyżanowski, McEnery & Wodak, 2008).

This paper reports on the first phase of this research locating and comparing the representation of young people in both policy contexts. Initial findings are that there is a marked contrast between the two representations. The Wyndham report provides an expansive representation that argues for reform that responds to the natality (Arendt, 1954) of young people expressed in terms of providing comprehensive experiences of school. The NSW Curriculum Review commentaries corral sentiment towards a utilitarian worldview, based upon social and economic polarisation (Ball, 2013) representing young people as opportunities for economic growth in uncertain times.

Presentation

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

Abstract

There have been at least 100 governmental inquiries into teaching and teacher education in Australia since the 1970s, the most recent review stating that such reviews have had limited impact on policy and practice. These reviews have made thousands of recommendations, the majority of which have never been fully actioned or realised before the next review cycle has commenced. There is minimal data or evidence to point to the efficacy of the near continuous cycles of review, recommendation and reform that continue to intensify. Critical issues relating to educationally responsive and responsible action in the face of politically-driven accountability measures are of increasing concern to teacher educators. Here, we problematise these issues in light of a comparative analysis of two political reviews of teacher education that were conducted nearly 40 years apart. The first is the Bassett (1978) report, *Teacher Education in Queensland*. This was selected because it was the first review of teacher education conducted in the Australian context after the teachers' colleges had been granted autonomy from state-based education departments in the early 1970s. As such, it was the first review of independent teacher education in Australia. The second is the most recent review of the Teacher Education Ministerial Advisory Group (TEMAG, 2014), *Action Now: Classroom Ready Teachers*. Here, we apply discourse analysis techniques associated with Foucauldian archaeology to these two reports. The findings show that: a self-referential use of policy is accelerating; those involved are less likely to have knowledge of the discipline of education that requires expertise and first-hand experience; and there is an alarming level of consistency in the discourses used to frame issues and recommendations for improving teacher education. Further, analysis reveals that the discourses of professionalisation of teaching with a focus on practice, partnerships and professional learning are found in both documents albeit with subtle linguistic nuances. However, what is most alarming is the changes evident in the framing of teacher educators themselves, with the TEMAG (2014) report presenting a deficit discourse that necessitates

rigorous quality assurance mechanisms being externally applied by regulatory authorities. In the light of these findings, the authors make recommendations about the mythologising and canonising of problems in teacher education and suggest alternative perspectives on the role of reform in teacher education.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N407 Flat Classroom

596

Out of Time: Breaking the temporal logic of (unjust) teacher education

Stephen Heimans, Deborah Heck, Shelley Davidow

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

In this paper we argue that time is produced in initial teacher education in ways that limit our work to a focus on teacher qualification. The weight that is placed on the product/ qualification of the teaching degree means that as teacher educators we are forced to operate according to a logic of input-output, where there is no time for reflection on, or teaching about, the purposes of education- no time or space to take responsibility to do work that is 'beyond qualification'. We draw on Biesta's (2014) articulation of threefold interconnected domains of purpose in education: qualification, socialisation, subjectification, as a way to expand our thinking about teacher education against the temporal logic we operate within.

In particular, the paper explores our deepening understanding of Biesta's notion of subjectification in the context of our work as teacher educators. The paper details our own developing practices in connection with subjectification. We build on this work to think about teaching as 'dissensus' - and this allows us to discuss the temporal logics that govern our work, and how we have sought to change them. Likewise, we will discuss the connections between subjectification, time and social justice.

With respect to these connections, we explore the following questions:

1. Where our time is standardised and under surveillance, how can we break (with) linear, goal-defined pedagogy and open up spaces for processes of open-ended inquiry?
2. How do spaces for freedom appear in initial teacher education?
3. If we take the leap of faith in teacher education that Biesta (2017) is asking us to try out, where we learn to trust our students and ourselves again, what are the implications for 'our' time and subjectification?
4. How are the above questions connected to social justice for initial teacher education students?'

The purpose of the paper, therefore, is to explicate and offer examples of 'subjectification' in action in initial teacher education, where questions of time and social justice have arisen. We discuss 'moments of disruption' from within our teacher education practice- leaps of faith- spaces for/ of freedom. We discuss possibilities for resistance against the 'lack of time' we have as educators through these examples. We hope these will show our attempts to break (with) the temporal logics that govern our work and whether/ how this might be framed in terms of social justice.

Presentation

--Individual Paper--

91

High quality teacher education for social justice ... at scale?

Clare Brooks

UCL Institute of Education, London, United Kingdom

Abstract

Socially-just education is reliant upon high quality teachers, who in turn need high quality teacher education. However in initial teacher education (ITE) scale is often situated as counter to quality: ITE programmes can proclaim their quality through reference to high levels of personalisation, coherence and stakeholder partnership which are only achievable at a (relatively) small scale. However, as Cohen and Ball (2007) note, scale has both a qualitative and quantitative dimension: widespread adoption can be superficial, and meaningful adoption must permeate practice.

Much research on teacher education can be inward-looking, and parochial (see Menter, 2017). Quality in teacher education is often confused with accountability and can underplay aspects, such as social justice, which are difficult to measure. Cochran-Smith et al. (2018) illustrate how accountability measures may be poor proxies for quality. All notions of quality are underpinned by discourses about what is a “good” teacher (see Moore, 2004).

Through a detailed case study of one large-scale provider in England (focusing specifically on three post-graduate programmes: Primary, Secondary education and Teach First), the research focuses on the question of ‘*What are the features of high-quality, large-scale initial teacher education provision?*’. Using Weaver-Hightower (2008)’s policy ecologies as a framework for analysis, the research design includes collecting interview data from teacher educators, provider-

specific programme documentation and contextual (secondary) evidence to describe, in a rich and textured way, how the teacher education provider ‘does’ teacher education. The data is analysed under the four categories of the framework (actors, relationships, environments and structure, and processes) and mined for micro-ideologies (Pachler et al. 2008) to reveal the motivations and positionality of the actors involved. Exploring micro-ideologies reveals the different registers held by individuals, and how this may influence their understanding and calls for action and reveals the anomalies, policies and discourses which can affect their practice.

The findings reveal that different approaches to leveraging scale has implications for how notions of quality, and in particular those orientated around social justice are variously interpreted and enacted. Whilst each programme leverages scale in different ways, the approach reflects beliefs about forms of professional learning, priorities and hierarchies in teacher education pedagogies, and financial and accountability constraints. These approaches have implications for the professional identity of teacher educators, how partnership is conceived and enacted, and curriculum design and “delivery”. These research findings raise significant questions about how we position teacher education within debates on social justice and equity.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N408 Flat Classroom

370

Preparing pre-service teachers for Flexible Learning Programs: A pilot study

Jeffrey Thomas, [Bianca Coleman](#), Ebba Herrlander Birgersson

University of Tasmania, Hobart, Australia

Abstract

There are more than 900 Flexible Learning Programs (FLPs) in Australia and over 70,000 young people are engaged with alternative education providers (te Riele, 2014). FLPs provide inclusive educational pathways for young people who have experienced failure and/or exclusion from mainstream schooling with a focus on relational pedagogy and trauma-informed teaching practice. Currently, there is no official training pathway or qualification required of teachers for working in FLP settings. This causes a significant program for both new teachers who wish to work in this area and for employers who have no way of knowing whether a new teacher has the appropriate skills or knowledge to teach in this alternative context. To address this problem, we piloted a program designed to prepare Initial Teacher Education (ITE) students for teaching in an FLP setting in Tasmania. In this presentation, we discuss the aims and design of the program. Drawing on our qualitative evaluation of the program (via semi-structured interviews with the FLP leadership and relevant teaching staff and the two participating ITE students), we explore the outcomes of the program and its success in shaping ITE students' perceptions of FLPs and alternative education and for developing their theoretical knowledge and practical competencies for teaching in FLP settings.

Reference

Te Riele, K. (2014). *Putting the jigsaw together: Flexible learning programs in Australia. Final report*. Melbourne: The Victoria Institute for Education, Diversity and Lifelong Learning.

Presentation

--Individual Paper--

988

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

Abstract

This paper reports on an innovative approach to professional experience that adopts the use of a coaching model to support pre-service teachers (PST) while on practicum. The Coaching Approach to Professional Experience (CAPE) Model was designed to foster partnerships between schools, government and universities and develop the skills and knowledge of PSTs through goal-based coaching cycles. However, as recognised in the literature, creating and sustaining partnerships to achieve these integrated systems is a complex endeavour with many competing agendas and needs. Indeed, Le Cornu (1999, p. 90) notes to achieve systemic change it needs to be accompanied by “cultural change in work settings’ and universities’ values, beliefs, habits, assumptions and ways of doing things” (p. 90). However, the degree of difficulty required for significant change within universities and schools, and more broadly the educational sector, is often absent from the government rhetoric. Indeed, often partnerships between universities and schools are presented as un-problematic, sustainable and desirable in the discourses of teacher education (Cardini, 2006; Bloomfield, 2009; White, Bloomfield & Le Cornu, 2010). Also absent from these conversations is the complex structures that are required to support universities to partner with a variety of school types that accommodates individual school differences, for example, partnerships that are inclusive of different school sizes, student cohort, school philosophical and geographic locations.

This paper outlines five case studies of primary schools who adopted the model in partnership with a university in Melbourne, Victoria. Specifically, it explores the innovation, of the model and outlines the ways in which different schools modified the model to suit their operational and philosophical needs. The findings have implications for universities seeking alternative models in professional experience which are adaptable and localised to a diversity of schools and provides an example of an innovation that create partnerships between schools and universities.

References

- Bloomfield, D. (2009). Working within and against neoliberal accreditation agendas: opportunities for professional experience, *Asia Pacific Journal of Teacher Education*, 37(1), 27-44.
- Le Cornu, R. (1999) *The 3Rs of Practicum Reform, 3rd National Cross Faculty Practicum Conference Proceedings Booklet*, Adelaide, 1997.
- White, S., Bloomfield, D., & Le Cornu, R. (2010). Professional experience in new times: Issues and responses to a changing education landscape. *Asia-Pacific Journal of Teacher Education*, 38(3), 181- 193.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N413 Flat Classroom

923

Enabling Education for a socially just world.

Michelle Briede¹, Stuart Levy²

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

Abstract

In meeting “the goals of equity, social justice, and delivering benefits to society as a whole” (Hodges, Bedford, Hartley, Klinger, Murray, O’Rourke & Schofield, 2013, p.5) enabling programs provide a valuable pathway into higher education. Following the identification of the characteristics of a representative sample of the 2016 – 2017 enabling students at a regional Australian university this paper critically examines what students believe are the benefits and challenges in preparing themselves for university study. Qualitative formal and informal feedback received from students across their first semester at university is thematically examined using NVIVO and charts their experiences of adaption through the transition phase of the student lifecycle. This paper identifies what students ‘take away’ from their experiences of university and provides provocation for discussion on ‘how best’ to support the needs and perspectives of students whose “characteristics are linked to [a] lower likelihood of completion” (Edwards & McMillan, 2015, p. vi).

Presentation

--Individual Paper--

428

Beyond individual ‘troubles’: Recontextualising aspirations through heavy/light funds of knowledge

Sally Patfield, Jenny Gore, Leanne Fray

The University of Newcastle, Newcastle, Australia

Abstract

Widening participation in higher education remains a well-entrenched but elusive concept. Over the past few decades it has become embedded within institutional policies and strategic plans – even part of the ‘core business’ of universities. However, we are yet to see any substantial alleviation of historical exclusions. Instead, in many cases, there have been severe increases in educational inequality. Against this backdrop, the dominant narrative underpinning widening participation continues to centre on the ‘problems’ of individuals, thus misrecognising young people from disadvantaged backgrounds as deficit in skills, attitudes, and motivation. In this way, wider inequalities are ignored, aspiration-formation is decontextualised, and solutions tend to focus on bestowing knowledge and resources that are demarcated as ‘valuable’. In this paper, we seek to reconceptualise the widening participation agenda by disrupting this longstanding and pathologising emphasis on the individual. Borrowing from the scholarship of Archer (2018) and Zipin (2009) who theorise *light* (positive) and *heavy* (challenging) funds of knowledge, we turn our attention to (re)contextualising the formation of aspirations within the lifeworlds of young people, understanding ‘aspiration’ as both historically and culturally situated and produced. Drawing on data from a sustained (2012-present) program of research investigating the aspirations of young people in New South Wales, we narrow the focus to one community, Muellerina, analysing interviews conducted with students ($n = 88$), parents/carers, teachers, and community members ($n = 53$). While our analysis shows that family and community are key assets that young people draw on in constructing and nurturing their imagined futures, we also found that their everyday experiences of in/exclusion are characterised by poverty, unemployment, racism, and intergenerational trauma. We therefore argue that widening participation must shift beyond the construction of highly individualised ‘troubles’ to instead

recognise how students from disadvantaged backgrounds draw on delegitimised strengths and navigate through deeply complex historical and structural inequalities. Such recognition may be critical to any genuine attempts to widen participation.

References

Archer, L. (2018). An intersectional approach to classed injustices in education: Gender, ethnicity, 'heavy' funds of knowledge and working-class students' struggles for intelligibility in the classroom. In R. Simmons, & J. Smyth (Eds.), *Education and working-class youth* (pp. 155–179). Palgrave Macmillan.

Zipin, L. (2009). Dark funds of knowledge, deep funds of pedagogy: Exploring boundaries between lifeworlds and schools. *Discourse: Studies in the Cultural Politics of Education*, 30, 317–331. doi: 10.1080/01596300903037044

Presentation

--Individual Paper--

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

Associate Professor of Educational Psychology

School of Education & Science of Learning Research Centre

The University of Queensland

Data is the new oil! Artificial intelligence will replace teachers! Education will be fundamentally ‘disrupted’ by the fourth industrial revolution! These, and many other hyperbolic claims, are being made about the evolution of technologies and their apparent impact on education, now and into the future. But what is really going on beneath the hype? Human learning has been a serious topic of investigation for centuries, in a rigorous scientific manner, for well over 100 years. Despite the longevity of this endeavour, there is still much that is not understood about how students learn. This uncertainty has been exacerbated by fundamental disagreement, stretching back to Dewey and Thorndike, about the appropriate lens through which to understand student learning in educational environments. In this context, claims about the possible impact of data, analytics, and technology on education are speculative, at best. In this session, I will provide an overview of the current research and application of data-driven technologies in education. Specifically, I will focus on the overlap between the learning sciences and learning analytics. While learning analytics is rapidly maturing as a field of research, it continues to be plagued by concerns about what is technically possible over what is ethical and what has real impact on student learning. This trend has had a lasting impact, with technical-focussed researchers and commentators embracing possibilities for data-driven technologies and those focussed on human and social factors cautioning against inherent dangers. Rather than assume a ‘doomster’ or ‘booster’ position, however, I will focus instead on areas of research where tangible impact is being demonstrated in a manner that is respectful of students as individuals. There is real progress being made in the effective use of technologies to provide targeted and personalised learning, particularly in helping students to change their conceptions and enhance their capacity for self-regulated learning. The session will conclude with a discussion about how to progress the research agenda on data-driven technologies in education for a socially just world. How can we, as researchers and teachers, ensure these technologies are deployed in ways that maximise the benefits for our students as individuals?

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N417 Flat Classroom

From backboards to blackboards - rebounding from the margins; A critical auto/ethnographic study of the struggle for culturally sensitive educational pathways for Aboriginal girls

Helen McCarthy

Curtin University, Perth, Australia

Abstract

This research weaves a yarn threading my long-term involvement for nearly forty years as a teacher albeit apprentice, where I have learned from the Warnumamalya, Yolngu, Nyungar and Wongi peoples of Australia, and listened to community members and teachers express dissatisfaction at how education was being taught in their schools.

While the product of my research-the struggle to establish culturally sensitive educational pathways for girls is vital, the focus also relates to the personal processes involved in using 'story telling' as an authentic data source to best illuminate the inquiry.

Respecting that it was not my place to write about or for the other, I wrote *my* story using the interpretive research design Auto/ethnography. Auto/ethnography ensures the writing process and the writing product are deeply personal and political, delivering the necessary multidimensionality to enmesh emerging personal/professional themes. This methodology provided a pathway to venerate my experiences as a white teacher living and learning in black communities, where I came to understand the attendant epistemologies within both cultural interfaces.

At a metropolitan Western Australian Aboriginal secondary school, staff developed an emergent curriculum to re-engage learners, through a sporting program known as the "Girls' Academy". Over a three-year period I tracked these Young Outspoken Responsible Girls at School (YORGAS) there occurred observable developments. Students demonstrated their desire to stay on at school by their noted improvement in; attendance, resiliency especially to study commitments, improved general behaviour, personal hygiene, increased retention rates and drastically increased numbers of Year 12 graduates.

From the students' perspective having the Yorgas Program provided improved resources; a room of their own, a bus, impressive sporting uniforms, extra Aboriginal staff to assist with academic and sporting needs, extra tutors to assist in classroom and with after school homework, excursions such as basketball tours to Sydney and United States of America. Their experiences resulted in an observable changes in attitude as the girls engagement deepened more willingly,

they began to set goals, apply themselves to finalising their studies or applying for jobs. Believing in their own abilities they instigated their own liberation incrementally transforming their previous belief in the self-fulfilling prophecy of shame. The Yorgas started a revolution and now they are 2700 strong-young responsible girls at school all over the nation. Wanna hear the yarn?

Presentation

--Individual Paper--

957

Irreconcilable differences: what can Poststructuralism offer First Nations and Indigenous people in the Academy?

Daniel McKinnon

University of Queensland, Brisbane, Australia

Abstract

In 'Breaking up with Deleuze', Unangax scholar Eve Tuck (2010) describes detangling her theorising from the French philosopher Gilles Deleuze. In short, Tuck's argument is that poststructuralism doesn't offer anything to Indigenous scholarship it doesn't already 'know' or embody. In one sense, Tuck's work continues a broad critique put forward by many Indigenous scholars as to the usefulness and appropriateness of poststructuralism, and its predominantly European, dead, white, male leaders. However, in her departure from poststructuralism – and its epistemological and ontological commitments – Tuck underlines the importance of valuing the 'irreconcilable' for First Nations scholars and tending to absence and loss which too is permanent and 'impossible to undo'. My argument is that the productive tension between poststructuralism and Indigenous knowledge systems offer placeholders for the bereaved in which their own irreconcilable losses may also be realised, valued and tended to. In korero (speaking) with Tuck, I would like to suggest there remains an important contribution that poststructural theory can have in bringing the dislocated, disenfranchised and diasporic First Nations to First Nations methodologies, ways of knowing and being. Indeed, this paper has been

written from my own sense of dislocation and loss as an Australian born, Pākehā Māori – that found his way back to his iwi and ancestors I didn't always know were missing. With the help of Deleuze, these recent insights into my whakapapa (genealogy) have provided a way for me to 'walk backwards' into the future as a legitimate avenue for exploring notions of place, space and belonging in te ao Pākehā (the world of Pākehā) and that has made all the difference.

Tuck, E. (2010). Breaking up with Deleuze: desire and valuing the irreconcilable. *International Journal of Qualitative Studies in Education*, 23(5), 635-650. doi: 10.1080/09518398.2010.500633

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N419 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

Abstract

In this longitudinal mixed-methods study, the word-level reading trajectories of 118 children through Grades One to Three were tracked, alongside their teacher's reported concerns, and the types of support provided. The analysis we will present proceeded in two phases, beginning with quantitative analysis of word-level reading scores as measured by the Test of Word Reading

Efficiency, 2nd Edition (ToWRE-2; Torgesen, Wagner, & Rashotte, 2012) and the identification of group trajectories for further qualitative analysis. In the subsequent phase, we focused our analysis on three of these groups to investigate the alignment and nature of teachers' concerns and the supports provided. Results from the quantitative analysis of children's ToWRE-2 data revealed a significant decline in word-level reading composite scores over time for the full sample. At the subtest level, mean scores were significantly lower in phonemic decoding than in word recognition across all three time points. Five group trajectories were identified: children who achieved average or above average scores across all three years (n=64), children who consistently bordered on average (n=11), children who achieved below average in Grade One but who then achieved average or above in Grade Two or Three (n=7), children who achieved average or above average in Grade One but then declined to below average in Grade Two or Three (n=10), and children who consistently achieved below average across all three years (n=26). Participating teachers were mostly accurate in their categorisation of children's academic position in their class and their concerns were highest for students in the groups that improved, declined or remained persistently below average. However, analysis of the supports provided to the children in these three groups suggests that teachers are not always accurate in their estimation of the source of children's difficulties, resulting in the misalignment of support provision. Further, only one of the supports provided was backed by reliable peer-reviewed empirical evidence and most did not pay the attention to phonemic decoding necessary to address the decoding weaknesses identified in this sample. The paper concludes with suggestions to enable teachers to more accurately identify and support children experiencing difficulty in the process of learning to read.

Presentation

--Individual Paper--

214

“No:” affect and refusal as theoretical interventions into literacy design and practice

Sarah Truman¹, Kate Pahl², Larissa McLean Davies¹, Abi Hackett², Hugh Escott³

¹University of Melbourne, Melbourne, Australia. ²Manchester Metropolitan University, Manchester, United Kingdom. ³Sheffield Hallam University, Sheffield, United Kingdom

Abstract

This paper considers the productive potential of designing research in literacy practices around theories of affect. In conversation with critiques of design discourses as being telos driven and knowable in advance we posit how an attention to affect, specifically the affect generated through participants and research subjects saying ‘no’ to literacy practices and research design makes room for productive indeterminacy. The paper draws on our collective fieldwork in three different countries to attune to the different registers of ‘no’ including: ‘no not like this’ (quitting), ‘no not now’ (whispering, later), ‘no, my own way’ (writing as refusal), and ‘no not at all’ (refusal to participate in research).

Theoretical Perspectives

Affect theory is gaining momentum in literacy research and offers significant potential to untether literacy practices from euro-western colonial practices. Through attention to non-conscious, non-cognitive, and trans-individual bodily forces and capacities, affect disrupts measurements of who counts as a literate subject and what counts as a literacy event. Specifically focusing on the effect/affect of participants’ refusal to participate in literacy designs, this paper holds space for indeterminacy as a potentially generative approach to research. In normative approaches to literacy the wilful child, the recalcitrant student, the vulnerable and affected teacher trainee who resists are frequently framed as a ‘problem’ that requires action, a solution, a redesign. We think “frictionally” with affect and literacy to propose problems rather than solutions: along with our participants we resist ‘solution focused’ research design in which resistance is to be overcome, co-opted or solved. Drawing on affect theory in conversation with critical literacy scholarship that acknowledges the power of the ‘deliberate silence’ and other forms of ‘refusal’ our paper highlights how saying no to literacy design on various registers can rupture knowability in productive ways that can’t be planned in advance.

Methods

We highlight the affective potential of saying ‘no’ to normative understandings of literacy design by thinking with a series of vignettes from our research settings with diverse participants including: a secondary English teacher; a two-year-old child; and a group of secondary school students – all of whom refused to participate in literacy events and research in various ways. We think-with affective vignettes in connection with literacy practices in two ways; firstly, we highlight the affective potential of saying no to normative understandings of literacy design, and secondly, we examine how attention to affect ruptures humanist logics that inform normative approaches to literacy.

Presentation

--Individual Paper--

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

Abstract

In a recent study of adults who were diagnosed with dyslexia, most of them experienced developmental dyslexia. The twenty-two participants suffered from stress, anxiety or depression, a mental health issue; which further impacted their learning capacity within Technical and Further Education (TAFE). The support came from the Disability Support Officers (DSOs) and the Disability Team in the form of educational strategies and the provision of services for stress and anxiety. The adult students felt their self-esteem, confidence, and ability to achieve their educational goals was supported by the DSOs. Adult students were enrolled in various courses, from Certificate III through to Diploma. Despite the challenges of reading, writing, textual comprehension and spelling, all students passed either the subjects in a course or the course in which they were enrolled. This study utilised multiple case-study methodologies to explore the TAFE Institutes and both respondents, adult students with dyslexia and Disability Service Officer working in the sector.

Presentation

30 minutes

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

Abstract

The endeavour to seek access, engagement and equity for ‘all’ learners and communities must first begin by seeking knowledge that is rich and multifaceted. Failure to arrive armed with this knowledge runs the risk of developing policy and procedures that are based on ideals or

generalisations, which will fail to meet the needs of 'all' learners and communities when put into practice.

For decades research has shown that young children benefit from the practice of adult-child shared reading. Long term benefits include more advanced language, social and emotional development outcomes than for children who have not engaged in the practice. Research has also found, however, that adult-child shared reading practices vary along with children's outcomes. For example, dialogic shared reading, where children are invited to participate in conversation, has been found to lead to more beneficial outcomes for children than non-dialogic shared reading; yet even dialogic shared reading practices/outcomes have been found to vary. The introduction of the electronic text has added an additional layer of complexity. Research has presented with at times contradictory results when identifying if and how electronic texts facilitate comparable outcomes to the use of printed texts when shared reading. This issue of variability has meant that it is not enough to advise that children be exposed to adult-child shared reading from an early age or to simply supply carers with books. Specificity is needed to clarify the features of texts and the practices that adults engage that are likely to facilitate the most beneficial outcomes for young children. A review of the literature, however, has found that researchers are also varied in what they specifically report on and how they describe adult-child shared reading practices. There is therefore warrant for a more unified, multifaceted approach to the analysis and generation of knowledge into adult-child shared reading practices.

Using a mixture of qualitative and quantitative data, through the use of questionnaires, video data and interviews, this Australian-based study investigated the shared reading behaviours of 11 adults and their 2-year-old children when reading printed and electronic narratives. The study resulted in the development and testing of a multifaceted, Vygotskian-inspired approach to data analysis that can be used across studies. This approach has the potential to facilitate the generation of rich knowledge that can be used to inform policy and procedures in future, seeking to benefit 'all' of the learners and communities to whom they apply.

Presentation

--Individual Paper--

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

Abstract

The first year of university is a key time in establishing a positive student experience that can engender student retention. Attrition rates for commencing students in Australian Universities currently hover around 14% (Department of Education, 2017). However, the numbers for disadvantaged groups are often at significantly higher rates (Cherastidtham & Norton, 2018). Of students commencing university, particular cohorts are at increased risk of noncompletion, including first generation and students from low socio-economic backgrounds (Baik, Naylor & Arkoudis, 2015). La Trobe University has a high proportion of these particular cohorts. In order to increase the chances of students persisting through a successful study experience, retention efforts need to engage in large part with what happens in the classroom. The classroom is where students spend the majority of their time, yet first year students are finding the classroom experience and engagement with peers a significant challenge when commencing university (Baik et al., 2015). Group work is a common pedagogic practice in university, based on benefits associated with collaborative learning. It provides opportunities to develop connections with peers, with an increased sense of belonging and well-being. However, not all group work situations are viewed positively by students, and therefore scaffolding participation in groups is important, especially in developing roles and responsibilities that can improve the student experience (Murray, 2017).

This paper reports on recent research conducted to investigate the impact group work assessment tasks may have on engagement and retention of students, and any associated contribution to well-being. The design, scaffolding and timing of group-work tasks is being investigated across three first year, first semester subjects, with a total enrolment of 900 students. Data is drawn from: individual reflections that form part of assessment tasks; student enrolment numbers post-census and subject completion; and online survey.

Baik, C., Naylor, R., & Arkoudis, S. (2015). The First Year Experience in Australian Universities: Findings from Two Decades, 1994-2014. *Melbourne Centre for the Study of Higher Education*.

Cherastidtham, I., Norton, A., & Mackey, W. (2018). University attrition: What helps and what hinders university completion. *Grattan Institute*. Retrieved June, 19, 2018.

Department of Education. (2018). *Selected higher education statistics*. Retrieved from <https://www.education.gov.au/selected-higher-education-statistics-2017-student-data>

Murray, J. W. (2017). I hate/don't hate/still hate group projects! A tripartite ethical framework for enhancing student collaboration. *Cogent Education*, 4(1).
doi:10.1080/2331186X.2017.1377507

Presentation

--Individual Paper--

82

Transforming group-work into collaborative team work in undergraduate course work: focus on knowledge or marks?

Margaret Robertson, Ryan Naylor, Jade Sleeman

La Trobe University, Bundoora, Australia

Abstract

The classroom is where students spend the majority of their time, yet first year students are finding the classroom experience and engagement with peers a significant challenge when commencing university (Baik et al., 2015). As a means of supporting first year students' transition into university students experience group-work as part of the teaching and often assessment strategies across a range of disciplines. Group work is a common pedagogic practice in university, based on benefits associated with collaborative learning. However, not all group work situations are viewed positively by students, and therefore scaffolding participation in groups is important, especially in developing roles and responsibilities that can improve the student experience (Murray, 2017). The formation of the groups varies across subjects, as do the

strategies used to scaffold the group functions. However a group is not necessarily a team and group work is not necessarily collaborative. Functional collaborative teams focus on knowledge development (Robertson 2016) where groups might be cast as focusing on the mark to be received for the task.

This paper reports on recent research that drew on student reflections from group work assessment tasks from two first year first semester subjects, one science (n=230) and one education subject (n=525). The subjects had different mechanisms for forming the groups and different strategies to support group work in tutorials. The reflections gave an indication of which groups functioned as collaborative teams and which groups struggled to find group cohesion, persisting only to get a mark for the task. Our findings add to developing clarity in the discourse of group-work by defining the differences between 'group' and 'collaborative team'.

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Presentation

--Individual Paper--

MCERA Presentation

Time: 11:00 - 12:00

Date: 4th December 2019

Location: N517 Flat Classroom

Lunch

Time: 12:00 - 13:30

Date: 4th December 2019

Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 13:30 - 15:00

Date: 4th December 2019

Location: F509 Lecture Theatre

354

Care ethics, pedagogy and silenced topics: The case study of a successful school in gender education

Babak Dadvand, Helen Cahill

University of Melbourne, Melbourne, Australia

Abstract

Abstract: Teaching is considered as a caring form of practice (Noddings, 2005), yet little is known about the conditions that foster the caring commitment of teachers. In education literature, care is too often framed as an individual disposition and an encounter between two parties, namely the carer and the cared-for. This assigns to back-seat status the role that school context, culture and support structures play in relation to teachers' commitment to care. Drawing upon semi-structured interview data from four teachers and the school leadership team involved in the implementation of a wellbeing and gender education program in a metropolitan primary school in a low SES suburb of Melbourne, we examine the role of school leadership in creating spaces of possibility for teachers' care work. We discuss the centrality of leadership commitment and support in fostering teachers' caring impulse in teaching silenced and sensitive topics of gender, gender identity and gender-based violence in a high-needs community. The findings of this research have implications for professional development and implementation efforts in teaching sensitive topic areas.

Acknowledge: The data reported in this study was collected as part of an Australian Research Council Linkage project titled 'Determining Implementation Drivers in Resilience Education'

project. This three-year project (2016-2019) was undertaken at the Youth Research Centre at the Melbourne Graduate School of Education (MGSE) in partnership with the Victorian Department of Education and Training (DET) and the Victorian Health Promotion Foundation (VicHealth). The ARC Linkage study is investigating school uptake and implementation of the Resilience, Rights, and Respectful Relationships program.

References:

Noddings, N. (2003). Is teaching a practice? . *Journal of Philosophy of Education*, 37(2), 241-252.

Presentation

--Individual Paper--

1041

“People still think it’s wrong to be friends with people of the opposite gender”: primary students’ perspectives on building positive relationships across genders.

Keren Shlezinger, Helen Cahill

University of Melbourne, Melbourne, Australia

Abstract

This paper looks at the ways in which dominant heterosexual norms problematise interactions between boys and girls from a young age, and lead students to increasingly self-segregate by gender from middle primary school. We then look at qualitative, focus group data with primary students which highlights how a simple interaction with a peer of ‘the opposite gender’ can render students vulnerable to (hetero-)sexualised teasing and leads them to actively avoid learning and playing in mixed gender groups. These everyday gender performances that normalise boys and girls ‘not liking’ each other are frequently passed over by staff and students as natural, thereby normalising the belief that boys and girls ‘just don’t get along’. We suggest that this segregation perpetuates a mutually reinforcing cycle of gendered forms of interaction that positions boys as

dominant/physical and girls as submissive/verbal, and therefore limits the opportunities of all children to form a broad range of socio-relational skills. Drawing on student perspectives on the impact of explicit social and emotional learning on their capacity to 'get along,' we then propose several strategies that teachers can use to support, normalise and naturalise positive boy/girl relations in the classroom, and discuss implications for teacher training.

Presentation

--Individual Paper--

536

Cultivating Schoolwide Routines for Improved Learning Outcomes: Achievements and Challenges of using Pedagogical Model for Shifting Teacher and Learner Thinking

Carmel Patterson¹, Ann-marie Furney², Kate English², Geoff O'Brien²

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

Abstract

Research in developing teacher and learner thinking highlights the disparity in translating theoretical constructs into practice protocols and schoolwide routines when effecting professional learning across school contexts. One Australian study tracked teacher thinking in line with a professional learning program titled The Learning Thinking Scope (LTS)[®] across several schools over the proposed three-year implementation timeframe. The current study across government and non-government primary and secondary schools asks: How do teachers develop collective efficacy in their professional learning to modify their teaching practice and improve student learning within a schoolwide pedagogy? The LTS framed a shift in learner and teacher thinking within a pedagogical model called Gap To Got It⁺ (GTGI⁺) Learning Thinking Stages[®] to cultivate schoolwide routines for improved learning outcomes. Teacher and learner thinking are supported using thinking constructs and organisers, and practice protocols and classroom routines that are continually developed through the iterative action research of teaching teams. The findings drawn from different primary and secondary school contexts highlight the rewards in teachers thinking deeply about learning when conducting research on practice and the challenges of implementing new schoolwide professional learning initiatives. Importantly, the

recommendations offered here may be transferred to other classroom contexts to promote thinking and action research by focusing on collective teacher efficacy, learning clarity, questioning, classroom talk, and feedback. This paper identifies achievements and challenges for the LTS that would inform improvements for other teacher professional learning programs. The research to date highlights the importance of bolstering teacher involvement in reporting their own learning and development of practice, as well as addressing the theory-practice divide with further research on teacher professional learning that enables teachers to traverse the knowing-doing gap in their practice.

Presentation

30 minutes

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 13:30 - 15:00

Date: 4th December 2019

Location: W201 Lecture Theatre

271

Closing Our Gap: Stories of decolonising our teaching in schools and in teacher education

Shelley Davidow, Rachael Dwyer

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

Very few white Australians have anything resembling the broad knowledge and understanding of Aboriginal and Torres Strait Islander ways of being and knowing that would enable them to meet the Australian Professional Standards for Teachers 1.4 in any but the most tokenistic of ways. The so-called achievement gap for Aboriginal students in literacy and numeracy is widening and this may have everything to do with the gap in 'white' understanding of Aboriginal and Torres Strait Islander ways of being and knowing. Of note is that Aboriginal stories and deep literacy has been in process on this continent continuously and longer than anywhere on earth. In this

workshop, we explore with participants as a ‘performative’ and investigative real-time shared narrative, the use of qualitative auto-ethnographic reflections to engage with the concept ‘Closing the Gap’ and to step out of the paradigm in which the gap exists for Original Australians and yet not for the white descendants of immigrants. From this perspective, we underscore the problems inherent in trying to meet the criteria of APST 1.4. We reflect on how, if we are to educate in Australian schools and universities for a truly socially just world, we might need to identify the gap that prevents many of us from reaching out in de-colonial ways. We share some examples of how we have entered into creative, auto-ethnographic dialogue as white academics and educators reaching out to our local communities to broaden our own understanding and involve our students in that reaching, and we share stories and reflections from our work in schools and in teacher education courses. We discuss our perceptions and the impact we have witnessed in our own and our student’s shifting perspectives and invite participants to share their thoughts and responses. We offer a forum for engaging in illuminating discussions and exchanges in order to address the gap in white Australian understanding of +70K years of Aboriginal knowledge that precedes the dominant narrative of our time.

Presentation

90 minutes

Language and Literacy

Language and Literacy

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N515 Lecture Theatre

201

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

Susan Sandretto

University of Otago, Dunedin, New Zealand

Abstract

Critical literacy is an important tool for teaching for social justice. A critical literacy analysis of a text involves acknowledging texts are rarely neutral. When authors construct texts, they make choices about what is included and excluded, and how something or someone is represented. Readers can make multiple interpretations of texts and may resist a reading the author anticipated. Importantly, texts shape how we understand ourselves and others. When readers use critical literacy to analyse texts, they open up possibilities to resist or (re)write unjust discourses. Although critical literacy has a long history, it is not mandated in literacy policy in Aotearoa New Zealand. This paper critically explores data collected from 17 teachers who participated in literacy projects in New Zealand where they discussed the work they had to undergo to *become* a teacher of critical literacy.

The omission of explicit attention to critical literacy in New Zealand policy has implications for teachers as well as students. A number of teachers have not had opportunities to develop a critical literacy lens with which to critically interrogate the texts of their own world, let alone develop sufficient confidence to support their students to do so. The term text comprises any medium constructed for communication using any of the five semiotic systems available: visual, spatial, linguistic, gestural and audio. A text can take a variety of forms including digital, paper, speech and so on. The literacy projects described in this paper sought to support teachers develop critical literacy pedagogy for primary and secondary classrooms with a variety of texts.

To analyse the data, I critically examined initial and exit interviews, and audio-recorded group discussions to identify participants' understandings of critical literacy, and examples of them working on their selves to *become* a critical literacy teacher. Foucault's work on technologies of the self provided the theoretical tools to understand the practices the teachers were engaged in during the course of their 'big journey'.

I argue the teachers had to embody the critical literacy practices for themselves before they could enact them with their students in classrooms. They needed opportunities to practice theory and theorise practice, as evidenced in the analysis. I conclude with a discussion of 'what worked' for the teachers on these projects, and subsequent implications for teacher education. To support students to develop this tool for social justice, we need to support teachers to *become* teachers of critical literacy.

Presentation

--Individual Paper--

Supporting our EAL/D students and teachers in schools

Lorraine Beveridge¹, Susan Feez², Robyn Cox³, Pauline Jones⁴, Chuanmei Dong², Henry Fraser⁵

¹NSW Department of Education, Adamstown, Australia. ²University of New England, Armidale, Australia.

³Australian Catholic University, Sydney, Australia. ⁴University of Wollongong, Wollongong, Australia.

⁵Department of Education, Brisbane, Australia

Abstract

AARE Panel Discussion

1 hour

Supporting our EAL/D students and teachers in schools

Many students who identify as English as an additional language or dialect (EAL/D), have low literacy levels and a history of trauma and interrupted schooling, which may negatively impact their academic progress, placing them “at risk” of educational failure. A Western Sydney University research report recognised that developing English language proficiency was an identified priority of 5128 teachers surveyed (Watkins et al, 2013).

Schools play a vital role in transitioning students into a new education system and setting them up for success, as students and their families endeavour to make connections and establish themselves in a new country. EAL/D students are a diverse group, and teachers testify that they are professionally challenged by increasing numbers of EAL/D students in their classes, because they are unsure of how to address their varied language and literacy learning needs. Many classroom teachers report that they feel untrained, unprepared and unsupported in teaching EAL/D students, a role of the highest gravitas and one that all teachers will face at some time in their careers, as refugees and immigrants increasingly settle in non- metropolitan areas, not only in major cities as was the situation in the past.

Feeling safe at school is an identified priority, however greater emphasis is required on teaching and learning practices that ensure EAL/D students can participate equitably in mainstream schooling, in particular, increasing academic language proficiency.

This panel discussion comprises academics, practitioners and parents of EAL/D students, who will collaboratively interrogate the challenges that mainstream teachers face when teaching culturally and linguistically diverse classes, with the aim of better supporting teachers in this challenging role. The panel will discuss evidence-based teaching practices which support EAL/D students, and ALL students, providing those born in Australia with alternate ways of viewing the world.

Presentation

60 minutes

Professional and Higher Education

Professional and Higher Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N518 Lecture Theatre

62

Crossing the ‘bridges’ and navigating the ‘learning gaps’: An exploration of international research students’ intercultural learning and adjustment experiences in China

Kun Dai

Peking University, Beijing, China

Abstract

With the growing trend of globalisation and internationalisation of higher education, a growing number of students move between different cultural and educational systems. Notably, China, as a traditional country that usually sends students to overseas, is becoming one of the learning destinations for international learners who wish to gain multiple learning experiences. An increasing number of studies have started to examine topics about Chinese higher education in the international context from various perspectives, history, policy, and student-related issues.

However, few studies have examined how international research students experience learning and adjustment in Chinese higher education context compared to the large numbers of studies that explore Chinese students' learning in other contexts. To explore this under-research topic, we conducted an exploratory qualitative study. In this study, 25 participants (18 doctoral and seven research master students) voluntarily participated in semi-structured interviews to share their experiences about learning and research in the Chinese context. Specifically, 16 students were studying information technology, engineering, and medical related to 'hard' science. The rest was in the 'soft' fields, for example, language, education, and social science. Both deductive and inductive approaches were adopted to analyse participants' experiences. In the deductive analysis, we first used three stages (stress-adjustment-development) model of intercultural adjustment to examine these students' experiences. We found that many students were immersed in stress-adjustment but felt struggled to achieve development. Specifically, students in 'hard science' had more positive learning and adjustment experiences compared to the cohort in 'soft science'. In this process, their senses of agency, identity, and belonging had dynamic changes with either positive and negative shifts. Through inductive analysis, we further found several factors that influenced their intercultural learning and adjustment, including relationship with supervisors, language, use of technology, and types of assessment. Many students naturally compared their previous learning experiences with their Chinese journey, which positioned them in an in-between space in the Chinese context with mixed responses to the Chinese educational and research modes. Based on these findings, we suggest that Chinese universities and educators should provide more support to these international students in their research and learning processes. Depending on the features of subjects, educators should adopt suitable approaches to supervise students who have different cultural and educational backgrounds. This investigation illustrated the trajectory of international research students' learning journey in the Chinese higher education context, which potentially contributes to the literature about international education and intercultural learning.

Presentation

--Individual Paper--

1022

Dreams are made, disrupted, and... remade: Professional and personal trajectories of two working PhD students

Linh Nguyen^{1,2}, Lucas Santos¹

¹Monash University, Clayton, Australia. ²Vietnam National University, Ha Noi, Vietnam

Abstract

Contemporary universities have offered more access and widening participation for university graduates to be trained in a doctoral programme, and then pursue a career in academia. Yet what does it mean for an individual to earn a doctoral degree? What does it mean for a higher education institution to house doctoral students? And what does it mean for the society when a PhD student and then a PhD holder enter the workforce?

This paper addresses these three questions by providing the perspectives of the two authors, both of whom have held multiple university positions while completing their PhD. Though their theoretical stances are different, one draws on critical cultural awareness (Holliday, 2011), and the other on practice theory (Bourdieu, 1988), the authors share strong interests in narrative-based inquiry, reflexivity, and praxis. They analyse their reflexive practices and autobiographical narratives to make sense of their professional and personal trajectories in the Australian higher education.

The authors have found that they started their candidature with intellectual curiosity and a dream-making mindset. Their candidature was entangled in learning to conduct research, taking work positions, and offering community service. Along the way, their intellectual curiosity was scholarly supported by supervisors, mentors, and colleagues. Concomitantly, their dream-making mindset was disrupted by standards-based education, commodification of higher education, overwork, job insecurity, and career uncertainty. Their interpretation of their own professional and personal trajectories disclose their vulnerability, and at the same time, empower them to situate themselves in the field of higher education and remake their dreams of more inclusive, equitable and socially just universities.

This paper contributes alternative approaches, besides the solid pathway of PhD-completion-leading-to-guaranteed-academic-jobs, to navigating one's way through PhD candidature. The paper argues for PhD candidates' capacity and courage to push intellectual boundaries, tackle academic norms, and demonstrate professional resilience in this tough time of post-truth, neoliberalism and unforeseeable political changes that can profoundly affect mundane micro-aspects of academic life. It is hoped that the paper will provide prospective PhD students with more insightful perspectives, and have implications for PhD supervisors and those who manage postgraduate research programmes in universities.

Presentation

--Individual Paper--

548

Matching student and supervisor expectations in Malaysian doctoral education

Irina Baydarova, Heidi Collins, Ismail Ait Saadi

Swinburne University of Technology, Sarawak, Kuching, Malaysia

Abstract

Aligning expectations and developing positive student-supervisor relationships is a challenge for both students and supervisors of higher degree research (HDR) programs. In the Malaysian context, the mismatch of student-supervisor expectations has been cited as a major contributor to slow completion times and high attrition rates. This study explores student-supervisor expectations of their respective roles and responsibilities, and identifies where mismatches arise. Semi-structured interviews were held with fifteen HDR students and fifteen supervisors from universities in Malaysia. Participants discussed their understandings of their own roles and responsibilities, and the roles and responsibilities of their counterparts in the student-supervisor relationship. Personal and professional relationships were explored, including sources of student-supervisor conflicts.

An inductive thematic analysis was conducted, from which five themes emerged: *Supervision Processes*, *Research Outcomes*, *Skills and Personal Attributes*, *Personal Relationships*, and *Clarifying Expectations*. Within each theme, the related expectations of HDR students and supervisors were compared. The results indicate HDR students and supervisors have both matched and mismatched expectations. While both parties held similar views regarding *supervision processes* (including frequency of meetings and feedback) and *research outcomes*, (including timely completion and training), contradictory views emerged in the more subjective aspects of *personal support* and *personal relationships*, and in the ways they were *clarifying expectations*. Furthermore, themes differed in terms of how explicit and implicit the associated expectations were. Where roles and responsibilities were explicitly regulated (e.g. written in institutional guidelines) students and supervisors tended to perform their roles with little difficulty. Where roles were more implicit in nature however, students and supervisors showed

more diverse and mismatched expectations, and subsequent problems arose. Universities were found to provide little guidance relating to personal support or interpersonal relationships between students and supervisors.

The results provide empirical evidence of the need for HDR students and supervisors to hold explicit discussions of their mutual expectations during early stages of candidature, to avoid conflict and misunderstandings. Such discussions should include not only the more procedural aspects of candidature, but also the interpersonal. While institutions may not be able to regulate all aspects of student-supervisor relationships, they can play a role in encouraging and supporting the establishment of aligned expectations. They can, for example, develop and disseminate clear policies and guidelines to avoid variations in interpretations of even the more explicit and regulated aspects of HDR supervision, as well as provide workshops and tools to encourage open communication about the less regulated, interpersonal aspects.

Presentation

--Individual Paper--

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 Keddie¹, Jill Blackmore¹, Jane Wilkinson², Richard Niesche³, Scott Eacott³, Brad Gobby⁴, Katrina MacDonald¹, Caroline Mahoney¹

¹Deakin University, Burwood, Australia. ²Monash University, Clayton, Australia. ³University of NSW, Sydney, Australia. ⁴Curtin University, Bentley, Australia

Abstract

This presentation examines the ways in which school autonomy reform in Australia from its 'genesis' in 1973 with the Karmel report to the most recent national Independent Public Schools initiative has been rationalised in the name of social justice. Our focus here will be a tracking of the key changes in the political and economic landscape that have rearticulated equity and the idea of school autonomy for social justice. We will explore different possibilities and limitations of various social justice theories and ideas that we bring to our current project (School Autonomy Reform and Social Justice in Australian Public Schooling) to think about these key changes.

Presentation

--Other--

631 -

Towards a relational conceptualisation of school autonomy

Glenn Savage¹, Jessica Gerrard²

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

Abstract

In this paper, Savage and Gerrard will draw upon dominant political and sociological theories of 'autonomy' to consider the extent to which such theories are generative for understanding contemporary 'school autonomy' policies. In doing so, they will argue that school autonomy policies privilege liberal political rationalities of autonomy, freedom and self-governance, while at the same time obscuring other ways of thinking about autonomy. They argue that a more generative way of understanding autonomy in relation to schools, and the relationships that so-called 'autonomous schools' have with parents and local community members, is to challenge the liberalism that infuses current policies in favour of an understanding of autonomy as relational, bounded and context-specific.

Presentation

90 minutes

Inclusive Education

Inclusive Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: K109

81 - Enhancing Learning and Teaching: Students on the Autism Spectrum

700 -

When the Principles of Adult Learning are Insufficient: Co-designing a Response to Meet the Professional Learning Needs of Australian t Teachers.

Keely Harper-Hill^{1,2}, Jeremy Kerr^{1,2}, Michael Whelan^{1,2}

¹Queensland University of Technology, Brisbane, Australia. ²Autism CRC, Brisbane, Australia

Abstract

Focus & relevance

Research-to-knowledge gaps are not limited to the discipline of education. However, a failure to effectively address the gap within all school settings risks the educational outcomes for many students, including those with diverse needs. A secondary but important outcome of such a persistent gap, is the potential waste of resources invested to create the evidence-base for teaching practice. Both outcomes undermine the provision of education within a socially-just world.

Context & Contribution

This presentation will report on the response to the translation challenge facing the education researchers conducting over twenty research projects through the Autism CRC in five states of Australia. How can the wide range of research findings impact teaching practice in Australian schools most efficiently and to greatest effect? Education researchers and those operating in professions allied to education are well-equipped to apply principles of adult learning in their

efforts to translate their research findings. Despite this, translation of findings into the real-life context of the classroom has demonstrated only mixed results. In recognition of this, the Education Knowledge Translation research team undertook a series of co-design activities over 24 months in order to inform the translation process of research findings into Australian classrooms.

Design & methods

Using participatory research methodology, a unique series of activities were undertaken with more than 150 educators and policy makers across Australian education sectors. The co-design and consultation activities provide a framework for researchers seeking to maximise the impact of their research on teacher practice.

Results & Findings

The characteristics of the co-designed response has led to the development of the online platform inclusionED. In addition to wanting to understand the evidence-base underpinning a practice, teachers identified the need for supported implementation within a community of practice. The resultant platform is uniquely positioned within the knowledge to action cycle to efficiently deliver authentic, evidence-informed resources with the potential to respond to the demands of the specific contexts within which Australian educators operate. The methods used across the Knowledge to Action cycle will be shared and inform future translation of research findings into Australian classrooms.

Presentation

--Individual Paper--

702 -

Autism CRC Early Years Behaviour Support: Supporting Professional Learning in Rural and Remote Regions through a Problem Solving and Consultative Approach

Beth Siggers

Queensland University of Technology, Brisbane, Australia. Autism CRC , Brisbane, Australia

Abstract

Focus & relevance

Contributing to a “socially just” world, this research informs policy and practices to meet the professional learning needs of rural and remote school communities. The research reports on tele-classroom consultation (TCC) – a novel, problem-solving, collaborative method used in rural and remote regions of Australia. The TCC approach facilitated the professional learning of teachers and promoted the successful implementation of inclusive practices that support the social emotional wellbeing, school connectedness and academic success of early years learners on the autism spectrum.

Context & Contribution

This research investigates an innovation that adds to a growing body of literature across a range of different education research fields including:

- Inclusive education
- Rural education
- Teacher education and research innovation
- Professional education and learning

Design & methods

In response to the lack of detailed preliminary research on the TCC approach in schools (Streb, 2010), a series of exploratory case studies were employed (Thomas 2011; Yin 2012) allowing comprehensive assessment of the cases of interest (Simons, 2009). Across a two-year period, TCC was implemented for one school year in five rural and remote schools in Queensland and New South Wales. These schools were working with early years learners on the spectrum with challenging and complex needs. Qualitative data was collected pre-, mid-, and post-implementation from the research team, school community and parents about their perceptions of the approach.

Results & Findings

Initial findings suggest TCC can support teacher capacity building and schools to create more inclusive cultures, produce inclusive policies and develop inclusive practices. These case studies highlight positive outcomes from using a TCC approach to support the professional learning in schools in rural and remote regions to effectively meet the needs of early years learners on the

spectrum. Findings also accentuate positive benefits for other children and highlight the potential of this approach to support inclusive capacity building in schools (Booth & Ainscow, 2002). This may be achieved by using the TCC approach as an inclusive strategy to ensure particular attention is paid to the individual needs of students on the spectrum, their families, and the broader classroom and school context. Some examples of resources that have been developed to support the translation of knowledge from findings of this study will also be shared. The research reports on how this innovative approach supported school communities to adopt strategies that promote equity, access, participation and engagement of learners on the spectrum. Knowledge translation of research outputs will also be discussed.

Presentation

--Individual Paper--

704 -

The Early Years Model of Practice: Supporting Teachers of Young Students on the Autism Spectrum in Australian Primary Schools

Wendi Beamish^{1,2}, Annalise Taylor^{1,2}

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

Abstract

Focus & Relevance

Most students on the autism spectrum are educated in Australian mainstream schools. Yet, many teachers feel they need additional knowledge and skills to successfully educate students on the spectrum (see Roberts & Simpson, 2016). This need for targeted professional learning highlights the ongoing gap between research and practice in this area, and the associated demand for knowledge translation including the tailoring of existing research to create contextualised and useable knowledge products or resources for teachers. The Early Years Model of Practice (EY-MoP), a new practice framework, is one such product. This framework of empirically-supported, foundational practices empowers teachers to make informed choices about the structuring and implementation of learning

activities for young students on the spectrum.

Context & Contribution

This research draws from and contributes to the fields of inclusive education, knowledge translation, recommended practice, and Design Based Research. As the EY-MoP and its foundational practices will be shared with teachers via the online platform inclusionED, this resource should actively support teacher capacity building in this country.

Design & Methods

Design-Based Research was the overarching methodology used to develop and trial the EY-MoP. Multiple, iterative cycles of design-evaluate-redesign were undertaken, including (a) practice generation from the literature and design of Prototype 1, (b) content validation of practices by an expert group, (c) practice refinement and redesign to create Prototype 2, (d) social validation of practices by 129 teachers, (e) practice refinement and redesign to create Prototype 3, (f) trial by 38 teachers in 21 schools in Queensland, NSW, and Victoria, and (g) practice refinement and redesign to create Prototype 4 for sharing via inclusionED. Mixed methods of data collection were employed. EY-MoP validation (cycles b–e) used online surveys, while the trial (cycle f) used online surveys and phone interviews at the beginning and end of the 8-week trial period.

Results & Findings

The trial provided evidence for the viability of the EY-MoP with its 29 practices as a pragmatic and flexible online resource to support Australian teachers in their daily work with young students on the spectrum. Some teachers reported using the model as a “go to” resource for everyday planning while others used it as a reflective tool. Several teachers recognised the usefulness of the model for other diverse learners. Many commented on the model’s relevance to early career teachers. Importantly, use of the EY-MoP resulted in increased perceptions of teacher knowledge, confidence, and efficacy.

Presentation

--Individual Paper--

Promoting School Connectedness and Wellbeing for Adolescents on the Autism Spectrum: A Multilevel Approach

Ian Shochet^{1,2}, Beth Saggars^{1,2}, Suzanne Carrington^{1,2}, Jayne Orr¹, Astrid Wurfl¹

¹Queensland University of Technology, Brisbane, Australia. ²Autism CRC, Brisbane, Australia

Abstract

Focus and relevance

There is an increased risk of mental health problems in adolescents on the autism spectrum. Adolescents need to navigate complex peer relationships and other developmental challenges. Prevalence estimates for depression in young adolescents on the spectrum are as high as 54%. These co-occurring mental health problems have an impact on future developmental prospects including reducing the likelihood of advancing to tertiary education and subsequent employment. Thus it is vital to find strategies to promote mental health and wellbeing for this population. While family and individual difference variables are of great importance, our research has also highlighted the vital role of school connectedness for adolescent mental health. Adolescents on the spectrum can struggle to develop this important sense of belonging. This presentation reports on our research funded by the Cooperative Research Centre for Living with Autism (Autism CRC) on a multilevel model to promote school connectedness and wellbeing for adolescents with autism.

Design and methods.

We developed and evaluated a multilevel intervention model (Shochet et al., 2016) at the school, parent and individual levels that aims to conjointly promote adolescents sense of belonging and connectedness at school as well as their resilience (i.e. their capacity to manage and regulate their emotions and self-esteem in times of stress). Participants were young adolescents on the spectrum, their parents and selected school personnel from five urban schools in Brisbane. The individual level interventions consisted of an adapted version of the school based intervention for adolescents Resourceful Adolescent Program (RAP-A-ASD) and the associated program for parents (RAP-P-ASD). The school level intervention drew on the Index for Inclusion (Booth & Ainscow, 2002).

Results and Findings

We examined parent and adolescent reports of program experiences using the rigorous consensual qualitative research (CQR) method. For adolescents key findings included a greater capacity to keep calm, manage anger and respond maturely in challenging situations; increased

openness and social engagement; and enhanced communication and social skills. Parents reported that the program enhanced wellbeing and parenting efficacy, reduced isolation, increased ability to parent calmly, and improved parent-adolescent relationships. The school level intervention using the Index for Inclusion highlighted a varied range of ways that schools were able to identify and change procedures and actions to enhance inclusion and connectedness. We will also present our current initiatives to increase the reach of these interventions through the development of a website. Aspects of the website will be demonstrated.

Presentation

--Individual Paper--

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

Abstract

This paper will present and discuss the findings of a three-year international, collaborative research project called Education for Equitable Health Outcomes - The Promise of School Health and Physical Education (EDUHEALTH), a project that was undertaken by Physical Education Teacher Education (PETE) researchers from Sweden, Norway and New Zealand. The

EDUHEALTH project sought to identify school HPE teaching practices that promote social justice and more equitable outcomes across the three different countries.

A focus on equity, democracy and social justice in HPE is pertinent when education is in an era of risk where, for instance, these ideals are currently far from ideal within neoliberal economic and socio-political democracies. Neoliberal approaches to health and education tend to negatively impact on the most marginalized and/or minority groups in society. Scholars further caution that school HPE curricula based on principles of global neoliberalism have emphasized competitive-based rather than equity-based goals, which, in turn, have led to the marginalization of the social justice project. In fact, research shows that many HPE teachers tend to be insensitive to such social justice issues.

The data reported on in this paper was generated through 20 HPE lesson observations and interviews with 13 HPE teachers across schools in New Zealand, Sweden and Norway. The data collection was based on principles of critical incident technique methodology and stimulated-recall interviews. The interview guide involved a combination of open questions designed to enable the teacher to elaborate on social justice pedagogies and specific questions designed to afford the teacher an opportunity to explain the thinking behind the identified critical incidents. The data, both observation notes and interviews, were analysed following the principles of thematic analysis, informed by our existing knowledge and positioned within the paradigm of critical qualitative research for social justice. In our analysis of the data we drew on theories of social justice pedagogies and transformative pedagogy.

In this paper, we will present and discuss findings related to three themes: (i) relationships, (ii) teaching for social cohesion, (iii) and explicit teaching about, and acting on, social inequities. To conclude, the paper we will address the implications of the EDUHEALTH project for further HPE and PETE practice. We also point to the need for future research examining contexts beyond the specific school subject HPE across Western societies to deepen our understanding of education for a socially just world.

Presentation

--Individual Paper--

“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

Abstract

Introduction: Several studies demonstrate the benefits of socially critical work in physical education and sport (Devis-devis 2006; Fitzpatrick 2018). An ‘ethic of care’ has been proposed as a moral basis for socio-critical work (Rovegno and Kirk 1995). In recent years, socially critical scholars have argued that care/love should not be colorblind or power blind and that marginalized populations necessarily understand caring within their sociocultural context; creating spaces for youth and teachers to challenge inequities (Freire, 2005; Ladson-Billings 2009). While advocacy critical ethic of care in education and physical education, there is little research that aims to explore how teacher’s conceptions of care/love change across time. Building on this gap, we seek to extend this conversation using a critical lens of ethic of care. We draw specifically on Paulo Freire’s concept of Love (Freire 1987, 2005, 2014). **Purpose:** The aim of this study was to explore pre-service teachers’ perception of care/love for youth from socially vulnerable backgrounds in experiencing an activist sport approach across time. **Participants and settings:** Participatory action research framed this 4-semester research project (20 months). Participants included the lead researcher, four pre-service teachers (PSTs) and 110 youth. Data collected included: (a) lead researcher’s field notes; (b) collaborative PSTs group meetings; (c) PSTs generated artifacts; and (d) PSTs focus groups and interviews. Data analysis involved induction and constant comparison. **Results:** The PSTs understood that care/love it was represented by: a) creating democratic spaces for students to care from each other and their community; b) trusting and understanding the students, and dream possible futures with them; c) being the best teacher in order to accomplish students’ learning; d) making sure all students are included. The embodied PSTs’ experiences of oppression and the reflexive experience lived in the activist sport approach created a space for the PSTs to see themselves in the youth, reconnected with their own identity and developing empathy, care and love for the youth. **Conclusion:** We suggest that teachers need to develop attitudes, knowledge, skills, and dispositions necessary to become competent in catering to linguistically, culturally, and ethnically diverse students. It requires them to examine their own values and assumptions about working with youth who are different from them, recognizing their own privileges (Enright et al., 2017; McCuaig, 2012; Oliver et al., 2015). It is a process that requires reflexivity in order to develop awareness of micro oppression that allowed micro transformations.

Presentation

--Individual Paper--

1027

A curriculum of manhood: Challenging ‘toxic’ masculinities in Health and Physical Education

Rachel O'Brien

The University of Sydney, Sydney, Australia

Abstract

Research has highlighted the lack of explicit discussion of masculinity and sexuality in schools. This paper presents findings from research in an elite boys' school where these discussions were becoming more commonplace with units on masculinity and sexuality featuring within Personal Development, Health, and Physical Education (PDHPE). Teachers made concerted efforts to design a curriculum and lessons where boys were encouraged to appreciate diverse masculinities and challenge ‘toxic’ and stereotypical masculinities, a project that arguably has the potential for producing more equitable gender relations in schools. Although there were many opportunities to discuss gender and sexuality at the school, attempts to instil a more critical and diverse understanding of masculinity and sexuality were ultimately impacted by the broader gender regimes. These findings suggest that schools should consider the ways that the hidden curriculum of manhood operates in each particular schooling context. Speaking with the boys themselves provided insight into the processes and practices which disrupted attempts to produce more egalitarian, diverse masculinities.

This paper discusses student's capacity to problematise some of the everyday practices of schooling life in an elite school which presented a hidden ‘curriculum of manhood’. While the official Health and Physical Education (HPE) curriculum suggested that boys' could be whatever type of men they wanted to be, and all versions of masculinity were equally valued, participants (and the school) reinforced ideals of the businessman, gentleman, and sportsman. Students felt that, although the school suggested they most valued honest, ethical, respectful men, in reality they praised the rugby player or rower who represented heterosexual, muscular masculinity. Positive messages of gender equality and diverse masculinities, then, seemed to be interrupted by

the hidden curriculum of masculinity in the elite school, suggesting further consideration for the implementation of a masculinities curriculum in HPE is required. If schools are incriminated in the production of 'toxic' masculinities then they also should be able to produce more egalitarian, positive masculinities. This paper will suggest ways forward for thinking about educating boys about gender and sexualities in schools.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 13:30 - 15:00

Date: 4th December 2019

Location: K360

706

Concerns with Mental Health and Wellbeing in the Academy - Conversations with Senior University Leaders

Shelleyann Scott¹, Donald Scott¹, Abdoulaye Anne², Linda Dudar³, Stacy Crosby¹, Elaine Fournier⁴

¹University of Calgary, Calgary, Canada. ²Université Laval, Quebec, Canada. ³St. Mary's University, Calgary, Canada. ⁴Western University, London, Canada

Abstract

This research is part of the *International Study of Leadership Development in Higher Education* and involved in-depth interviews with 21 senior university leaders (Provosts, heads of learning centres, heads of HR) across Canada and follows the interpretive paradigm. The overarching aim of this study is to identify how effective current leadership development offerings are in supporting university leaders, specifically deans and associate deans. This subtheme of mental and physical health and wellbeing concerns emerged from discussions of the changes in leadership demands and expectations arising in contemporary universities. Provosts reported deans were struggling to address concerns with mental and physical health and wellbeing at all

levels of the organization – faculty, staff, students, and even deans themselves who were struggling to maintain an appropriate work-life balance which resulted in significant stress and health issues. Findings indicate there were distinct leadership development implications in the rise of mental ill-health within the academy, not only in dealing with difficult people, but also in identifying when mental illness is a factor in conflict and/or how to address these complex situations when they arise. Senior leaders indicated deans were largely unprepared to manage contentious situations within the academy, and certainly unprepared to manage incidents triggered by mental illness. Even though the literature about decanal leadership addresses the importance of building capacity and promoting positive cultures and relationships as crucial to decanal effectiveness and success, this theme of mental and physical unwellness in the academy appears to be new and relatively unexplored. While there are discussions about toxic leadership, difficult conversations, and the importance of psychological safety within academia we posit that concerns with mental health and wellbeing may be an extension of these worrying leadership themes. We delve deeper to examine some of the factors that may be influencing the prevalence of conflict, physical, and psychological ill-health in the academy. Questions are raised as to whether these wellness issues are negative legacies of increasing academic workloads, the push for more impactful teaching and research, and negative cultures within the ‘neoliberal’ academy, or are these a natural extension of toxic leadership or extremist dimensions of academic freedom? Implications for leadership development will be discussed. This study will be of interest to all in academia, especially university leaders and administrators who are charged with supporting their faculty and students. Additionally, leadership developers and HR personnel may find these findings relevant in informing leadership development programming.

Presentation

--Individual Paper--

532

Leadership as narrative: Connecting narratives to find shared purpose

Michael Victory

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

Abstract

Leadership development frameworks (e.g. DET 2007, AITSL, QELi) promote education leadership as knowledge, skills, and dispositions, or competencies to be attained. Leadership is presented as external to the persons involved in the process of leading or being led. This paper proposes that leadership development programs might be enhanced by understanding leadership as narrative.

The author has completed a narrative inquiry (Clandinin and Connelly) into an influential, if controversial, historical leader, Paul of Tarsus (Saint Paul). The inquiry was prompted by Paul's new relevance in a conversation between theology and philosophy (Badiou, Žižek, Caputo) and emerging research on Paul as an educator (Judge, Smith, Edsall).

The mainstream narrative of Paul is that he adopted a new framework, Christianity, and travelled the Mediterranean, imposing this worldview. In contrast, this inquiry reveals Paul living in communities, connecting with the narrative of others, and leading communities to a renewed life, in which all were emancipated from their past and freed from the restrictions of identity. Paul introduced language and lived practices in each community that were open to all who committed to learning about a new life. (The practices foreshadow Dewey's philosophy of pragmatism). Approaching Paul through narrative inquiry, suggests that Paul's legacy may be a model for leading people to discover shared purpose, in which narrative is brought to the fore.

Drawing on Clandinin and Connelly's three-dimensional model of narrative inquiry, and this new research on Paul, this paper suggests that leadership development programs might consider:

- The Dimension of Place – leadership narratives develop in specific places or a sequence of places. The agency of the individual impacts on the structures, and the structure influences the narrative of those who work within the place.
- The Personal and Social Dimension – narrative is developed in relationship with others, and so will include the inner feelings, the hopes, aesthetic reactions and moral dispositions of every person in the narrative. A leader must understand themselves and discover the narrative of those who they would lead.
- The Temporal Dimension – every person's narrative has a past, present and future which constantly changes. Leaders, and those who would be led, will view the past and the future considering their experience in the present (Mead).

The paper argues that narrative, which begins from within, and which is experienced in relationship with others, might have value for educational leaders committed to the struggle for a socially just world.

Presentation

--Individual Paper--

The benefits and challenges of leadership coaching in disadvantaged schools

Esther Doecke, [Graeme Newman](#), Stephen Lamb, Shuyan Huo

Victoria University, Melbourne, Australia

Abstract

The Fair Education program has provided school leaders in disadvantaged schools with leadership coaching run through Schools Plus through a philanthropic contribution from the Vincent Fairfax Family Foundation. Schools who were successful after applying for the program were provided with the resource of an independent leadership coach, as well as support to be able to finance the time-release required to participate in the session. Individual schools or schools working together as ‘clusters’ were visited by their coach every term. In this presentation, we summarise the impact and benefits of leadership coaching and reflect on its short, mid and long-term impact. Data is drawn from our evaluation of the Fair Education initiative, where we conducted interviews with school leaders over three years.

Leadership coaching is becoming increasingly deployed as an educational initiative within schools, both here in Australia and internationally (AITSL, 2013). Its emergence corresponds to the development of increasingly devolved public education systems. Over successive years school leaders in New South Wales (NSW) have been granted more autonomy over their staffing and budgetary decisions that creates additional workload. Contemporary research finds that three in four NSW principals find their workload is difficult to achieve or not at all achievable (Centre for Education Statistics and Evaluation, 2018). In this context, the opportunity for school leaders to be supported with additional resources to work with a coach, independent of the Education Department, was an important motivation for many in applying for the Fair Education program.

Coaching was experienced by many school leaders positively as an opportunity to discuss bigger ideas and engage in strategic planning for their school. ‘Professional capital’ was built through these conversations with coaches, including ways to talk to staff, build teams, facilitate whole-school improvement and embed new initiatives that sought to develop community engagement (Hargreaves & Fullan, 2012). However, there are some challenges apparent in the coaching model. Fundamentally coaching is built on a relationship, which can be derailed due to personnel changes. It was also apparent that some school leaders struggled to do the preparation work

required to supplement the coaching sessions, or make the time to attend coaching at all. In conclusion, we discuss the widespread application of the model of coaching to promote school improvement in disadvantaged schools.

Presentation

--Individual Paper--

Sociology of Education

Sociology of Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: K424

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

Abstract

Drawing on outcomes derived from two separate 'Education Horizon' (QLD DoE) projects, this paper charts how possibilities for socially-just education materialised within different sites of formal education. Following Riddle and Apple (2018), we argue that although schooling remains 'important in the struggle against hegemonic political and social discourse', it is with those 'activations' of the relationship between the student and educator that occur at the level of the pedagogic encounter that distinct possibilities for a radical education commence. Working from traditions in critical and radical education that emphasise the relational nature of pedagogy, as drawn from Freire (1968), Ranciere (1987) and more recently, VanManen (2016), we contend that the idiosyncratic and in-the-moment nature of the pedagogical relationship provides

opportunities to work ‘within and against the grain’ (Thomson et al. 2012) of decontextualised policy mandates and technocratic systems of schooling.

Drawing on our encounters with students and educators, we argue that consideration of the relational dynamic is vital to the realisation of a genuinely democratic education. It emerged from the projects that form the basis of this paper that distinct formulations of the ‘sayings’, ‘doings’ and ‘relatings’ (Edwards-Groves et al., 2010) that constituted our encounters within these alternative learning settings revealed specific modalities of conduct. These modalities defined not only these sites as alternative, but as sites committed to the recognition and enactment of socially just education. Commitments to learning and education that explicitly sought student engagement and participation through dialogic negotiation of curricula and pedagogical conduct provided ‘new knowledge about what is possible in these contexts and that this is primarily a pedagogical challenge’ (Hayes et al., 2009, p. 263). However, questions remain regarding the ultimate efficacy of these programs and the possibility for the formulations of socially just education beyond the alternative learning setting. Although these programs provided cases for how activations toward a socially just education might proceed, larger considerations of the responses they provide to increasingly technocratic ‘one-size fits all’ models of education are needed.

Presentation

--Individual Paper--

546

Whither Social Justice? How Teachers in Elite Private Schools Embrace Privilege.

George Variyan

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

Abstract

This paper highlights the importance of considering how teachers in elite private schools are mobilised and constrained, but also how their agency allows them to embrace privilege in spite of thorny questions around educational inequality. These findings are drawn from a multi-site study of teachers in elite private schools in Australia, where no similarly substantive research has

been conducted for over three decades. This study utilises data from interviews, observations and field artefacts, which was theorised through a hybridisation of Foucauldian theory with socio-ecological thinking. Re-thinking Foucault through this socio-ecological lens problematises the bifurcations and antagonisms of his work, but crucially reinvigorates the ‘thinking otherwise’ that the endlessly resistant status quo demands.

However, while it is perhaps self-evident that progressive agendas in education still hope to mesh with, to energise, or be energised by the egalitarian values espoused in liberal western democracies, this civic commitment appears increasingly tenuous. In recent times, the Australian discourse of a ‘fair go’, has shown marked shift in imagining, which now appears to extend only to those who are entrepreneurial and/or diligent - those who ‘have a go’ - beyond which the weak, vulnerable, and the contrarian are no longer countenanced. This weaponising *of values*, runs parallel to how elite schools have been successfully able to repackage exclusivity *as value*, in the schooling market. This certainly makes questionable the ideal of equity *in practice*, yet it also challenges the easy-to-hand imperatives of social justice commonly taken up by critical scholars.

This paper thus attempts a two-fold task: firstly, to think afresh how social justice values are recirculated profitably in elite private schools, that is, by showing how teachers’ agency, their biographies, projects and creativity, allow them to embrace their elite institutions in spite of what critics would think; secondly, it seeks to raise questions as to whether normative standpoints around social justice can hope to be effective, which is especially salient when ethics and morality are becoming reconfigured in the ‘post-truth’ political landscape.

Presentation

--Individual Paper--

536

Cultivating Schoolwide Routines for Improved Learning Outcomes: Achievements and Challenges of using Pedagogical Model for Shifting Teacher and Learner Thinking

Carmel Patterson¹, Ann-marie Furney², Kate English², Geoff O'Brien²

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

Abstract

Research in developing teacher and learner thinking highlights the disparity in translating theoretical constructs into practice protocols and schoolwide routines when effecting professional learning across school contexts. One Australian study tracked teacher thinking in line with a professional learning program titled The Learning Thinking Scope (LTS)[®] across several schools over the proposed three-year implementation timeframe. The current study across government and non-government primary and secondary schools asks: How do teachers develop collective efficacy in their professional learning to modify their teaching practice and improve student learning within a schoolwide pedagogy? The LTS framed a shift in learner and teacher thinking within a pedagogical model called Gap To Got It⁺ (GTGI⁺) Learning Thinking Stages[®] to cultivate schoolwide routines for improved learning outcomes. Teacher and learner thinking are supported using thinking constructs and organisers, and practice protocols and classroom routines that are continually developed through the iterative action research of teaching teams. The findings drawn from different primary and secondary school contexts highlight the rewards in teachers thinking deeply about learning when conducting research on practice and the challenges of implementing new schoolwide professional learning initiatives. Importantly, the recommendations offered here may be transferred to other classroom contexts to promote thinking and action research by focusing on collective teacher efficacy, learning clarity, questioning, classroom talk, and feedback. This paper identifies achievements and challenges for the LTS that would inform improvements for other teacher professional learning programs. The research to date highlights the importance of bolstering teacher involvement in reporting their own learning and development of practice, as well as addressing the theory-practice divide with further research on teacher professional learning that enables teachers to traverse the knowing-doing gap in their practice.

Presentation

30 minutes

Arts Education Practice Research

Arts Education Practice Research

Time: 13:30 - 15:00

Date: 4th December 2019

942

Creative Reuse: The Impact Artmaking has on Raising Environmental Consciousness.

Sue Girak^{1,2}, Geoffrey Lummis², Jackie Johnson³

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

Abstract

Environmental sustainability refers to ways of preserving and protecting our planet beyond this current generation. Creative reuse is a way for young artists to practice sustainable behaviours. Research in a Western Australian primary school classroom investigated whether 12-year-olds would question their ecological footprint if they used discarded materials in their artmaking. During this visual arts-led project, the students engaged in material explorations and interdisciplinary activities with an environmental focus, culminating in a class exhibition. By the end of the project, the students demonstrated that their awareness had increased; they were able to articulate their personal impact, and to recognise and reflect on humanity's negative impact on the environment. In addition, the students were making positive environmental choices beyond the classroom that included reducing consumption. This research demonstrates the influence that artmaking with discarded materials has on students' perceptions and understanding of sustainability

Presentation

--Individual Paper--

520

The art of caring and connecting: Moving pre-service teachers toward ecological sustainability and social justice through arts-based reflection on childhoods, people and place

Ali Black

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

Interrelationships between humans and more-than-human worlds are complicated - with critical climate justice issues influencing our shared fates. This presentation explores research where innovative assessment practices have awakened future teachers to the delights of childhood and the realities of changing environments. The context of this presentation is a sustainability-focused course in an Australian undergraduate early childhood education teaching degree. Over the last four years, cohorts of pre-service teachers have used arts-based methods and stories of experience to explore their childhood memories, interactions and relationships with people, place, and more-than-human worlds. Harnessing the power of the arts to celebrate the natural environment and human relationships with-in it, pre-service teachers use their own stories and creative and historical artefacts to remember, reflect upon, and represent significant childhood experiences. The making visible of early relationships with people, place and more-than-human, serves to expand their minds and hearts, connecting them to their hopes for children and for the planet. Pre-service teachers' reflections illuminate their renewed understandings about how significant early experiences with-in nature contribute to resilience, physical, mental and spiritual health across the lifespan. Their experiential and narrative understandings inspire feelings of connection and empathy with the natural world, environmental and ethical awareness, and advance sustainability as they reconnect with their passion for the planet and renew plans for advocacy, action and change. Through storied and arts-based assemblages and reflections, this research highlights the power of the arts for connecting educators to their personal and professional commitments about working with young children toward sustainable, well, and hopeful futures.

Presentation

--Individual Paper--

910

Particularities of Practices and Sites: How Animations in Teaching International Students (TIS) Projects become Public Pedagogy.

Kim Snepvangers, Arianne Rourke

UNSW Sydney, Paddington, Australia

Abstract

In the Australian Higher Education (HE) context the undue influence of foreign countries can induce moral panics and make any discussion of International education fraught and contentious. Many institutional responses to such global education challenges tend to reinforce highly suspect models of deficit educational **dependence**.

To counter deficit discourse, local nuances of art, design and media practice and sites of enactment and reflection feature strongly in the Teaching International Students (TIS) project. Storyboards and animations are created that involve all stakeholders in conception, delivery and reception of a professional outcome. In these visualisations of localised spaces of habitation, TIS projects contextualise, bring forth and value student perspectives and cultural particularities. In these projects paradoxically acknowledgement of specific TIS student cohorts and socially just pedagogy illuminates how the needs of all learners can be addressed rather than just some.

To ensure that learning is not haphazard, academics work with 'Students as Partners' for academic credit to develop co-designed Professional Experience Projects (PEP). Students' making practices are prioritised so that they lead the design process and transformation of their films/animations into 'Visual Learning Artefacts'. By experiencing real-world Australian business contexts, future creative careers are anticipated by working alongside mentors, business and organisations. This 'Ecology of Practice' (Kemmis & Heikkinen, 2011, Snepvangers & Rourke, 2017), situates shifts in student learning by documenting transfer of media and communication skills to a wider audience.

Student's move from individual media practice to a public facing pedagogy by producing creative and adaptive artefacts. Underpinned by Kruger's iceberg theoretical model (1996; 2013), students' narrative animations explore contested themes 'below the waterline'. Design of **counter-dependent** film and media artefacts act as 'catalysts for conversation' in teaching environments to empower learning with International students.

By prioritising visual media ecologies TIS counters regionalism utilising synergistic community-based approaches to develop **independent** educator case-based knowledge to enhance student professional learning. In this **interdependent** emergent ecosystem, students and educators work iteratively developing reciprocal relationships to make shifts in practice visible, whilst simultaneously documenting educator professional development.

Presentation

Technology and Learning

Technology and Learning

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E151

380

Developing the Pedagogies of Virtual Reality in Higher Education

Rachel Buchanan, Debra Donnelly

University of Newcastle, Callaghan, Australia

Abstract

With education there is a belief that new teachers are coming to schools with the skills to lead technological change. Yet, recent graduates often feel inadequately prepared for the task of embedding technology into their teaching. The constant shifts in technological development means that keeping ahead of the new trends is difficult for many teachers at any stage of their career. One of the contemporary emerging technology being lauded for its pedagogical potential is Virtual Reality. Building on the 'Pedagogies of VR' which examined what teachers are doing with virtual reality in schools, this project looks at higher education and the preparation of preservice teachers for the pedagogical uses of VR. This paper reports on the 'Developing the Pedagogies of VR in HE' project in which work is being done to prepare preservice teachers for the possibility of embedding virtual reality into their teaching. A pilot study was undertaken with preservice teachers to gauge their feeling of preparedness for working with Virtual Reality. After undertaking a VR experience, participants engaged in a workshop and focus group. Thematic analysis reveals the range of preservice teacher emotions, from excitement about the affordances of the technology, to cautious optimism and outright indifference. Findings reveal the challenges of preparing preservice teachers to work in an environment where the availability of technology is unknown, but the expectations of their ability is high.

Presentation

--Individual Paper--

616

The Use of Laptops and Tablets PCs in Secondary School Subjects

Terry Byers

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

Abstract

Access to and use of digital technology in education, its value, or lack thereof, continues to be a contested subject. Proponents of technology hinge their arguments on the premise that the integration of technology has the potential to enhance teaching and learning. Many focus on the affordances that particular devices present to teachers to modify, augment or transform their practice to enhance student learning experiences. An example of this is the recent evolution of Tablet PCs, with the affordances of a digitised stylus mimicking the function of a pen/pencil, Here the argument by proponents suggests that the stylus, like a pen, better supports human thought and learning through the ability to engender both linguistic and nonlinguistic communication unlike a laptop's keyboard interface. On the other hand, critics continue to lament the limited understanding of the use of these devices in the classroom setting. There is a limited understanding of how teachers incorporate, or not, the affordances presented by different digital devices with their practice and the ensuing nature of student learning experiences across a variety of subject areas.

In light of the gap in the literature, an exploratory study investigated how a sample of secondary school teachers (n = 26) and their students utilised laptops and Tablet PC (Microsoft Surface) devices in different subject areas. Over three years, a time-series quasi-experimental approach, facilitated by a repeated measures design, compared the activity and behaviour of the same teacher using these devices to discern if and how the interface (laptop – keyboard and Tablet PC – digitised stylus and keyboard) impacted pedagogies and student learning experiences. The application of the Linking Pedagogy, Technology, and Space (LPTS) observational metric timed, compiled and produced a proportionate visual breakdown of actions and behaviours of both

teachers and their students using each device. Comparative visual analysis of the repeated measures observational data highlighted how the teacher sample used, or not, the affordances presented by the interface of each device in different subject areas. Thematic analysis of post-observation conversation highlighted how the nature of communication in the various subjects influenced the interaction with the device interface. The findings, similar to those of Mueller and Oppenheimer (2014), Oviatt et al. (2012) and van der Meer and van der Weel (2017), suggested that the affordances presented by device interface can impact the use of devices and nature of learning they can support in different subject areas.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E152

309

Early career teachers and the Discourses of quality: Reflexive agency in the pursuit of quality.

Peter Churchward

Queensland University of Technology, Brisbane, Australia

Abstract

Improving teacher quality will improve student outcomes, so the argument goes. Policy solutions directed toward programs of teacher education, induction, mentoring, accreditation and certification are predicated on assumed understandings of teacher quality. However, quality is an ineffable term, most often understood through observation and discursive interpretation of teacher pedagogic behaviours. As early career teachers (ECTs) feature in the policy solution, they must make sense of the quality teacher discourse. Their reflexive consideration on the

Discourses of quality is the subject of this paper, which explores how quality teaching is understood and experienced by early career teachers. Three research questions are posed:

1. How do Early Career Teachers see themselves as quality teachers?
2. How do ECTs navigate the quality teacher Discourse?
3. How do ECTs enact the ideal of quality teaching?

These questions conceive of ECTs as active agents reflexively deliberating on what it is to be a quality teacher, based on Margaret Archer's work on the use of reflexivity to mediate between structure and agency.

As part of a doctoral research program, 13 ECTs in two Australian states participated in stimulated recall interviews, with Interviewees given artefacts to stimulate their recall of their lived experiences of the pursuit of quality during their first five years of teaching. Each was deemed a quality teacher as they had been selected to a teacher education course of excellence in the final year of their initial teacher education program. Using James Gee's approach to critical discourse analysis, the data was analysed to identify how ECTs expressed their views regarding practical conceptualisations of quality and their development as quality teachers. Using critical discourse analysis to focus on how ECTs constructed their professional identities as quality teachers highlighted the difference between the theory of quality, as seen in the Discourses of quality, and the practice of quality teaching, as reflexively understood by its practitioners. This paper presents the reflexive deliberations of ECTs in the pursuit of quality. The ECTs in this study were keen to assume responsibility for their students' learning and found the Australian Professional Standards for Teachers useful when used as a guide to development. They embraced the pursuit of quality. This paper explores how teacher quality also raises questions of education for social justice.

Presentation

--Individual Paper--

466

Exploring Teachers' Knowledge of Materials Use: A Case Study of Four Language Teachers in Higher Education in Mainland China

zhan li

Abstract

This paper examines an under-researched area of teacher knowledge, namely teachers' knowledge of materials use (TKMU). It aims to propose a conceptual framework to uncover the nature of TKMU by focusing on language teachers' enactment of curriculum through the use of curriculum materials in higher education in Mainland China. As a burgeoning area of research in language education, particularly in applied linguistics (Tomlinson, 2012), materials use was currently defined as "the ways that participants in language learning environments actually employ and interact with materials" (Guerrettaz et al, 2018, p. 38). To use materials effectively, teachers must develop a robust knowledge with respect to materials use and the ability to mobilize a plethora of resources to engage students with the materials and thereby to promote students' learning. Language materials (including curriculum materials) are ubiquitous and prevail in every classroom across the world (Tomlinson & Masuhara, 2018). Given the importance of language materials, there remains a large gap in the literature on *how* language teachers utilize materials to design and enact instruction and the knowledge recruited in this activity (Larsen-Freeman, 2014; Masumoto, 2019). By deploying Keller and Keller's (1996) social learning theory of cognition in tool use and Shulman's (1987) categorization of teacher knowledge, a qualitative multi-case study involving four Chinese English as a Foreign Language (EFL) teachers in one university in mainland China was designed to represent the study. Drawing on data from teachers' pre-lesson and post-lesson interviews, lesson observations, and curriculum materials analysis in two successive semesters, language teachers' *six* cognitive processes in materials use were generalized, namely, *comprehending*, *conceiving*, *transforming*, *assessing*, *reflecting* and *reconceiving*. The major constituents of TKMU that teachers recruited in each process were also unveiled. I propose that TKMU is a multi-dimensional construct, which is mainly manifest at four domains, i.e., *subject matter*, *pedagogical*, *curricular* and *contextual domains*. This paper concludes that TKMU is mutually constitutive of teachers' curriculum enactment, which provides room for teacher learning through informed reflection on the recurrent use of curriculum materials. Implications for in-service professional development and material development are also discussed.

Presentation

--Individual Paper--

Motivation and Learning

Motivation and Learning

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E153

289

Connecting mathematics and science in junior secondary school through project-based learning: The student and teacher experience

Jake Little

The University of Sydney, Sydney, Australia

Abstract

The rhetoric around STEM education has involved an increasing number of curriculum reports and research studies encouraging secondary teachers to connect mathematics and other STEM disciplines to showcase its usefulness and purpose, thereby enhancing students' engagement and achievement in mathematics. Currently, curriculum documents are discipline-specific and most schools teach STEM subjects in isolation. Guided by the Eccles et al. (1983) expectancy-value theory, this study investigated the student and teacher experience through targeted interviews when one secondary school began to connect mathematics and science in Semester 1 of Year 7, 2019. Students had the same teacher for both subjects and for 3-4 weeks in each term, teachers made content connections between mathematics and science through project-based learning (PBL). Semi-structured interviews were conducted with all seven teachers after each project to gain insight into their experience in making content connections and their beliefs about the impact of the approach on student engagement and achievement in both mathematics and science. Eight students were selected for interviews based on their pre-intervention achievement in the Progressive Achievement Test in Mathematics (PATMaths), and level of intrinsic value for mathematics from a baseline questionnaire completed by all students. Intrinsic value was chosen as it is of particular importance to students' engagement and participation in mathematics. Two boys and two girls came from each of four categories: low achievement/low intrinsic value, low achievement/high intrinsic value, high achievement/low intrinsic value, and high achievement/high intrinsic value. A minimum of one student was selected from each class. Student interviews aimed to understand their beliefs about mathematics and science, to analyse the content they believed their projects demonstrated, and to examine their views about connecting mathematics and science disciplines. Preliminary findings highlight that low-

achieving students exhibited a simplistic view of mathematics as calculations and operations, impacting on their ability to identify and use new mathematics content in their PBL projects. While most girls ($N=3$) preferred learning mathematics through PBL methods, most boys ($N=3$) indicated preference to learn in a traditional classroom where the teacher presented information. Teachers' responses indicated that while they believed PBL effectively showcased the usefulness of mathematics, they held concerns about its benefits for student learning. Three key themes emerged for teachers as requisite to the success of the project: teachers' beliefs about mathematics, their skills in making explicit connections between both disciplines, and level of content knowledge in mathematics and science.

Presentation

--Individual Paper--

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

Abstract

The constructive alignment (CA) of teaching and learning in higher education is seen as an effective approach to improve students' learning outcomes, yet little research has explored the relationships among CA principles and student motivation and engagement in learning. Previous research found that after CA principles were implemented in a course, students reported higher satisfaction with teaching, greater clarity of assessments, and better grades, relative to the pre-CA cohort. Also, there is evidence that students adjust their learning behaviour to CA, adopting a deep learning approach as opposed to a more surface learning approach, in more constructively aligned courses. Related to this, qualitative findings suggest that students may develop more elaborated epistemic beliefs and higher-level learning strategies. Building on this research, we implemented a quantitative study to investigate: (1) Which CA dimensions contribute to which dimensions of student motivation? (2) How is CA related to the cognitive demands of learning? and (3) Do students' learning strategies moderate CA effects? Thirty-one students from a unit on

Supply Chain Management completed questionnaires in the second (T₁), seventh (T₂), and the final fourteenth (T₃) weeks of the unit. At T₁, students reported their use of surface and deep approaches with the Study Process Questionnaire. At T₂ and T₃, students reported their perceptions of the unit being constructively aligned (Constructive Alignment of Learning Experience Questionnaire), their intrinsic motivation (Intrinsic Motivation Inventory), and how complex and demanding they perceived their learning to be (NASA Task Load Index).

Regression analyses revealed that CA perceptions selectively predicted intrinsic motivation and cognitive demand. For instance, perceiving the intended learning outcomes (ILO) as clear was strongly related to enjoyment of the course ($r = .76$), whilst perceptions of ILO being aligned with learning activities was associated with feeling competent to master the learning tasks ($r = .49$). Similarly, perceived ILO clarity went with lower ratings of the course as being demanding and complex ($r = -.44$), whereas perceived alignment of ILO with assessment tasks was coupled with lower ratings of having had to work hard to accomplish one's level of performance ($r = -.29$). Finally, the relationship between ILO clarity and perceptions of competence were stronger in students adopting a deep learning approach. Further research, however, involving larger samples across multiple units is needed to explore the extent to which each of the dimensions of CA contribute to student achievement.

Presentation

--Individual Paper--

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

Abstract

Many educational analyses, and subsequent calls for reform, focus on curriculum and pedagogy – what material is taught and how it is taught. Though curriculum and pedagogy undoubtedly are important, we should not forget that non-cognitive or motivational factors play significant roles in students' behaviour and achievement. These factors include students' beliefs about

themselves as learners, valuing of school, aspirations, estimation of academic abilities, academic and social achievement goals, willingness to delay gratification so as to reach long-term goals, and willingness to persist when work gets hard. How are these beliefs about the self and attitudes towards schools developed? One's cultural context obviously plays a part. For many years cross-cultural psychology has demonstrated how cultural context shapes attitudes and behaviours.

In this presentation we consider cultural context not across countries but *within* countries - by examining differences in motivational factors across *social class*. Examination of *social class* largely has been the preserve of sociologists but increasingly psychologists are considering how the contexts in which we grow shape our attitudes and motivations. This is an area of particular interest because of robust evidence that academic achievement varies significantly by socio-economic status (SES). In an age where schools in many western countries are increasingly differentiated by SES, low relative achievement in schools in low SES areas is troubling.

We use the term *social class* rather than the widely used term of SES. SES is fairly easily quantified using measures such as parents' educational level or residential postcodes. However, what is missing from SES are social psychological aspects of class such as values, beliefs, and attitudes, the focus of the presentation. While we acknowledge that that the term *social class* can be provocative and unsettling to some, there is much to gain from a deeper understanding of the ways in which students from different social classes make sense of and negotiate their worlds.

Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E257

‘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

Abstract

In this paper presentation we discuss findings from our research that have led to development of a set of scenarios and a framework to reframe future schooling models. We used counterfactual thinking and foresight strategy to examine the overarching research question, “What if compulsory schooling was invented in the 21st century”? Whilst future methodologies do not seek to predict the future they allow us to “use the future” in a way that can impact on the decisions we make in the present, including about education for a socially just world. Our findings explore the impact of current and alternative pedagogies and assessment practices on equity groups, the potential to utilise indigenous ways of knowing to respond to a changing world, and the need to challenge aspects of schooling’s history that marginalise groups. We conducted systematic reviews of empirical studies comparing traditional and alternative approaches to instruction or assessment to examine potential for compulsory schooling to be redesigned, including unpacking evidence about benefits for equity groups. Sixteen “weak signals” were identified that takes the pulse of the literature from the beginning of the 21st century and might inform further research into current and future school design. We also share findings from a modified Delphi process, utilising advice from a panel of educational thought leaders including academics, practitioners and policy makers with a heterogeneous range of expertise. The panel identified the most important ways that compulsory schooling (a) could be different if it was invented in the 21st century and (b) what aspects they value about schooling now or in the past that might be lost if it were a 21st century invention. Participant designed scenarios have been distilled to five scenarios about future schooling. Twenty-nine focus elements have also distilled from panel consensus statements in order to develop a framework organised across three pillars of pedagogy, policy and structure. This systematic review of the literature provided insights about the role of [teacher](#) and learner, as well as assessment practices, to improve [classroom practice](#) that can support greater alignment between the work of practitioners and [policy](#)makers. There are multiple alternatives emerging within schools and in new models of schooling, but this still leaves the core “old school” structures intact that most [students](#) attend, shown above to be mostly obsolete.

Presentation

--Individual Paper--

1060

Reconciling education policies and the everyday practices in schools in relation to reconciliation in Australia

Talia Avrahamzon

Australian National University, Canberra, Australia

Abstract

Since Australia's formal reconciliation process began almost thirty years ago, the Australian education system has been viewed as having a critical role in un-silencing Australia's past and increasing children and young people's awareness of diverse Aboriginal and Torres Strait Islander perspectives on social, cultural and historical matters. The very term 'reconciliation' has been promoted in national and jurisdictional education policies, strategies, national curriculum documents and professional teaching standards. To date there has been little focus in the literature on understanding schools' engagement in reconciliation per se, urban Indigenous education, or 'all' children's experiences and understanding and embodiment of these education policies, curriculum and practices.

This presentation draws on doctoral research undertaken during the 2016 school year in primary schools on Ngunnawal Country, in the ACT jurisdiction of education. It explores how schools engage in reconciliation at the policy, school and classroom levels. The research included school and classroom observations, as well as interviews and focus groups with children, teachers Directorate staff and Aboriginal and Torres Strait Islander parents. Findings reveal that despite educators' strong commitment to 'reconciliation', schools mainly reproduced forms of 'colonial storytelling' (Behrendt 2016) about Aboriginal and Torres Strait Islander peoples and cultures and perpetuated the structures of the 'silent apartheid' (Rose 2007). In some cases, this led to the creation of 'settled reconciliation', in which good intent and celebrations of perceived Indigenous culture(s) silence diverse Aboriginal and Torres Strait Islander peoples' experiences and agency, and ignores ongoing assimilation and settler colonialism. The implication of these findings is a need for education policy and schools to engage more with and interrogate assumptions about reconciliation; about the purpose of schooling; and finally, about children's development of and embodiment of racism, and their readiness to engage in transformative reconciliation. However, these findings also demonstrate the importance of ethnographic

research in understanding the interplay between policies and everyday practices within schools and the education system.

Presentation

--Individual Paper--

491

Examining predictors of school belonging using a systems and cross-country perspective.

Kelly-Ann Allen¹, Tracii Ryan^{1,2}, Gökmen Arslan³, Christopher Slaten⁴, Jonathon Ferguson⁴, Bahadır 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

Abstract

The Programme for International Student Assessment (PISA) has identified a global trend signaling a decline in a sense of school belonging for secondary school students. Research has identified several factors that are positively related to school belonging, such as teacher support and academic motivation, but less research points to how these variables may predict school belonging especially in respect to how they may interact within a socio-ecological framework. The purpose of this study is to examine variables found to be positively related to school belonging to assess their predictive utility. The study used data collected by the Program for International Student Assessment (PISA) in 2015. Fifteen-year-old students from 72 countries were selected from this data ($n = 519,334$). Hierarchical multiple regression analysis was conducted to explore whether the independent variables, entered in blocks according to their socio-ecological level, predicted a sense of school belonging. The results demonstrated that all variables examined predicted a sense of school belonging of the students sampled. Implications for school leaders, teachers and parents are discussed.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E258

565

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

Yuwei Xu

University College London (UCL), London, United Kingdom

Abstract

This paper will discuss whether or not practitioners' gender subjectivities influence pedagogies and practices in early years education and care (EYEC) settings and whether an increase of men's participation in EYEC can improve gender diversity in the sector. Statistics have shown that the EYEC workforce globally has long been gender imbalanced, with women accounting for the majority of the staff population. Although variations in international EYEC systems are significant, a common feature of the so believed 'feminisation' of EYEC is noted. There are assumptions that EYEC being a 'feminized' community is detrimental to boys' gender development and wellbeing, in a sense that there is a lack of male role models for boys (especially for those who lack a father figure at home) to learn about being a 'man'. Such assumptions, however, fall into the problem of hegemonic gender essentialisation and gender binary in expecting all men to be the same and to be different from their opposite gender (women). It is otherwise hoped that men's participation in EYEC could benefit a gender-equitable and -inclusive EYEC, but not through embracing their 'hegemonic masculinity' as men. Instead, men together with women EYEC practitioners, are both expected to demonstrate to the children ways of being a man or a woman, or more appropriately being individuals, that can go beyond existing gender norms and structures, and to provide children with equitable, diversified, inclusive, and respectful EYEC.

Building upon those arguments around whether the assumed ‘feminisation’ of EYEC impacts pedagogies and practices in the sector and whether men’s participation in EYEC contributes to challenging dominant gender norms, this paper illustrates how individual practitioners from Scotland, Hong Kong, and Mainland China discursively construct their gender subjectivities in accordance with the respective cultural discourses that shape work with young children in EYEC in the three countries. 34 practitioners from 17 EYEC settings (1 male and 1 female practitioner from each setting) in the cities of Edinburgh, Hong Kong, and Tianjin were interviewed as part of a larger-scale study. The study finds that participant practitioners’ constructions of gender subjectivities vary from culture to culture, whereas gender-binary discourses are to various extent prevalent in all three cultures. This paper argues for a cross-cultural approach to gender-sensitive teacher training, to interrogate popular discourses that advocate for men to fulfill complementary roles in EYEC to women and to challenge gender binary thinking that persists in EYEC and beyond.

Presentation

--Individual Paper--

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

Abstract

Changes in classroom demographics are a worldwide phenomenon. With an increasing number of students of non-Chinese ethnicity, particularly from South and East Asian backgrounds, Hong Kong preschools are becoming linguistically and culturally more diverse. However, the majority of local preschool teachers are Chinese and were primarily trained to teach local students, so their teaching skills are not adapted to the cultural diversity of students’ life experiences and learning styles. Despite a growing need for culturally diverse teachers, the percentage of teachers from ethnic minority has decreased (Saluja, Early, & Clifford, 2002). Most parents of ethnic minority (EM) students cannot speak Chinese and inadequate support at home poses further

obstacles for EM children to learn Chinese, which generally constitutes a necessary step to access better job opportunities. Furthermore, lower proficiency in Chinese language affects EM students' future academic achievement, (Tsung & Gao, 2012; Tsung, Zhang, & Cruickshank, 2010), compromises their upward social mobility and hinders their social integration. Therefore, the importance of bilingual teaching assistants has been gradually recognized and promoted (Gao & Shum, 2010). This presentation is based on a large-scale project named PLEM. We conducted the focus group interviews with 32 teachers and 19 multicultural teaching assistants (MTAs) who were from South and East Asian backgrounds and enrolled in a Diploma Programme to be trained as teaching assistants in the field of early childhood education. Using multi-informants, this study aims to examine the roles of MTAs in Hong Kong preschools. The results showed that the roles of MTAs were not limited to being a translator of school notices and an interpreter between teachers, EM students and parents, but also consisted of providing assistance to teachers by incorporating cultural elements in the curriculum to enhance the understanding of teachers towards the cultures of EM children which in turn helps improve the learning of EM children and reduces the stereotypes of teachers towards EM students. MTAs created a culturally responsive environment and enhanced meaningful and pleasurable learning among both EM and local children. They also helped the class teacher communicate with EM children and understand their emotional and/or other adaptation problems at the beginning of the school term. They encouraged EM children and increased EM children's sense of belonging. Overall, MTAs played vital roles in assisting the learning and teaching of EM children and teachers in preschools to fulfill the goal of education for all in a socially just world.

Presentation

--Individual Paper--

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

Abstract

The importance of partnerships between parents/carers, early childhood educators and the community has been well established in relation to improving educational outcomes for young Indigenous children. Establishing positive relationships in the early years serve as a bridge between families and schools, providing children with a sense of belonging and providing a platform for their future achievements. These connections also have the potential to increase parental confidence and capacity as their child's first teacher and educators understanding and incorporation of Indigenous culture/s and languages/dialect into their early childhood program. However, forging these partnerships may be difficult given the disconnect between some Indigenous families and school, often created by the power inequities and levels of disenchantment in families. A number of programs have emerged as a means of supporting Indigenous families and schools to overcome this disconnect and increase positive outcomes for children, while simultaneously improving parents'/carers' social and cultural capital.

KindiLink is an example of such a program initiated by the Department of Education in Western Australia, for three-year-old Aboriginal children, who attend with a family member. KindiLink is a play-and-learn initiative, held on school sites, implemented by an Aboriginal and Islander Education Officer (AIEO) and early childhood educator. Based on an interpretative paradigm, using a mixed method approach, families, AIEOs, teachers and principals were invited to take part in an evaluation of the impact and effectiveness of KindiLink on 37 school sites. Data collection included pre-and post-program surveys, case studies, yarning and reflective journals collected across a year. Educators and families worked together to create a jointly constructed, inclusive, mutually respectful and safe learning environment. By sharing their literacy practices and languages/dialects, families began to see themselves as valued experts. The power balance shifted very slightly as families became more confident and comfortable at KindiLink. Families began to take the initiative in demonstrating their skills and understandings, providing and leading activities, and becoming partners in their child's learning. This had a ripple effect as families began to engage with the wider school community, taking on school roles and supporting their older children to attend school, while enrolling their younger child/children in kindergarten. KindiLink changed the story of some families from one of alienation and dissolution to one of ownership and involvement. Ultimately, time will tell if the gains through participation in KindiLink, can be sustained into the future and extended beyond KindiLink.

Presentation

--Individual Paper--

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

Abstract

Caregivers in community playgroups are using social media affiliated with the playgroup to communicate with each other about children's play. Caregiver knowledge of play is known to influence the quality of children's play-based learning opportunities in the home learning environment with noted benefits for children's learning and developmental outcomes extending into formal education. Playgroup participation promotes caregiver engagement in play with their children and enhances the provision of play through play experiences at playgroup which are repeated or extended upon in the home or accessed via attending a playgroup. Despite increasing use of social media by caregivers in community playgroups this social situation for caregivers' learning about play is yet to be theorised for maximising children's access to play-based learning experiences in early childhood. This paper reports on Stage One of an Australian Research Council Discovery Early Career Researcher Award Project which aims to provide new knowledge about caregiver learning about play in the context of community playgroups and social media use.

The project uses the sociocultural concept of 'learning activity' to conceptualise caregivers' joint activity about play in the social situation created by community playgroups and affiliated social media. Two components of learning activity - learning task and learning actions, are used to consider 'what' and 'how' caregivers are learning about play in the context of community playgroups and social media use. The project conceptualises caregiver learning about play in design for learning activity (Davydov et al., 2003) as self-propelled learning in adulthood, and considers the potential for the social situation of community playgroups and social media to be mobilised for the benefit of all families.

The research involves nine community playgroups throughout rural, regional and metropolitan Victoria. Data methods described in this paper for Stage One of this qualitative research include direct field observations and social media data mining. The data analysis process for deductive coding to known constructs about play is discussed in relation to emerging findings. The

alignment of data collection methods with the research question and the use of learning activity as the theoretical framing is detailed to show how caregiver learning about play in this contemporary learning context can inform responsive approaches to parent education and engagement in early childhood education.

Davydov, V.V., Slobodchikov, V. I., & Tsukerman, G. A. (2003). The elementary school student as an agent of learning activity. *Journal of Russian and East European Psychology*, 41(5), 63-76.

Presentation

--Individual Paper--

Aboriginal and Torres Strait Islander Research

Aboriginal and Torres Strait Islander Research

Time: 13:30 - 15:00

Date: 4th December 2019

Location: E259

528

Can it be done? A process evaluation of the acceptability, feasibility and affordability of a school-based resilience intervention for Aboriginal and Torres Strait Islander youth

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

¹Central Queensland University, Cairns, Australia. ²University of Technology Sydney, Sydney, Australia

Abstract

Aim. Internationally, schools have implemented resilience interventions to enhance the capacity of students to utilise and navigate toward resources that meet their needs and to negotiate the use of those resources in terms that make sense to them. Our five-year research project aimed to enhance the resilience of Aboriginal and Torres Strait Islander students from remote north Queensland communities who attend boarding schools for secondary education because there is

no, or limited, secondary schooling available in their home communities. This paper reports a process evaluation of the acceptability, feasibility and affordability of implementing an environmental intervention in the boarding schools designed to strengthen the resilience of these students. **Demographics.** Fourteen boarding or teaching staff members, eight who were female and six who identified as Aboriginal, were interviewed. **Settings.** The intervention involved eight Queensland boarding sites. **Methodology.** Qualitative (semi-structured interviews with staff members) and quantitative (descriptive analysis of resource use) methods were used to evaluate the process of the resilience intervention. Ethics approval was attained from university and Department of Education Human Research Ethics Committees. **Analysis.** Inductive thematic analysis of interviews was conducted with the assistance of NVivo software. A descriptive analysis of the costs (AU\$ 2018) was performed in Microsoft Excel 2013 from the perspective of the Department of Education. Results were expressed as mean (range) cost per student. **Findings.** The process evaluation identified five major themes: enablers and challenges to the implementation of resilience strategies, sharing experience across sites, staff knowledge, attitudes and behaviours, and perceived student achievement, leadership and relationships. Implementation of the resilience intervention was feasible, affordable and embraced by boarding schools. **Implications.** School-based interventions to support the resilience of youth are achievable with the appropriate resourcing and time to implement change.

Presentation

--Individual Paper--

759

The death of the remote Aboriginal first language teacher: reviving remote teacher training pathways in the International Year of Indigenous Languages

Sam Osborne

University of South Australia, Adelaide, Australia

Abstract

The establishment of schools in remote Aboriginal communities heralded a significant shift away from traditional models of Aboriginal education where teaching was everyone's business, a continuous process of modelling and observation, inclusion and participation, and the curriculum

un'disciplined'. Schools relegated local educators to roles such as classroom assistants, or in some (historical and continuing) cases, 'part of the problem' to be ameliorated by the 'hope' of Western education.

In spite of (a few) localised efforts to prioritise Aboriginal educators and language(s) in schools (such as the Ernabella Mission model), the 'trained teacher' remained the domain of non-Aboriginal outsider educators. This changed during the so-called policy era of land rights and self determination (1960s-1980s) as bilingual education policies and resourcing accompanied Aboriginal teacher education programs across remote communities.

Since the early 1990s, policy support and resourcing for bilingual education in remote communities plateaued and finally, evaporated (Nicholls, 2005). For more than a decade, a policy logic of intervention and Closing the Gap has once again relegated the first language educator to untrained classroom assistant status, or worse, unwelcomed nuisance.

In South Australia, a commitment to reinstating bilingual instruction models in remote (Anangu) schools by 2029 has been announced but emerging Aboriginal first language educators no longer have access to historical training programs. These programs were designed to prepare remote Aboriginal educators towards registration as teachers in their local schools and were dismantled in the wake of bilingual instruction's untimely death. Those local(remote) educators trained in the previous era of teacher training programs are now largely retired or have died and serious questions of policy development and investment need to be addressed urgently. Similarly, non-local pre-service teachers who might choose to teach within a remote Aboriginal school bilingual model are limited in their study choices to adequately prepare them for such a task.

In this paper, current initiatives are discussed with a view to proposing necessary next steps towards producing a workforce of local and non-local educators that can operate within a bilingual instruction frame Aboriginal first language remote schools. There are courses that do not exist that need to be written, resourced and taught. Reforms to the teacher standards (AITSL) are needed to accommodate remote Aboriginal first language educators working in local(remote) first language programs, Teacher Registration Board policies need revision, and investment into a new cohort of (both ways) capable educators is now critical.

Presentation

--Individual Paper--

861

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

Abstract

This paper explores the value of embodied and performative ways of learning for Indigenous students, and importance of such for opening up opportunities for students to find their ‘voice’ and pathways to valued learning. The work has been based upon analysis of the JUTE ‘Dare to Dream’ project whereby new performance works have been developed by Indigenous creative teams and toured to schools in Far North Queensland for the past few years. While in schools the company has spent a week working with groups of young people and also engaging with communities. Key findings highlight the value of this program for promoting engagement and positive feelings of pride and confidence for the Indigenous young people involved. It also highlighted the value of creating a safe space facilitated by Indigenous role models who empower young people through opportunities to be creative and develop relationships.

The importance of enabling young people to find and express their ‘voice’ through creative forms including theatre has been affirmed, with the dramatic (and embodied) forms of learning used promoting students’ sense of agency. Of particular interest has been an exploration of how this work has turned students’ perceptions of ‘shame’ to confidence, and a sense of their having a ‘voice’. It has been recognised in the literature that issues around presentation of self, of shame or shaming may act as barriers to participation for many Indigenous people (Harkins 1990,1996). While feeling shame, is a concept that is not necessarily always negative in Indigenous cultures, with it also being about knowing your place, showing respect and not ‘bit-noting’ yourself, it can also be used as a term and tool which restricts or prevents participation and exploration of creative ideas. Strategies to improve young people’s abilities to imagine and test out other ways of being (Blight 2015), as well as communicate and present themselves to diverse ‘audiences’, also impacts on their abilities to engage with opportunities within the wider world and post-

school pathways. Furthermore this is of great significance when considering young people's pathways in schooling and beyond, and confidence to find a voice and perceive themselves as active agents within the public sphere (Couldry, 2010).

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B409

516

What is the utility of National Assessment Program Literacy and Numeracy (NAPLAN) for teachers and members of the school leadership team in informing teaching and improving learning? An investigation into issues of impact, access and data use.

Christine Jackson

Australian Catholic University, Brisbane, Australia

Abstract

Internationally, assessment and the use of diagnostic data are recognised as critical capabilities for teachers. The focus of this study examines whether school leaders^[1] and teachers access and use NAPLAN data to inform teaching and improve learning. Utilisation of diagnostic data is not a recent development, with assessment playing a significant role in informing learning and learners (Broadfoot, 2007, Rowntree, 1996) and “[serving] as a communicative device between the world of education and that of the wider society” (Broadfoot & Black, 2004, p. 9).

Assessment is identified as a key competency in Australia, recognised through the Australian Professional Standards for Teachers, specifying the need for teachers to demonstrate their capacity to interpret student and assessment data and use this information to “...modify their teaching practice” (AITSL, 2016, p. 9).

This qualitative study examined 68 interview transcripts from school leaders and teachers, utilising a theoretical framework drawing on the conceptualisation of assessment as a social practice (Broadfoot & Black, 2004, Elwood & Murphy, 2015), with Wenger's (1998) social theory of learning and nature of knowledge as a shared enterprise in a community of practice. The study explores whether teachers are legitimate participants, from the viewpoint of common power relationships (school leaders and teachers) as part of a social structure within a community of practice (Lave & Wenger, 1991).

The results of this study present valuable insights into how staff access and use data as part of next-step teaching and found that access to NAPLAN data resides predominantly with school leaders, with most teachers not given direct access. It was found that the utility of the data resided predominantly with school leaders who saw their role as experts with their analysis accepted as 'truth' by teachers.

The findings in this study highlight issues of access and have implications for teachers' data literacy and next step teaching. There is a need for greater stewardship in the building of school cultures of data literacy, professional collaboration between school leaders and teachers and deliberate building of professional capability. If NAPLAN data is to be used diagnostically for informing teaching and improving student learning, teachers need to value NAPLAN data as building expertise to inform their practice; but to do that they firstly need to have access to the data.

[1] For the purposes of this study school leaders are defined as: teachers in leadership positions such as principals, deputy principals, heads of departments, curriculum co-ordinators.

Presentation

--Individual Paper--

53

NAPLAN, socially just? Children's drawn responses to NAPLAN testing

Lennie Barblett, Pauline Roberts

Edith Cowan University, Perth, Australia

Abstract

The National Assessment Program for Literacy and Numeracy (NAPLAN) was introduced into Australian schools in 2008. Children in Years 3, 5, 7 and 9 complete tests in Reading, Writing, Language Conventions and Numeracy in May each year. While this testing process is described by the Australian Curriculum Assessment and Reporting Authority (ACARA) as low-stakes, concerns have been raised regarding the impact on the wellbeing of all stakeholders, school curriculum and teaching practices. An additional concern is that of equity and the impact on children from minority cultures. One study into the effects of NAPLAN testing in Western Australia focused on wellbeing of principals, staff, parents and children as well as early years perspectives and stakeholders in remote community schools. As part of this longitudinal, multi-site study, children in Years 3, and 5 were surveyed on their response to the testing process. The survey was implemented in the weeks after NAPLAN and the children were able to respond on Likert scales about their emotional response to both the reading and the maths sections of the testing regime. The last page of the survey asked the children to “write or draw anything [they] think about NAPLAN”. It is these drawings that are the focus of this presentation. Drawings enabled the children’s perspectives to be represented in a multimodal option and allowed for a wider diversity of emotions to be incorporated. The images or text provided were analysed by year level across four independent iterations and coded by three researchers as positive, negative or neutral. Across the year levels and the rounds of implementation of the survey, it was identified that there was an overall mix of positive and negative responses displayed within the images. Generally, gender or culture did not appear to impact on the perceptions of NAPLAN but there were more negative images among the Year 5 students than the Year 3’s. Even though there was an overall majority of balance of responses to the tests, there were some individual images that were disturbing and this is a concern. The examination of these images provides a strong case for consideration of the impact of NAPLAN testing and begs the questions is NAPLAN socially just?

Presentation

--Individual Paper--

A socially-just NAPLAN spin-off: Self-assessment to develop students' creativity and learning competence

Anna Fletcher

Federation University, Gippsland, Australia

Abstract

The opening line of the recent Gonski 2 report makes it clear: education defines opportunity. Consequently, research into approaches that promote students to realise their potential as learners is an assessment issue with social justice applications.

This paper brings together two considerations that are rarely combined: 1) the marking rubric for the NAPLAN writing test; and 2) the notion of creativity as a 'novel and appropriate, useful, correct, or valuable' response to a task, without a clear and readily identifiable path to solution.

Conducted as a writing project designed to scaffold and develop primary students' self-regulated learning skills, this mixed-method study explored intrapersonal 'mini c' creativity, which is part of the learning process and students' development of competence as learners. Teachers and students from years 2, 4 and 6 at an Australian primary school worked together in a three-phase writing project which accommodated: a forethought phase, a performance phase and a hindsight phase. Data was gathered through students' planning templates, pre-test NAPLAN scores, post-test writing samples, and interviews with students and teachers. A framework of social cognitive theory guided the analysis.

Findings indicate that the three-phase Assessment as Learning (AaL) process has the potential to support teachers in scaffolding students to develop competence and success as learners. Furthermore, this AaL approach appears to have enhanced the teachers' practice, particularly in respect to providing support for students during the forethought stage of the learning process.

Presentation

--Individual Paper--

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics
Time: 13:30 - 15:00
Date: 4th December 2019
Location: B201a Flat Classroom

1084
The Place of Engineering in STEM Education

Tamara Moore

Purdue University, Lafayette, USA

Abstract

This symposium will bring together leading representatives from different sectors in education and engineering to discuss the currently vexed issue of the place of engineering in STEM Education. While the E in STEM firmly asserts Engineering within the STEM acronym, currently there is no official place for Engineering within the national or local curriculum. This creates a contradictory situation that, on the one hand, STEM is being endorsed as vital to Australia's future, yet its legitimacy within the school curriculum is negligible. Further, within this context, schools and teachers are creating their own engineering education opportunities with varying support and success. The symposium panel will be provided with the challenge question, "What is the place of engineering in STEM Education?" and asked to address this from their positional perspective, including particular issues or challenges that the STEM Education community will need to consider and/or address now and in the future if we are to meet the ambition of building and supporting a culture of innovation, productivity and a STEM literate citizenry. The symposium will be interactive, inviting engagement between the panel members and audience, facilitated by the symposium chair. (189 words)

Contributor 1 Professor Tamara Moore, Purdue University USA

Contributor 2 Professor Emeritus Doreen Thomas, Melbourne University

Contributor 3 Ms Julie King ACARA

Contributor 4 Mr Greg Hellard, STEM Educator, Huntingtower School, Glen Waverley
Melbourne

Chair and moderator: Professor Amanda Berry

Convenor; Ann Osman, MGSE

Discussant: Professor Jan van Driel MGSE

Presentation

90 minutes

Environmental and Sustainability Education

Environmental and Sustainability Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B201b Flat Classroom

1038

Bad girls: SEAE feminists

Marianne Logan¹, Amy Cutter-Mackenzie-Knowles¹, Lexi Lasczik¹, Lisa Siegel², Mahi Paquette¹, Sandra Woollorton³, Thilinka 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

Abstract

As practicing environmental educators and researchers we trouble the power structures that entrench the masculine and the white male origin story surrounding environmental education. Certainly, women were underrepresented when ‘environmental education’ was assumed to be conceptualized (Gough, 1995). This troubling is significant in a field that perhaps ‘tiptoes’ around politics. This workshop theme arose from the Sustainability Environment and Arts in Education (SEAE) discussion group when analyzing the Hamilton and Neimanis (2018) paper, titled “Composting Feminisms and Environmental Humanities”, where despite feminism being

widely associated with the field of Environmental Humanities, feminism as a “critical presence” in the field was lacking.

Furthermore, origin stories can be problematic as suggesting origin in a neat and systematic way risks excluding other accounts. This is true of the white western male dominated international gatherings such as UNESCO in Stockholm 1972 that are argued to be the origins of environmental education (Cutter-Mackenzie-Knowles, Logan, Khatun & Malone, 2019). The belief in this origin story is also colonial in nature as it disregards narratives including the environmental teachings of indigenous cultures such as the interconnectedness of all things and caring for country that has been central to many indigenous cultures for tens of thousands of years including Australian Aboriginal and Torres Strait Islander peoples.

In this workshop we bad girls seek to provoke discussion and push boundaries. We explore feminism with a posthumanist lens, employing a flat ontology that avoids privileging humans. The environmental crises confronting us in the Anthropocene evokes urgency for change and a move away from a patriarchal humanist society. We argue it is important to acknowledge our emotions relating to our current crises as our anger and tears can convert into renewed energy to drive change.

Presentation

--Workshop--

Gender, Sexualities & Cultural Studies

Gender, Sexualities & Cultural Studies

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B202a Flat Classroom

29

A New World Blossoming: Punk Rock, Agential Realism, and the Pilipinx Diaspora

Noah Romero

University of Auckland, Auckland, New Zealand

Abstract

The Pilipinx diaspora is becoming increasingly prominent in Oceania, particularly in Australia and Aotearoa New Zealand. Pilipinx people in Oceania, however, are perceived as perpetual outsiders and subservient to others. This paper posits that Philippine-Oceanic relationalities can be depended via critical engagements with the Pilipinx diaspora that consider the colonial history of the Philippines, the prevalence of colonial mentality among Pilipinxs, the peripheral role of the Philippines in the global economy, and the cognitive and experiential ways Pilipinxs resist these discourses.

This paper examines the artistic and cultural production of diasporic Pilipinx punk musicians to imagine ways of knowing and being that oppose the coloniality of power and draws upon Barad's (2007) conception of agential realism to probe the entanglements of matter and discourse that inform the process of Pilipinx becoming. As an educative process that catalyses the emergence of radical identities, Pilipinx punk portends deepened relationalities in which the essentialising entanglements that shape the diasporic Pilipinx experience are replaced with liberatory agencies.

Presentation

--Individual Paper--

21

Accessing the “accessible”: Chinese students’ cultural adaptation in Australia

Jinyang Zhan

UNSW, Sydney, Australia

Abstract

Chinese students make up the largest portion of the international students in Australia, while their intercultural experiences and cultural adaptation are under-researched. This one-year ethnographic case study employs interviews (semi-structured interviews and focus group) and observations (classroom observations and social network exchange collection) to explore 11 Chinese students’ intercultural experiences and cultural adaptation in an Australian university.

Bourdieu's (2013) theorization of capital, field, and habitus is used to interpret how the students transform various capital in the Australian field through their internal habitus. Analysis of the data shows that the students had limited intercultural experiences and found no difficulty in adaptation because they chose to stay in the "Chinese bubble" which is easier for them to be accessed in Australia. This decision is made due to their motivation for obtaining the overseas diploma from the Australian university and their misconception of culture as symbols. The relations of students' motivation, their conceptualization of culture, and limited intercultural experiences are also proposed in the study.

Presentation

--Individual Paper--

Poststructural Theory

Poststructural Theory

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B202b Flat Classroom

860

Welcome to the Playtank! Re-_____ing research

Sarah Healy¹, Alli Edwards², Alicia Flynn¹

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

Abstract

"The idea is to do collaborative research, to be in touch, in ways that enable response-ability" (Barad, 2012, p. 208). And so we ask: how do we embody our desires to touch, respond and collaborate with humans and non humans in socially engaged and response-able ways? What happens when we trouble the hurdles of metrics and milestones to claim research for ourselves as an activity, to "inhabit our numerous worlds differently, through the individual as researcher, in ways which allows us to get involved with institutions and communities to rewrite through their

workings” (Rogoff, 2019, in press). What are the challenges to working in this troubled, troubling space together?

Donna Haraway (2016, p. 78-79) proposes a ‘play tank’ (in lieu of a think or even ‘do’ tank), as a site for enacting material play that is thought-full and care-full. Thinking with and through this concept, we ask you to help us cultivate and create a site for ‘re-____ing research.’ What are ways of be-ing, play-ing, challeng-ing, compost-ing, transform-ing, we already bring to our personal yet interrelated practices of creative research? How might these actions enliven not only our thinking-doing, but also enact a communitarian ethics of response-ability (Barad, 2007; Haraway, 2008). **What more can research residues (e.g., a thesis) do? And, how can they do otherwise?** We invite you to bring your research wounds and wonderings to co-create with us and various other bodies in this experimental, experiential, action orientated approach to re-____ing collaborative research.

Presentation

90 minutes

Sociology of Education

Sociology of Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: K424

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

Abstract

According to Basil Bernstein, framing is about knowledge transmission in classrooms in which power constitutes social relation regulating teacher-pupil interactions that contribute to the phenomenon of cultural reproduction. In this sense, social relation determines specific forms of framing. Nevertheless, this study assumes that strong framing should be deeply interwoven with instrumental rationality. This connection could deprive most teachers' critical minds so that they would view the normal distribution bell curve of students' academic performances as a natural outcome. In order to examine the interplay between framing, instrumental rationality and pedagogical action, questionnaires were completed by over 5,000 primary school teachers in Henan province, China, who were stratified-randomly sampled. The statistical results show that most teachers adopted psychological concepts to evaluate students' academic performances and, in turn, educational inequity was legitimized as a natural outcome. As their psychological minds appreciated talent students, the student group possessing an elaborated code tended to have better interactions with teachers than other students. Such efficiency-led minds made them exercise the disciplined subject producing normalized pedagogy, referring to the connection among psychological concepts, pedagogical actions and cultural reproduction. These correlations indicate that as instrumental rationality stipulates social relation within the pedagogical process, teachers need to be reformulated into the governable subject who ensures the mission of cultural reproduction given by capitalist society.

Presentation

--Individual Paper--

749 -

(Re)Shaping Chinese University Students' Subject Positions: The recontextualisation of knowledge discourses and disciplinary demeanours

Yijun Hu

Griffith University, Brisbane, Australia

Abstract

This paper focuses on the academics who returned to work in an elite Chinese university after completing their research degrees in English-speaking countries. More and more highly educated graduates have been encouraged to come back to China to assist with constructing world-class universities. The Chinese government, universities and students all have high expectations upon

these returned academics for bringing back knowledge and skills they have acquired in overseas elite universities and produce new knowledge to promote China's research reputation.

This paper draws on the empirical data collected from 19 returned academics who are working across seven faculties in the disciplines of social sciences and humanities in a research-intensive Chinese university. It proposed to explore the pedagogic contributions of these academics. In particular, this paper centres to investigate how these returned academics have worked with specific discipline knowledge and how they have translated, recontextualised and pedagogised such knowledge for the purpose of shaping Chinese students into subject-specific positions.

Basil Bernstein's (1971, 1990, 1996) theorisation of pedagogic discourse has been adopted to understand the recontextualising rules which embeds the returned academics' knowledge work. Bernstein proposed instructional and regulative components of pedagogic discourse through which two modes of knowledge are principally transmitted (knowledge about abstract concepts/skills and knowledge about moral conduct). This paper firstly illustrates that knowledge recontextualisation undertaken by the returned academics in their daily pedagogic activities includes both converting knowledge from its abstract form to teachable curriculum content (as taken up from Bernstein's definition), and also translating such knowledge across nation/culture (e.g. from an English-speaking country to China). Knowledge translation has been enabled and achieved mainly as a result of the returned academics' contact with different sets of knowledge discourses during their overseas research studies.

Additionally, the returned academics narrated that their contribution to knowledge work (of teaching) should rest in both translating knowledge discourses and cultivating students' competence in thinking and performing within subject areas. To detail, they demonstrated their attempts of re-establishing moral and power order constituted the pedagogic communications in their Chinese university. Their accounts extended Bernstein's theoretical corpus as they proposed to shape Chinese students into disciplinary dispositions and demeanours which are relevant to not only one specific institutional/ cultural context but are more globally compatible. Noticeably, the returned academics have increasingly chosen to recontextualise Western pedagogic norms in constructing and defining Chinese students' academics behaviours.

Presentation

--Individual Paper--

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

Abstract

Chile has symbolically embraced multi-culturalism since the end of the dictatorship in 1990, where Chileans returned from exile and immigrants became interested in a country that could offer new opportunities to the international market (Lara, 2014). Chile also has a significant Indigenous population, with nine recognised groups each with different dialects and customs (Ministry of Planning and Cooperation, 2017). Despite claims though that Chile is already multi-cultural, governmental policies and programs focusing on Indigenous education have only recently been developed and implemented (Becerra-Lubies & Fones, 2016).

According to Baeza (2019), Chilean National Standards place little emphasis on demonstrating understanding about Intercultural and Indigenous contexts, as students' cultural background and ethnicity is considered part of a "common diversity" (Ministry of Education of Chile, 2016, p.5). There is no specific standard regarding the capability to teach in Indigenous or intercultural contexts. The majority of teachers are women, belong to the hegemonic culture and speak only Spanish. They may have limited knowledge about the different Indigenous groups or immigrant backgrounds of students (Sanhueza, Friz, & Quintriqueo, 2014) and they receive limited preparation related to Intercultural and Bilingual (IBE) schools in Chile (Becerra-Lubies & Fones, 2016) or Intercultural Education in general (Sanhueza et al., 2014). Furthermore, it is inexperienced teachers and/or teachers with lower achievement in their own exit exams who work in more disadvantaged areas where Indigenous and immigrants students can be found in greater numbers (Meckes & Bascopé, 2012). These factors combine to create teaching and learning experiences which do not respond to the students' specific requirements nor unlock access to the kinds of privileging knowledges that the students need in globalised schooling times (Singh, 2015).

This paper explores the conceptual relationship between Chilean educational policy and the initial teacher education conditions underpinning teaching and learning contexts for Indigenous and immigrant students in schools. This critique zooms in on hegemonic pedagogic discourses of initial teacher education, which we argue have been shaped by policy, practices and a workforce which assume and (re)design education for an undemocratic, homogenous, monocultural society. Bernstein's (1990) social reproduction of pedagogic discourse is employed to theorise the translation of international understandings of 'how you do' schooling in Chile via education policy and initial teacher education and offers insights into how and where the changing context

of Chilean student body and their democratic rights to an education which affirms their culture can be recognised with points of agency and control.

Presentation

--Other--

453 -

Teachers' dilemmas and resolutions when recontextualising Indonesia's official policy to their contexts

Uswatun Qoyyimah¹, Beryl Exley²

¹Universitas pesantren Tinggi Darul Ulum (Unipdu), Jombang, Indonesia. ²Griffith University, Brisbane, Australia

Abstract

An educational context that is dynamic has consequences for teachers' work. Teachers inevitably experience dilemmas when they must implement government policy reforms in their classes to meet prescribed standards.

This paper examines how teachers' awareness of structural and relational conditions mitigates dilemmas and facilitates resolutions around curriculum recontextualisation. Bernstein's concept of recontextualisation and an elaborated theoretical perspective for understanding teachers' professional judgement are presented to reveal whether teachers encounter dilemmas in curriculum reform and whether they display consistency in their patterns of resolution for such dilemmas. Bernstein (2000) outlines two main agents involved in the recontextualisation process: the official recontextualising field (ORF) and the pedagogic recontextualising field (PRF). The ORF represents the state and its ministries, while the PRF consists of educators in schools, including teachers. Hence, the theories of recontextualisation and dilemmatic space are synthesised to explain teachers' dilemmas and resolutions in recontextualising an official curriculum by undertaking a two-dimensional analysis involving vertical and horizontal analyses. Vertical analysis can be illustrated by the teachers' relational positioning compared with the more powerful agent, which outlines the official curriculum, syllabus, and administrative standards. Horizontal analysis can be described as teachers' relational negotiations within their context with students and other educators/teachers.

This theoretical lens is applied in an empirical study of how Indonesian teachers situated in differently resourced sectors understand and navigate the dilemmas precipitated by the introduction of character education.

The data of this study were obtained from transcripts of interviews and fieldnotes of classroom observations with nine teachers from public and private secondary schools in East Java, Indonesia.

The results suggest that different dilemmas and resolutions were produced by a stratified education system, most notably in terms of the professional learning opportunities of different school sectors. Teachers who experienced more systemic privileges and support reported considering more aspects in the dilemmatic space. In contrast, teachers who received less systemic support remained focused on managing their contextual problems. Additionally, the teachers' dilemmas had a significant impact on all processes relating to curriculum implementation: the more elements the teachers considered in the dilemmatic space, the more conscious efforts the teachers made to 'act for the best' in terms of adapting and developing the curricula to suit their context. Conversely, when teachers oriented to fewer elements in the potential dilemmatic space, they reported investing less effort in engaging with the ORF initiative. Consequently, teachers who encountered more dilemmas demonstrated 'richer' recontextualisation.

Presentation

--Individual Paper--

Global Contexts for Education

Global Contexts for Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B2225 Flat Classroom

Supporting Australian schools to build international engagement: building capacity with, through and beyond a material resource.

Tanya Davies¹, Graham Parr¹, Dennis Murray², Stephen Connelly³

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

Abstract

In Australia, international engagement has been positioned as a National education priority. The international engagement of Australian schools contributes in various ways to the educational, social, political and cultural development of Australians and of Australian society more broadly. The ‘National Strategy for International Education 2025’ (‘National Strategy’) focuses on ensuring that Australia remains a global leader in the provision of international education, and global education activities such as the recruitment of international students and hosting international study tours to Australia, contribute significantly to economic growth in Australia. Yet it might be argued that international engagement activities and programs in Australia need to be underpinned by an ethical vision of internationalisation. Diversity in Australia is increasing. International mobility of people and practices, along with transnational mobility of ideas and agendas, means that schools are increasingly tasked with preparing students to participate in a globally connected world. International engagement, then, becomes a project not only about promoting mobility across diverse national and educational contexts, but also about understanding ourselves and our place within an unstable, globally connected world.

The *Supporting Australian schools to build international engagement* (SASBIE) project was funded by DET (Australia) under the ‘Enabling Growth and Innovation’ program that facilitates the implementation of The National Strategy. Its primary aim was to support schools to build their capacity for international engagement. The project set out to create an accessible and user-friendly “toolkit” that would draw on existing resources and good practice of international engagement to provide a practical, issues-oriented resource that answered the needs of diverse Australian schools in terms of the development, expansion and sustainability of international engagement. To develop this toolkit, a comprehensive review of academic and grey literature was conducted alongside engagement with a reference group made up of representatives from peak educational bodies across Australia. Stakeholders, including schools, were interviewed; their experiences and knowledge informed and shaped the final form of the toolkit.

This paper explores the ways that schools’ capacities and capabilities for international engagement might be enhanced by and developed beyond this toolkit. The authors call for an epistemological repositioning of international education that is sensitive to diverse and competing priorities, and argue that the fiscal, political and ethical imperatives of international

education are not mutually exclusive. Such an approach attempts to map a way forward for international education that not only builds capacity, but also presents a compelling case for why it matters.

Presentation

--Individual Paper--

223

The Comparison of Nationalism Value Between Indonesian And Malaysian Elementary School Textbook

Taufik Muhtarom

National Dong Hwa University, Hualien County, Taiwan

Abstract

This research aim is to know how the values of nationalism and civic education lesson is taught and to know in what ways the difference in the form or pattern of presentation of the values of nationalism and civic education lesson in the elementary school textbooks in Indonesia and Malaysia. This research is a type of qualitative research using textbook analysis method. The sample in this study were two elementary school textbooks in the third and fourth grade of the official ministry of education in Indonesia and Malaysia. The research result reveal that the way to present the value of nationalism and the civic lesson is through story, narrative text, song/ poetry/ letter, classroom activities, images/ symbol/ pictures, and factual news. The second result reveal that there were similarities and differences in the insertion of the values of nationalism and civic lessons in both textbooks from Indonesia and Malaysia. The third result reveal that the similarities aspects of nationalism and civic lessons from both books from Indonesia and Malaysia contained the most aspects of love country, heroism and cultural freedom. While the difference lies in the presentation of the value of nationalism through the way the activities in the class / discussion are very different in contrast, Indonesian textbooks ask students to discuss / do activities more than Malaysian textbooks. The next difference is in the number of insertions of aspects of love country, Malaysia more inserting love country values than other aspects, while Indonesian textbooks show more aspects of heroism and appreciation in the book.

Presentation

--Individual Paper--

828

The Lexicon Project: Teachers talking about their classrooms

Carmel Mesiti, David Clarke, Jan van Driel

University of Melbourne, Melbourne, Australia

Abstract

Our engagement in socio-cultural practices and our reflection on those practices are mediated and shaped by available language. The professional vocabulary of mathematics teachers profoundly shapes their teaching and their capacity to reflect on their teaching. Research teams from Australia, Chile, China, Czech Republic, Finland, France, Germany, Japan, Korea and the USA documented the lexicons employed by different communities speaking different languages to describe the phenomena of the mathematics classroom.

The theoretical position adopted by this project is that our experience of the world, our engagement in socio-cultural practices, and our reflection on those experiences and practices are mediated and shaped by available language.

We see and hear . . . very largely as we do because the language habits of our community predispose certain choices of interpretation (Sapir, 1949, p. 162).

Local teams of researchers and experienced teachers in ten countries viewed a common set of video records of eighth-grade mathematics lessons drawn from all participating countries. The key prompt used was: “What do you see that you can name?” The essential point was to record single words or short phrases that are familiar and widely used with a consistent and agreed meaning. A process of local and national validation was subsequently pursued to refine and ratify each lexicon.

The Australian National Lexicon consists of 61 terms that are familiar and in widespread use. In consultation with practising teachers, the lexical items were organised into six categories:

Management activity; Affect-related Activity; Student Activity; Instructional Activity; Learning Activity; and, Assessment-related Activity. One feature of the Australian National Lexicon is that none of the 61 terms identifies a practice unique to the mathematics classroom. The generic character of the Australian Lexicon content suggests that the lexicon might also be applicable to other school settings besides the mathematics classroom.

The construction of national lexicons representing the naming systems employed by educators using different languages to “name what they see” in the middle school mathematics classroom represents the starting point for the deconstruction of pedagogical histories and norms of practice enshrined in the languages by which classroom phenomena are described, studied and theorised in different countries. The documentation of these lexicons has significant practical value to each participating community and to the international community of mathematics education practitioners and teacher educators for enhancing teachers’ professional development.

Sapir, E. (1949). *Selected writings on language, culture and personality*. Berkeley, CA: University of California Press.

Presentation

--Individual Paper--

Educational Theory and Philosophy

Educational Theory and Philosophy

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B236 Collab Learning Space

823

The theory of cultural educational leadership: a call for co-creators to support ongoing development of the theory through trans-disciplinary approaches

Kathryn Hardwick-Franco

Flinders University , Adelaide, Australia

Abstract

The ‘wicked problem’ (Rittel & Webber, 1973) I investigate, is the impact ‘colonial educational systems’ (Gunn, 2015) have on the measurable educational achievements of minority groups. The aim of my presentation is to show how my theory of cultural educational leadership offers a solution to the problem.

For this presentation, learning results of four minority groups - who are identified as First Nations’ peoples, asylum seekers, refugees and migrants - are compared with that of their Anglo-European-American peers. Data sets consistently show students from the four minority groups achieve less in testing regimes imposed by colonial educational systems. For this presentation, I compare learning results of students residing in Australia, New Zealand and the United States of America.

Education for a Socially Just World requires us to question the status quo and question our current colonial education systems. This work is significant now, because, for example, in a world where there are currently at least 11 million displaced children requiring schooling (UNHCR, 2018), we need to advocate for the development of education systems that support learning for all students; and particularly those who cannot advocate for themselves.

The research required to investigate and solve this ‘wicked problem’ requires a research design that crosses disciplinary boundaries - a trans-disciplinary methodology. I advocate and demonstrate the use of disciplinary methodologies from anthropology, sociology and educational research.

Findings show that where educators value epistemological and ontological philosophies of minority groups the result is measurable and positive increases in learning achievement of minority students.

I posit a solution: the theory of cultural educational leadership. I propose educational leaders enact a system of schooling where in the school principal supports teachers and community members of the minority cultural groups to work together. Where the school-community partnership supports teachers and community members co-create curriculum, pedagogy and assessment. With the view that staffs engage students in educational experiences that account for the epistemological and ontological philosophies of the minority groups.

I offer a call to action. There is an imperative that scholars work together to address the social injustice that manifests itself in colonial models of education - with the view to developing education systems that create success for all. But trans-disciplinary research requires collaboration with others to solve the problem. I offer a call to scholars to work with me to continue to enact research that further develops, through co-creation, the theory of cultural educational leadership.

Presentation

--Individual Paper--

730

Bourdieu and the transition to change in a field: The case of position-making in a changing field

Reshma Parveen

The University of Queensland , Brisbane, Australia

Abstract

This paper is about position-making in relation to position-taking. Bourdieu presented the concept of position-taking as a stance or point of view of agents based on their position, disposition and a feel for the game. Position-making in this paper is conceptualized as an ongoing phenomena in a changing field particularly when the habitus falls out of place with the changing field creating hysteresis effect. This paper explores the positioning, dis-positioning and re-positioning of agents due to an external change in a schooling field. Data gathered for this study is from a state high school in a capital city in Australia, adopting the new Australian Curriculum. The school was at a transitional stage to this new curriculum as it was the first phase of the new curriculum. This initial phase of curriculum change enactment is an unsettled one and has the potential to present conditions of (dis)positioning and (re)positioning agents – hence the notion of position-making. It is argued that position-making is a means to develop a reflexive habitus for a complex post-modern world. Position-making also contributes to the notion of policy-making as opposed to the contested policy-taking. Exploring the agents’

position-making in a changing field provides evidence of breaking the doxa – the self-held truth of the field as well as a believe in the game.

Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B301 Flat Classroom

727

Leading a decade of system-wide educational reform for improved student learning and achievement

Christopher Day¹, Christopher Day^{1,2}

¹The University of Sydney, Sydney, Australia. ²Nottingham University, Nottingham, United Kingdom

Abstract

The aim of this commissioned research was to investigate the purposes, strategies and effects of school system reform in the Catholic Education Diocese of Parramatta between 2006 and 2018 under the innovative and dynamic leadership of the CEO, as he and his team pursued their research-informed, values-driven strategies to improve the life and work opportunities of children and young people across all parts of the education system within contexts of external demographic, social, and policy changes. The research was conducted between March 2018 and May, 2019.

Using a mixed-method approach, multiple perceptions of change were collected and analysed from policy makers, principals, teachers and students through a combination of 156 individual

semi structured interviews and focus groups. The researchers collected documentation produced by the Catholic Education Diocese of Parramatta over the ten year period. A range of 143 documents relating to change during the CEO's period in office were analysed using deductive categories within the context of the changing landscape of educational policies in the CEDP. Interviews were analysed inductively and deductively for key themes.

'Formation' and 'inclusivity', key tenets of the Catholic faith, improved learning and student achievement have been the consistent intent of the CEDP throughout the decade, alongside through the implementation of key change strategies. Whilst some were self-contained within particular time phases, six inter-locking change strategies were implemented and developed within and beyond individual phases: 1. Thought leadership through the annual introduction and dissemination to all school principals of selected thematic literature Each year the CEDP considered a key text in line with its mission and vision for access and equity. 2. Changes in the student learning support architectures; 3. New teaching and learning; 4. Professional learning and development for school leaders; 5. Sustained input by international scholar-practitioners; and 6. Head office re-culturing, re-structuring and re-tasking. Together, they worked to promote change over time at varying levels of intensity, within a changing and often challenging national policy environment.

The findings speak to the conceptualisation of system change within complexity theory. Reform strategies were enacted over different time periods and were non-linear due

to the internal and external influences that impact system reform over time. The significance of the research is in its practice- related illustration of the complexity of system change through the implementation over time of connected combinations and accumulated effects of layered leadership strategies which were underpinned by core beliefs about formation and radical inclusivity.

Presentation

--Individual Paper--

Understanding School Improvement in Queensland: Preliminary Findings

Suzanne Carrington¹, Kate Williams¹, Nerida Spina², Rebecca Spooner-Lane¹, Megan Kimber¹, Anetta Kowalkiewicz³

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

Abstract

School improvement to increase students' learning outcomes has become a key topic of interest for both governments and researchers. School improvement is complex and context-specific; yet little is known about how school improvement mechanisms operate in particular contexts. School improvement has been described "as a journey" (Hallinger & Heck, 2011, p. 2) or as a "process" (p. 3) involving a school(s) changing "over time" (p. 5) — that intended change is generally taken to be students' "learning outcomes" (pp. 1, 15) having increased. This presentation introduces a research project that was co-developed by academics (QUT) and Departmental researchers (School Improvement Unit, Queensland Department of Education) to better understand school improvement in Queensland schools. The study takes a realist theory building approach. Realists seek to understand "what works, for whom, in which circumstances, and how?" (Pawson & Tilley, 1997, p. 85). Using a realist approach draws attention to the chains of contexts such as school size and location, mechanisms such as understandings of school review and school cultural norms, and outcomes that are related to school improvement within Queensland. The methodology includes secondary data analysis of existing data for Queensland primary schools, along with mixed method case studies in two schools that have recently undergone a school review process. This presentation outlines the methodology and preliminary outcomes of this unique project that offers academic and departmental researchers the opportunity to work together to better understand contexts, mechanisms and outcomes chains in Queensland schools. Working together to analyse data and develop a theory for school improvement, this research aims to inform future school improvement processes and strategies by identifying the links between context, mechanisms and outcomes that operate in this complex context.

References

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Presentation

--Individual Paper--

441

School climate, student engagement and achievement across school sectors in Australia

Yangtao Huang, Ning Xiang, Wojtek Tomaszewski

ARC Centre of Excellence for Children and Families over the Life Course, Institute for Social Science Research, The University of Queensland, Brisbane, Australia

Abstract

Background

Educational literature emphasises the importance of school climate in improving student outcomes. The ecological framework of child development postulates that school is a crucial environment for child development, and that school climate critically influences students' learning experiences and outcomes. There is extensive literature examining the complex relationships between school climate, student engagement and achievement, but cross-sectoral differences remain largely under-studied.

Research aims

This study examines the patterns and inter-relationships between the theoretically-informed constructs of school climate, student engagement and academic performance among students in Australian public, Catholic and independent schools. Specifically, the study aims to:

- (i) compare patterns of student engagement across school sectors;
- (ii) identify the elements of school climate that improve engagement and achievement across sectors; and
- (iii) examine the differences in the effect of engagement on achievement across school sectors.

Data and methods

Drawing on a large-scale, nationally representative sample from the Longitudinal Study of Australian Children (LSAC), we operationalise school climate using three measures: teachers' perception of disciplinary policies in their school, teachers' self-efficacy, and students' experience of being bullied at school, , and include measures of affective, behavioural and cognitive engagement. We also control for students' prior achievement and a range of student and family characteristics.

Confidence interval plots are used to visualise the different patterns of school climate, engagement and achievement by school sectors. A series of multiple linear regression models are estimated to examine the associations between school climate, student engagement and achievement across school sectors.

Results

Catholic and independent schools score higher on reported school discipline, and students in those schools report lower levels of being bullied and higher engagement, compared with public school students. School discipline and teacher's self-efficacy are strongly and positively associated with student engagement across the school sectors, and being bullied at school has a strong and negative effect on NAPLAN scores for public and independent school students, but not for Catholic school students. Behavioural engagement is the strongest predictor of student performance across the school sectors.

Implications for further research

Findings from this study point to the importance of unpacking the complex inter-relationships between school climate, student engagement and achievement across school sectors, and suggests that elements of school climate and engagement could influence student achievement differently in different school sectors. This study calls for more nuanced understanding of cross-sectoral differences in student engagement and achievement in future research.

Presentation

--Individual Paper--

Educational Leadership

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B302 Collab Learning Space

568

School leaders managing and sustaining change – perceptions of Queensland state school principals

Anetta Kowalkiewicz

School Improvement Unit, Department of Education, Queensland, Brisbane, Australia

Abstract

‘While school improvement is outcomes-oriented, it is a process: a journey with many subtleties that even the richest of case studies can’t capture’ (Stoll 2009, p. 116). Effective school improvement requires ‘coherence’, which can be achieved when ‘[the system’s] interdependent parts are connected in ways that enable the relevant output’ (Robinson et al. 2017, p. 3). Achieving this coherence means school leaders need to act effectively as change agents who ‘move people and organizations forward under very difficult circumstances’ (Fullan 2014, p. 123).

This paper focuses on the experiences of school principals as leaders of organisational change and it aims to identify the determinants of success in school improvement initiatives from a principal’s perspective. It draws on data collected through semi-structured interviews conducted in 2018 with 15 principals of Queensland state schools representing different contexts. These schools were reviewed by the Department of Education between 2014 and 2016, which gave incentive for them to plan and implement a range of improvement strategies and actions. The paper discusses the principals’ retrospective accounts of their school improvement journeys, which were coded and analysed using an inductive approach. The inductively derived themes focused on: the determinants of school improvement, the role of school reviews in school improvement, and the ways in which implemented changes can be sustained in schools.

The findings highlight the notion of a school’s starting point – a combination of factors at the beginning of each school improvement journey. They confirm the importance of direction setting, distributed leadership and collaboration for the success of school improvement initiatives. They also identify multiple mental models and narratives of change developed by school leaders and staff during change implementation, and how they supported or impeded the

implementation of school improvement initiatives. These findings underscore the role of principals in managing school culture and rhetoric of change.

The findings also demonstrate that school reviews acted as a catalyst for change, empowered school leaders, and helped them clarify the focus of school improvement and maintain the momentum of change. Finally, the paper identifies ways in which principals attempted to sustain change after the review – these indicate the importance of staff retention, instructional leadership, distributed leadership and documenting change.

The paper concludes by drawing the implications for research, educational leaders and policy makers in terms of how school leaders' capability as change agents could be further explored, developed and supported by the system.

Presentation

--Individual Paper--

47

Assessing Aspiring Principals Readiness for Principalship

Lawrence Drysdale, David Gurr

The University of Melbourne, Carlton, Australia

Abstract

The purpose of the paper is to identify current practice in assessing the readiness of aspiring principals. We collected data from 14 jurisdictions worldwide. We were interested to know from each jurisdiction who they identified as aspiring principals, and how they were identified. We also wanted to know what attributes were being assessed, how they were assessed, and how the results were used. Finally, we wanted to know in the opinion of experts if there were alternative attributes or ways of measuring the attributes that would better predict the readiness of prospective principals for the role.

Leadership is important in schools and the principal role is the one that has the most responsibility, expectation and opportunity to exercise leadership. It is therefore vitally important that those with the potential to be outstanding principals are identified early in their careers, and then supported to develop appropriate characteristics, qualities, skills and knowledge. There is little research that compares leadership preparation programs around the world.

The research study used a modified Delphi process that engaged with Australian and international education systems to explore how these systems assess aspiring principal readiness, how the assessments are used, and how the processes may be improved. In total we approached 10 Australian and 17 international respondents. Countries invited were Brazil, Canada, Germany, Hong Kong, New Zealand, Norway, Singapore, Spain, Sweden, and the United Kingdom. The study provides a valuable insight into who is identified as a prospective principal, on what criteria are they identified and how they are assessed as ready for the principalship in the different jurisdictions around the world. There was general agreement that aspirants need to be identified as early as possible in their career and then supported to develop the qualities needed to be a principal. Whilst there was agreement on the need to assess aspirant readiness for the principalship, there is less agreement about how to do this. Often a range of test methods were employed. Mostly these were supported by a variety of other sources. While these processes can lead to licensure, this is not common around the world. The findings show it remains a challenge to fully prepare for the principalship. It appears that a combination of preparation and post-appointment programs would be advantageous. The findings show it remains a challenge to fully prepare for the principalship. It appears that a combination of preparation and post-appointment programs would be advantageous

Presentation

--Individual Paper--

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Ready to Lead: An exploration of principal preparation from a global to local context

Trevor Buchanan

Education Queensland, Townsville, Australia. CQU, Townsville, Australia

Abstract

School education is on the cusp of a leadership crisis. In Australia, approximately 70% of school leaders will reach retirement age in the next five years, yet the position of principal is becoming increasingly unattractive to both qualified and younger candidates. Further, the retention of school principals is on the decline. This challenge is not only evident in Australia but is a global problem. One of the key contributors to this challenge in education is identified as the lack of principal preparation.

There is a call in the literature to better prepare our school leaders and take a proactive approach to early identification and support of school leader candidates. This is evidently important if we are going to provide a socially-just educational environment for all students. In Queensland our beginning principals are often those that are the least prepared for a position of leadership, however they are the principals that are being appointed to some of the most difficult, isolated and socially or economically disadvantaged schools.

This paper will consider the findings from the International Study of the Preparation of Principals (ISPP) and the development of principal preparation initiatives globally. It will then outline a proposed doctoral study that will unpack the specific nature of the problem in Queensland by analysing what is required from system initiatives and also from those in the profession who are already in school leadership roles. It will position the early stage Doctoral work by examining the questions a) In what ways are Principals and aspirant principals in Queensland schools being developed and supported and b) How are aspirant Principals being identified and developed? A mixed methods study is proposed to answer these research questions.

Presentation

--Individual Paper--

Technology and Learning

Technology and Learning

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B304 Collab Learning Space

A PEDAGOGICAL MODEL FOR INTEGRATING BLENDED LEARNING INTO EFL EDUCATION IN VIETNAMESE UNIVERSITIES

Thi Nguyet Le

Edith Cowan University, WA, Australia. University of People's Security, Ho Chi Minh City, Vietnam

Abstract

Educational systems will eventually need learning for innovation to survive in the rapid growth of Web 2.0 technologies. Thus blended learning (BL), a combination of face-to-face and online learning, appears to be the most commonly used mode of delivery in higher education. In Vietnamese EFL education, although BL is considered as an effective delivery mode that enables students to extend their language learning beyond the confines of classrooms, it has not been fully perceived and well implemented to make full use of its benefits. Therefore, how to effectively integrate BL into EFL education is now a top concern of EFL lecturers and researchers in Vietnamese tertiary contexts.

This study aims to examine how BL is pedagogically integrated into English teaching for EFL students in 10 Vietnamese universities. The study features a qualitative design research including semi-structured interviews with 10 Vietnamese EFL lecturers. The BL-based model proposed by Kudryashova, Gorbatova and Rozhkova (2016) was employed to illuminate EFL lecturers' pedagogical practices of integrating blended learning into their English teaching to university students.

Findings reveal that EFL lecturers defined BL from nine different viewpoints based on either learning-based focus or teaching-based focus. EFL lecturers mainly used face-to-face contact hours to implement six educational activities in classrooms. Three BL types used in EFL education in Vietnamese universities are Face-to-face Driver, Rotation and Self-Blend. Of those three BL types, Face-to-face Driver is the most popular one because English lecturers have employed a wide range of online activities and resources to partly support students' face-to-face learning both inside and outside classrooms. Seven of the lecturers delivered their English teaching with blended learning flexibly while three of them complied with three-stage teaching procedure. In light of Kudryashova, Gorbatova and Rozhkova's (2016) model, the study proposes an adapted BL-based model that comprises four levels: objectives, contents, pedagogical and technological level, and results evaluation.

The presentation concludes with some recommendations for an effective BL integration which contributes to better outcomes of EFL education in Vietnamese universities.

Key words: blended learning, EFL, English teaching, Vietnamese universities

References

Kudryashova, A. V., Gorbatova, T. N., & Rozhkova, N. E. (2016). Developing a blended learning based model for teaching foreign languages in engineering institutions. *SHS Web of Conferences*, 28, 1-4. Doi:10.1051/shsconf/20162801128

Presentation

30 minutes

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

Abstract

This study investigated the utility and affordances of online communities as contexts for the professional learning of English language teaching (ELT) professionals. Along with the proliferation of Web 2.0 and its affordances, many ELT professionals turn to online communities for professional related purposes to the extent that such environments have been acknowledged and promoted within main stream professional learning programs and literature. Despite the scholarly and professional applause towards online communities, there is lack of consensus as how to best conceptualize them. In particular, while existing literature reports that online communities can facilitate professional learning of their participants, the utility of these self-initiated initiatives as well as the nature of participation and professional learning through them has remained mainly unexplored and unexplained. In view of such concerns over the quality of online communities, the present research utilized a qualitative multiple case study approach to explore three online communities of ELT professionals. By acknowledging a situated view of professional learning, this research drew upon third generation of Cultural Historical Activity Theory (CHAT). Through this lens, data were collected via an online survey, asynchronous

observation of online participation in three online communities of ELT professionals, as well as observation of their online platforms, features, and resources. Findings suggest that the studied online communities of ELT professionals were self-sustaining, dynamic, and multi-faceted systems of interrelated elements. Findings also reveal that ELT professionals' participation in such contexts as holistic systems has evident outcomes for the participants, their target communities such as students, the online communities, as well as the field of ELT. Beyond that, an important contribution of my research is in establishing an explicit link between different dimensions of such an online community and its quality as a context for the professional learning of its participants. The knowledge and insights from this research should prove helpful to ELT professionals including teachers, administrators, policy makers, and other stakeholders in their attempts to decide whether and how to integrate online communities into their mainstream professional learning initiatives. This can have significant practical and educational benefits for the field of ELT as which forms of online groupings could be acknowledged and promoted as effective contexts for professional learning.

Presentation

--Individual Paper--

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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

Abstract

This presentation will showcase *The Birth to Level 10 Numeracy Guide* (The Guide), an evidence-based Victorian Department of Education and Training (DET) website of curated resources, designed to support educators and families to build and strengthen children and young people's numeracy capabilities. *The Guide* includes high-quality, interactive online resources for educators, aligned to the Victorian curriculum frameworks (VEYLDF and Victorian Curriculum) and examples of numeracy across the curriculum. *The Guide* was co-designed based on a set of

research-informed heutagogical principles that were employed to create and build a freely accessible, online professional learning hub. The presentation exemplifies how online learners—both educators and family members—can take on highly autonomous and self-determined roles as they access content designed through double-loop learning where they consider problems and their resulting action(s) and outcome(s). The presentation will illustrate how the co-creative design of *The Guide*, drawing on the research-based principles of heutagogy, promotes learners' self reflection and metacognition to influence learners beliefs and actions when it comes to numeracy teaching and learning. The co-creative design of *The Guide* realises new possibilities for teacher professional development where access, engagement and equity for all learners and communities is achieved. *The Guide's* robust and easy to use platform places emphasis on the development of adult learners' numeracy capacities and capabilities with the goal of producing individuals who are well-prepared for the complexities of teaching numeracy in the 21st century. The presentation will illustrate how *The Guide* has an inbuilt evaluative component through surveys and interviews that answers pragmatic research questions on how the principles of heutagogy impact on learners' understandings of the teaching and learning of numeracy. The research investigates effective ways of designing online numeracy learning for educators and parents to rethink online numeracy professional learning for educators and families. Additionally, to provide high quality teacher preparation aligned with the Australian Professional Standards for Teachers, a second phase of the project developed an Open Educational Resource (OER) consisting of six Professional Learning Modules for pre-service and in-service teachers. This OER will also be presented to share how the project team uses technology to explicitly guide educators to reflect on their numeracy teaching and learning practices, thus empowering their professional growth through a freely accessible high-quality professional development resource.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 13:30 - 15:00

Date: 4th December 2019

Location: B428a Flat Classroom

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

Abstract

Social justice in education is generally focused on changing systems and mindsets. This paper discusses this type of change specifically in relation to the need for recognising Aboriginal and Torres Strait Islander cultures and knowledges throughout the education sector as being of at least equal validity and value to western cultures and knowledges. In policy there have been some significant milestones achieved in this area. The Australian Curriculum and the introduction of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority (ACARA, 2016), as well as the Australian Professional Standards for Teachers (Standards 1.4 and 2.4) (AITSL, 2014) should change the way teachers teach and the way the education systems engage Indigenous knowledges. This type of change however does not occur simply because the policies are in place. To realise these changes in classroom practice it is necessary to normalise understandings of and relationships with Aboriginal and Torres Strait Islander Australia.

Using a content analysis technique through coding and memoing of a sample of 32 responses to a qualitative online survey, this paper will examine how the participating teachers perceived the task of teaching Aboriginal and Torres Strait Islander Histories and Cultures and how they felt they were performing in relation to it. This was a part of a broader doctoral research project, which examined the role of learning and teaching around Aboriginal and Torres Strait Islander Australia in the Australian primary education systems.

These responses will then be discussed in relation to the normalisation framework for enhancing the way learning and teaching around Aboriginal and Torres Strait Islander Australia happens in primary school classrooms, which I developed through my doctoral research. This framework outlines how a change process could occur and enable an enhanced learning and teaching practice around Aboriginal and Torres Strait Islander Australia through the achievement of three levels of change. These levels are: classroom level changes including the need to provide more appropriate mirrors and windows to students in classroom teaching; teacher education level changes that require the “invisible” issues such as race, racism, colour-blindness, and whiteness to be addressed directly, consistently and comprehensively; and system level changes including

both leadership in and responsibility for encouraging and enabling change at the other two levels. If change can be achieved at these levels then it should allow the work that teachers do to reflect the policies that are in place.

Presentation

--Individual Paper--

105

Emotional caring, self-formation and the interrogation of identity in the journey of becoming a contemporary educator

Chunyan Zhang

RMIT, Melbourne, Australia

Abstract

As a young female Chinese teacher pursuing ‘individual freedom and self-actualisation’ (Elliott & Lemert, 2009) in Australia, my identity has been under constant construction based on the sociocultural conditions and discourses shaping my social and professional practice. Teaching and conducting autoethnographic research in a local primary school since 2013 in Melbourne, Australia, I have attempted to make sense of how my (multiple) identity(ies) are interrogated, deconstructed and (re)constructed through teaching Mandarin Chinese language and culture. In this teaching/researching space, various teaching methodologies are employed and experimented with, according to different teaching plans. Throughout the experimentation with various teaching methods, emotions or emotional caring through teacher-student talk is emphasised. In this space, the boundaries between private and public, reason and emotion are blurry and in a state of continuous flux. Beyond teaching and researching is the fluid process of identity construction in which my own emotional growth, the correlated interrogation of Chinese identity, and processes of self-transformation are exemplified pedagogically and privately. In this teaching and researching process, my identity is more than a language teacher, a research insider or an auto-ethnographer. Instead, I am on the track of becoming (Deleuze & Guattari, 1988) a contemporary educator in this globalised world, a world in which digital information technology and artificial intelligence open new perspectives in teaching and learning, but at the same time are accompanied by increasing uncertainty, complexity and precariousness.

In this presentation, I use three autoethnographic cases to argue the following (1) Emotion is a critical element in the dynamic process of negotiating and constructing not only a person's professional identity, in this case, my teacher identity, but also in other dimensions of one's life. (2) Living in this fluid, contemporary world, one's identity is always fragmented, incomplete, multiple and dynamic; One is always under constant identity revision and construction in different social-cultural and situated contexts. The challenge for contemporary educators, in particular for immigrant educators, is to balance the ongoing process of identity negotiation and, at the same time, maintaining a more or less coherent and consistent sense of self in one's (working) life.

Keywords: becoming, emotion, identity formation, sense of self, contemporary educator

References

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Presentation

30 minutes

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. ²Usmanu Danfodiyo University., Sokoto, Nigeria

Abstract

Abstract

The paper examined the role of political theory in restructuring the variant of Nigerian State. The paper argues that the state in ideal sense ought to be well-equipped to overcome both social and political turbulence and challenges. It supposed to guarantee citizens its eagerness to create the necessary conditions to improve the quality of life especially social living but the Nigerian State variant have been plague with various challenges which includes corruption, indiscipline, insurgencies, unemployment and underdevelopment. The paper found that the state in Nigeria was transferred from British control to one by Nigerians, thus, the state is seriously shaped by the realities and aftermaths of the country's colonial experience and the consequent weak development of capitalist relations. The paper concludes though subject to criticism that the Nigerian state must therefore operate a rule or an ideology (political theory perspectives) with which to tackle its concrete operational responsibilities of the state. It suffices to say here conclusively that government in the Nigerian variant of state and politics must also operate on philosophical bases in dealing with policies and public affairs to ensure good life for the generality of the citizenry.

Keywords: State, Nigerian State, Political Theory and Colonialism

Presentation

--Individual Paper--

965

Myth-making and national identity: The case of Laos

Daeul Jeong, Vicente Reyes

The University of Queensland, Brisbane, Australia

Abstract

Lao People's Democratic Republic (hereafter Laos) is one of the Least Developed Countries in Southeast Asia. Its 7 million population consists of 49 ethnic groups which speak 85 languages. Ethnic Lao, which accounts for about half of the population dominates the country's economy and politics and most of the other ethnic groups live in remote areas of Laos. The dominant ethnic imagination of Laos with Ethnic Lao's language and culture in its centre has existed since the establishment of the one-party communist government in 1975. However, the details and intensity of the imagination have changed over time. Since the collapse of the Soviet Union who had financially supported the country, the government had to seek assistance from countries who had been considered their imperialist enemies. This has forced the government to shift their national unification strategies from focusing on the communist goals of anti-imperialism and social revolution to emphasizing nationalism based on Ethnic Lao's language and culture. Since then, the Lao government's predominant focus on its ethnic minorities had been 'modernizing' them through assimilation into Lao culture. While superficial, the government had provided special assistance to ethnic minorities, through, for example, assigning ethnic quarters and scholarship support on university entrance. However, after my research field trip in 2018, which involved interviews with policy-makers, donor agencies, and teachers, I have discovered significant changes in the government's ethnic vision. Moving from its imagined society where all ethnic groups, with Ethnic Lao in the centre, live in harmony, the government now seems to idealize a country where there is no ethnic division and every member is given the same opportunities. My research has found that this seemingly inclusive and equitable new imagination, paradoxically, has barred the country from moving into a more inclusive and equitable society for ethnic minorities. As the assistance to ethnic minorities has been abolished, ethnic minorities who have been already marginalized politically, economically, and educationally are required to compete with ethnic Lao on equal terms, which further lowers their chances of upward mobility.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N407 Flat Classroom

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

Abstract

The workshop provides a practical connection to the practice of cogenerative dialogue and academic agency explored in our research paper session titled “Negotiating dialogic pedagogy in higher education: Cogenerating socially just practices in a teacher education course.” The workshop will use LEGO® Serious Play® methodology to explore the idea of developing socially just pedagogy in teacher education. The workshop will consist of four parts. First, we will introduce participants to LEGO® Serious Play® and explore these as concrete materials and how they can be used to generate metaphors. Second, participants will build a 3D model using LEGO® in response to a building challenge posed based on the conference theme to explore understandings of socially just pedagogy in teacher education. Using the open source process developed for LEGO® Serious Play®, we will engage in deep discussion by sharing and reflecting on the metaphors evident in our 3D models. Third, we will then discuss the value of LEGO® Serious Play® for developing dialogue and reflect on our understanding of socially just pedagogy and academic agency. Finally, the workshop participants will discuss the value and possible opportunities of these approaches for generating and analysing research data in teacher education.

Presentation

90 minutes

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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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

Abstract

Given the growing phenomenon of compliance discourse in education worldwide, developing agentic teachers is increasingly recognised as a priority for the changing nature of teacher education and the profession of teaching. From a sociocultural perspective, the notion of relational agency (Edwards, 2005, 2019) in particular has emerged as a significant concept for understanding the capacities that new teachers need to bring to their professional practice. Teacher education programs thus aspire to develop teachers' agency to negotiate the demands of the sociocultural settings within which they go on to practise as professionals. Situated within the field of second language teacher education, this paper builds on Johnson and Golombek's (2016) call for mindful teacher education, which is a responsive mediated approach to working with pre-service teachers. Specifically, the study reported in this paper examines how peers' and supervisor's feedback and professional dialogue in post-teaching debriefing sessions provided opportunities for responsive dialogic interactions to mediate teacher agency development during a paired-placement. Data include class observations, video-recordings of lessons co-taught by pre-service teachers, and audio-recordings of the follow-up debriefing sessions over a 15-week placement in a Vietnamese teacher education context. Using qualitative case studies, the paper illustrates how pre-service teachers' agency is responsively mediated in this context through peers' and supervisor's feedback and professional dialogue. The findings suggest the pre-service EFL teachers demonstrated a strong sense of agency, evidenced by their ownership of the learning and teaching process, critical reflection on and for action, ability to rationalise

pedagogical decisions, and focus on student learning. The paper concludes by discussing the implications for promoting teachers' agency during professional experience in initial teacher education and beyond from a Vygotskian perspective.

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Presentation

--Individual Paper--

355

Implication of professional development for ESL teachers' career burn out

Rohan Abeywickrama

Deakin University , Melbourne , Australia

Abstract

The provision of Professional Development (PD) initiatives for English as Second Language (ESL) teachers in the university sector in Sri Lanka has become vital for teachers' professional growth and for enhancing students' learning outcomes. As career prospects are mostly open for graduates with higher levels of English language proficiency in Sri Lankan employment market, developing students' English language proficiency is a key responsibility of ESL teachers in the university sector. Therefore, a broader understanding of ESL teachers' perceptions of the need to engage in PD initiatives is essential for them to yield better outcomes from the existing PD

opportunities. A qualitative case study was carried out with ten ESL teachers at Sabaragamuwa University of Sri Lanka to examine the implications of PD to prevent their career burn out and subsequently heighten their professional growth. This study employed Jean Piaget's (1896–1980) psychological constructivism to explore the significance of PD activities to generate new knowledge in collaboration with teachers' prior knowledge and understandings in which they may lessen their stagnation and negativity. Semi-structured interviews were used as the main research instrument and data were subjected to Thematic Analysis. Findings demonstrate that engaging in the repetitive work and responsibilities has significantly influenced teachers to become immobilised and stagnated within their employment contexts. As such, they were highly likely to develop content plateau, depression and emotional exhaustion. PD could bring new enthusiasm and stimulus into their professional practice in which they may develop potential to combat impotence, tension and burnout. Findings also conceptualised that adhering to lifelong learning via focused PD activities is a way for preventing career burn out and stagnation. However, such opportunities need to be relevant, interesting and practitioner-centred to maximise participants' engagement and subsequent learning. Teachers also need to be aware of the repercussions of burn out and constantly examine their perspectives of teaching and develop interests to make teaching a productive profession. Although self-directed PD driven by democratic professionalism could provide potential opportunities for teachers to reduce their boredom and unstimulating work conditions, institutionally facilitated PD sessions driven by managerialism were mostly supportive to achieve this goal. Findings of the study have implications for providers and policy makers in terms of the design, delivery and framing of PD programs in ESL to harness for optimal learner outcomes through focused PD activities.

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Presentation

--Individual Paper--

689

Engagement and involvement in teacher learning: the role of framing and the epistemic stance

Letchmi Ponnusamy

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

Abstract

Several studies have looked at the process of teacher learning by studying teachers' decisions when making changes to their instructional practices. Researchers and educators have also called on understanding the fundamental role of teachers contemplating and negotiating "why" questions about the content and practices in catalyzing teacher learning. This paper discusses the decisions that two science teachers made as they were re-designing their units to ensure that there was a deeper focus on conceptual learning. This paper draws on a two-year collaborative curriculum re-designing study that involved teams of primary schools teachers and the research team in creating classroom experiences that would ensure deeper conceptual learning across a range of subjects in diverse classrooms. The data collected included field notes, mind maps generated during the redesign process, teacher interviews, curriculum documents, videos of teachers implementing their redesigned units, and focus group discussions with students. The analysis focuses on how the two science teachers, when consecutively redesigning the same unit of instruction on their own, selected different strategies and approaches to enable learners to develop their own conceptual understanding. The study found that the instructional strategies selected appeared to stem from the teachers' framing of the problem and the resources they drew upon to represent the problem. The analysis also found differences in the epistemic stance, an expressed perspective on what can be known, how to know it, and why it is of value (Hall & Horn, 2012; Horn, 2015). In this respect, the principles that guided the teachers' decisions, their epistemological deliberations of the role of science as well as the differing categorization of their work as schoolhouse science and real world science directed the instructional practices the teachers used in the redesigned units. Analysis of the observed lessons also found differences in the questions that the two teachers tended to ask, with one leveraging more on conceptual rather than knowledge. Discussions with the two teachers about their decisions both before and after lesson implementation, found that the level of sophistication of learning experiences created in the unit depended on a reliance on multiple principles and on how they identified, elaborated and stabilized their small-scale instructional change. The study highlights how discussion about the teachers' framing of the problems and their epistemic stance could serve as metalanguages in heightening teacher learning during collaborative conversations amongst teachers.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N413 Flat Classroom

477

Working with two Aboriginal communities to explore alternate models of education for their youth: A story from Cape York

Amelia Britton

Central Queensland University, Brisbane, Australia

Abstract

Working together to find solutions to complex needs within Indigenous communities is imperative. This presentation by researcher and community member documents the journey undertaken thus far of how people in two communities gave voice to what they wanted in an alternate model of education for the youth in their community and how these needs correlate with five characteristics the literature suggests is important.

Learning opportunities for adolescents in Kowanyama and Pormpuraaw, two Aboriginal communities on Cape York in Queensland, are varied. Not all adolescents in the communities meet the requirements of the mainstream learning pathway. For those adolescents disengaged from these mainstream pathways, other alternatives are needed.

This PhD study aimed to co-design an alternate model of education to meet the developmental needs of remote Indigenous adolescents. The specific needs in each location were identified and considered alongside the systematic literature review findings to inform the co-design of an alternate model that could meet the needs specific to the community.

Community Based Participatory Research was the chosen methodology to work with adolescents, families and service providers. Co-design and Grounded Theory methods of data collection and analysis were drawn upon in yarning circles and interviews to glean information through stages of the project including: Determining specific needs of the community, conducting a systematic literature review of characteristics that are found in alternate models of education for remote Indigenous adolescents, comparing the needs of the community with the systematic literature review to identify what the community wanted in their model, then using this data to co-design what a model could look like in the community.

While there is very little literature about working models of alternate education in remote Indigenous communities, the evidence found in the systematic review provides five characteristics found in existing alternate models that closely aligned with what adolescents and their families were saying as their requirements for an alternate model of education. This presentation documents the engagement with community, adaptations required in each individual context and the approach to working cross culturally through the research journey.

Presentation

--Individual Paper--

147

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

Abstract

Universities gather and have access to more information than ever before on students as they progress through their academic career. This data ranges from demographic data to in depth academic performance data. CQUniversity Australia is investing part of the university's Australian Government Higher Education and Partnership Program (HEPPP) funding in a data analytics initiative; BIG HEPPP Analytics supports all CQUni HEPPP funded programs and initiatives. BIG HEPPP Analytics aims to use analytical methods to assist programs that support students from low socio-economic (low SES) backgrounds and whilst it is a powerful tool it does pose the question "how far do we go?" As part of this program, a study was conducted into the ethical considerations which must be considered when using student data to make institutional decisions about student support. One of the primary considerations we discuss is the right of the students to decide how their data is used. While sometimes students give explicit consent for data to be used, for example when they reply to a survey, the university also holds a wealth of data on students including academic information such as grades and demographic information such as SES status. Students also often produce valuable data unintentionally, for example a student who "checks in" to the library at 1am may provide key information about the need for overnight

library access. Would this data be “fair game” for analysis or would it be unethical to do so without the student’s knowledge? In this study, we weigh the benefits of using data to improve student support and retention against any potential risks to student trust and privacy. Within the context of the BIG HEPPP Analytics initiative we discuss the measures that could be taken to responsibly use this data and suggest institutional policy solutions that may meet the needs of the university without alienating the student body.

Presentation

--Individual Paper--

242

Contributing to Social Inclusion: Using Arts-led Methodologies for Exploring and Promoting Cohesive Learning Environments

Robert Schweitzer¹, 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

Abstract

We are entering an age of rapid transition impacting the demographic composition of our larger society, as reflected in the education system. At the same time, we are witnessing changes in technology, learning processes, and the meaning of social relationships, each of which has implications for students from diverse cultural backgrounds. The current paper will report on an innovative project which aimed to explore and understand processes for fostering belonging for diverse student cohorts within a Queensland school setting. The methodology involved the use of creative, storytelling methodologies to engage with research participants as collaborators. By privileging the experience of participants we were able to gain insights into school-based processes which may either hinder or advance a sense of inclusivity within school communities. The presentation will be supported by examples of the digital stories created as part of the study. The stories drew upon the Milpera State High School (Milpera) community who acted as an exemplar for the research. Milpera provides English language and settlement services for young people of newly arrived migrant and refugee backgrounds. The digital stories explored the different cultural perspectives that parents, families and students bring to the meaning of

belonging in a new country and school. The process of creating the digital stories revealed the following four key elements as integral to the teaching and learning work at Milpera: a student centred approach, acculturation, social support and belonging. The outcomes of the collaboration generalises the processes of building belonging and demonstrates has implications for developing belonging across educational settings. The research has implications for policy makers and educators within our multicultural society. A “Building Inclusive Schools” Professional Development resource for educators was an outcome of the project and is now available to other schools.

Presentation

--Individual Paper--

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

Abstract

In May 2019 The Guardian journalist Lorena Allam (2019) reported that despite making up only 5% of young people in Australia, Indigenous children and youth are “17 times more likely to be in detention than other Australians”.

During her UN-sponsored research into disaster zones Karen Malone (2017) observes how “thyroid cancer among children is one sickness the medical world has definitively linked to radiation after the 1986 Chernobyl catastrophe. If treated, it is rarely fatal, and early detection is a plus, but patients are on medication for the rest of their lives.” (p. 210).

The UNHCR refugee agency reports that “Today, there are nearly 15 million refugees globally, half of which are children. Many have no choice but to live in refugee camps, where an absence or lack of light after sunset can have a devastating effect on safety and security” (Rich, 2015).

I present here a provocation. Visions of future childhoods are constructed from mixed pasts/presences/futures temporalities that are immersed in crisis discourses: the future cyborgian child defined by datalogic and algorithmic controls; the biohacked child surviving the ruins of the anthropocene; the invisible child existing (but not living) as a displaced non-citizen; the activist child fighting the prejudices and challenges of a white supremacist world.

Given these crises I ask how on ‘earth’ do we prepare for future childhoods that are so divergent, uncertain and contingent? And “under what conditions is it possible to project A Future when we live in a world where our individual futurities are so precarious” (Haapoja, 2019)? How do we decide what is important for these uncertain future childhoods?

References:

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Presentation

--Individual Paper--

747 -

Educating in a time of (Im)possible and (im)probable policy futures

Elise Hunkin, Fiona Westbrook

RMIT University , Bundoora , Australia

Abstract

We live in ‘dangerous times’ (Riddle & Apple 2019) characterised by the slow death of capitalism, unprecedented social upheaval, inequity and escalating climate disaster. Yet, early childhood education policy remains mired in neoliberal policy pathways that perpetuate a global standardisation and homogenisation agenda at odds with our changing world and the potential role of education in it.

In this paper, we review New Zealand and Australian Early Childhood quality policy assemblages and how they sit within the Global Education Reform Movement and agenda (Sahlberg 2016). We question: how can policy pathways be shifted in ways that encourage us to interpret quality through a lens of possibility? How can educators balance - and perhaps even push back against- compliance and accountability policy demands by embracing an uncertain future? We argue that since early childhood settings are typified by creative, democratic, relational and complex teaching and learning encounters they are also uniquely placed to embrace the opportunities of supporting children to imagine, prepare for and bring into fruition an (im)possible and (un)knowable future.

Presentation

--Individual Paper--

885 -

'Imagining if': Possibilistic philosophy in contemplation of proto learners in ECE

E. Jayne White

RMIT, Melbourne, Australia

Abstract

Possibilistic philosophy heralds an optimistic stance that leaves modernist and postmodernist for dust in order to contemplate educational futures. Dispensing with tedious ruminations concerning 'truth vs post-truth', 'human vs non-human', 'critical vs activist' tussles, possibilistic philosophy orients towards potentiation "based on a proliferation of virtual and alternative realities in the contemporary world" (Epstein, 2012, p. 258). Such polyphonic forms of thinkability have the potential to unleash multiple educational worlds concerned with 'ifs' rather than 'is's or 'oughts'. In this polyphonic quest young learners are seen within nascent worlds of becoming that are characterised by interanimating proto-modalities (global, virtual, machine and so on). In this presentation we will start to imagine what this world might look like in early childhood education contexts if we were to take it seriously, and what teacher responses might be if we were to dispense with lamenting what already is to 'imagining if' through the eyes of children.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N417 Flat Classroom

662

What is the 'feel for the game' – agency in curriculum development in higher education

Johanna Annala^{1,2}, Jyri Lindén², Marita Mäkinen²

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

Abstract

Curriculum change in higher education may be viewed as a ‘complicated conversation’ between different interests (Pinar 2004). It entails evaluation of what is valuable and what needs to be changed and why, selecting the issues to be solved through educational practices (Grundy, 1987). Thus curriculum change has different layers: the personal, institutional and societal power relations that reflect a certain historical context. Besides individual people, also groups may have agency in curriculum change (Archer, 2003; Ashwin, 2009). In this study, we explore how university teachers construct their agency during curriculum change.

The research data was collected by semi-structured interviews concerning practices and processes in curriculum development at a multidisciplinary research university in Finland. A longitudinal study investigated the same people twice, in between three years: first, during an intermission of curriculum development preceding strong disciplinary autonomy, and second, during a comprehensive curriculum change concerning the whole university. The data is comprised of 34 interviews for 17 faculty members. The informants represent a wide variety of disciplinary fields. The strategy for organizing the data was based on the premises of directed content analysis (Hsieh & Shannon, 2005).

Six agentic profiles were found. Five of them, namely progressive, oppositional, territorial, bridge-building, and accommodating profiles appeared in the first and second data. In the latter data, emerged one new profile, powerless profile. When looking at the expressions of agency, there were various changes in the agentic profiles, connected with individual, communal, institutional and societal layers. The local disciplinary communities seem to have a key role in agency, but the power relations and status of both people and disciplines had a role especially in the university-wide reform.

The results show how curriculum change can be characterised as a game where different players compete in order to maintain and develop different types of symbolic capital (e.g. Bourdieu & Wacquant, 1992). It is the question of habitus: how the games are experienced by agents. The capital that one scholar had valued did not work in the new context of curriculum change. The rules and logics of the game changed, revealing who can legitimately become an agent in the curriculum process, who is “fit” to the processes. There is a risk that the agency of individual people are emphasized in the reforms instead of supporting the agency of the communities. The power struggles inside academia may also hinder seeing the broader, societal purposes given to higher education.

Presentation

--Individual Paper--

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

Abstract

Teaching quality and student satisfaction has become a hot topic for academic governance over the past twenty years. Over this time, there has been an increased reliance on student satisfaction surveys, and peer-review mentor programs, as measures by which teaching quality is assessed. With a widening uptake of blended, or online, modes of learning across the tertiary sector, universities that have traditionally excelled at face-to-face delivery are theoretically and practically challenged to maintain excellence. One way in which some universities have attempted to overcome these challenges is by establishing centralised learning and teaching teams whose roles focus on enhancing pedagogy, irrespective of delivery mode. Staff employed within these teams possess a range of expertise, including skills and knowledge relating to pedagogy and technological advancements. This breadth and depth of expertise possessed by these staff transcends traditional binary discourses of academic and professional portfolios as separate entities. This has created a third space in academia; a space where both professional and academic activities converge. According to Whitchurch (2010) this space is emergent and dynamic because it pushes the boundaries of dominant hegemonic discourses that promote concepts of individualism, isolation, and privilege.

In this presentation, we draw upon our own specialist theoretical understandings of the third space – Poststructuralism; Critical Social Theory; Interpretive Phenomenology – to illuminate issues that arise in our day-to-day professional lives when responsibility for enhancing teaching quality is tasked, but little authority given. As three early career researchers employed within a centralised learning and teaching unit at a multi-campus, multi-sector regional university, we explore our experiences of straddling both the professional and academic portfolios to influence teaching quality. In doing so, we trouble normative discourses of academic superiority. By

highlighting our experiences, we ask, to what capacity can employees within a centralised learning and teaching unit promote the value, validity, and power of a third space to build and foster relationships, influence a more socially-just education environment, interrogate hegemonic university structures, and influence teaching quality.

Presentation

--Individual Paper--

494

The rise of online learning and the changing role of the academic teacher

Kate O'Connor

University of Melbourne, Melbourne, Australia

Abstract

In recent decades, teaching within universities has become more managed and more subject to central oversight. Work promoting the importance of active learning and outcomes-based approaches to curriculum development has proliferated, and increasing numbers of professional staff have been employed to direct academic teaching practices towards these emphases. These developments point to shifts and contestation over the role of the academic teacher and changing power dynamics between academics and professional staff in defining teaching priorities (Biesta 2012; Clegg 2009; Aberbach and Christensen 2018; Carvalho and Videira 2019).

Within this context and informed by research in policy sociology (e.g. Baachi 2009, 2012; Ball 2003), this paper investigates how the ‘problem’ of university teaching is being positioned in the introduction of new online learning initiatives and the ways in which the academic teaching role is being framed in relation to that. It draws on interviews with institutional leaders and analysis of policy materials at two Australian universities, one former technical college and one elite research university, and explores the discursive emphases and assumptions underpinning the institutional decisions to engage with new online initiatives. The paper shows that at both universities, online initiatives were designed to drive change and reframe teaching practices towards a common emphasis on constructivist and active learning pedagogies on the one hand, and outcomes-based approaches to curriculum development on the other. At the former technical

college there was an explicit strategy to centralise control, push past and around notions of academic autonomy and standardise teaching. Academics were required to develop subject materials in collaboration with professional ‘e-learning designers’ according to a defined model, and students were then supported in their engagement with those materials by externally employed tutors. At the research university, the institutional leaders did not try to unbundle content and delivery in the same way, yet the forms of online delivery they promoted still diminished and reframed academic responsibilities in respect to pedagogy.

The paper argues that these reforms were not simply about encouraging uptake of different pedagogies but also about reframing the academic role in relation to teaching. Building on the insights of policy sociology, it highlights the ways in which online learning platforms can be understood as ‘policy technologies’ (Ball 2003, p. 217) which change how teaching roles are understood as well as how education is seen and practiced.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N419 Flat Classroom

116

In-Country Training as an Effective component of Intensive Language Courses

Yavar Dehghani, Emil Abdelmalak

Defence School of Languages, Melbourne, Australia

Abstract

In-Country Training as an Effective component of Intensive Language Courses

The Defence School of Languages is part of the Australian Defence College where Defence personnel learn languages other than English to enhance defence capability when serving overseas. At DFSL- founded during WWII in response to the demand for Japanese linguists- regional as well as non-regional languages are taught, currently more than 20 languages in total. The purpose for teaching and learning them varies. Some languages are taught or learned for diplomatic purposes like serving in embassies and some are taught for military purposes like deployment to conflict areas around the world.

A 2-week In-Country Training (ICT) is a component of long courses. Accompanied by their instructors, the students travel to the target language country to consolidate their newly-gained language skills and to immerse themselves in the native language environment and culture. This takes place towards the end of the course and can serve as an indicator of students' ability to function in the language as used in its native environment.

The ICT component of the long courses carries a high-ticket price. Therefore, the School needs to take measures to ensure has a commensurate benefit to justify money spent and to ensure the defence gets a return of service on its investment. The ICT component. While being challenging, ICT is also a very motivating component of the course. The three assessment tasks are meant to ensure maximum students' engagement in the target culture in the target language. Full immersion in a foreign culture and language can definitely be overwhelming. That's why throughout their time at DFSL, the instructors, besides focusing on TL skills, have to think of ways of bringing the target culture into the classroom and maximising learners' engagement with target communities in Melbourne in anticipation of full immersion during ICT.

This paper details the structure of In Country Training and its effectiveness in learning a second language in real-life situation.

The study looks at language attainment measured by students' performance on qualifying tests before and after ICT and contrasts it to the performance of groups of students who, for some non-academic reasons, did not have the ICT component. It also looks at these groups' course feedback, as well as their units' feedback relating to the students' performance on TL related tasks after their return to normal duties.

Presentation

--Individual Paper--

176

Working across visual and spoken data to understand children's experiences of reading

Sue Nichols

University of South Australia, Adelaide, Australia

Abstract

Researchers interested in young children's experiences of early reading have often relied on parental and teacher report, testing and observations. It is far less usual to consult children as to how they experience reading. This project utilised a drawing elicitation activity with twenty Year 1 child participants in a reading intervention. The participant children attended a state school in a neighbourhood of high social challenge and were targets of an initiative funded by charity United Way to place senior volunteers into classrooms as "reading pals".

The project was informed by constructivist and semiotic theories, with the former explaining children's meaning making as a dynamic process (Oldfather et al, 1999) and the latter focusing

attention on the semiotic resources that are employed in the communication of meanings (Kress & Van Leeuwen, 2006; Unsworth, 2008). To elicit children's experiences, researchers invited children to create drawings of their reading experiences and interviewed them during the drawing activity. Both drawings and talk were treated as elements in a holistic multimodal communication event (Machin, 2007). The method of visual annotation (Arzipe, 2014) was used analytically to make connections between children's spoken communications and their visual representations. This session will focus on how the analysis revealed the diverse ways in which children made sense of their reading contexts, texts and relationships. This method enabled children's voices to be meaningfully integrated into the project report and recommendations regarding the implementation of reading interventions. It provided opportunities to gain deeper understanding into what children experienced as motivators and barriers to their participation in reading both in and outside of the classroom.

Arizpe, E., Bagelman, C., Devlin, A. M., Farrell, M., & McAdam, J. E. (2014). Visualizing intercultural literacy: engaging critically with diversity and migration in the classroom through an image-based approach. *Language and Intercultural Communication*, 14(3), 304-321.

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Machin, D. (2007). *Introduction to Multimodal Analysis*. London: Hodder Arnold.

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Presentation

--Individual Paper--

158

Children's Transmediation across Modes using Virtual Reality Technology

Kathy Mills

Australian Catholic University, Institute for Learning Sciences and Teacher Education, Brisbane, Australia

Abstract

Focus: Existing research has examined how young children shift meanings across sign systems long before they have mastered formal writing skills, yet virtual reality environments offer new affordances for users to translate semiotic material within and across virtual and material spaces that have not been researched. Transmediation of meanings across modes and media is relevant for literacy learning in schooling, particularly when the Australian Curriculum English requires students (P-10) to compose multimodal texts.

Theoretical Framework: In a digital age, children and youth are socialised into broadened repertoires of digital media conventions, which potentially include new virtual reality textual environments. This presentation extends theories of transmediation that have predominantly explored speech, drawing and writing, to advance new understandings about children's transmediation of meanings using virtual reality technology. It extends knowledge of transmediation first coined by Suhor (1992), and extended by Semali (2002), Siegel (2006) and others (e.g. Author 2011). Every sign system or mode has unique organisational principles, involving elements or conventions that do not have precisely equivalent meanings when translated across modes. The lack of equivalence between modes is a catalyst for transmediation.

Methods: Nine to twelve-year-old children created 3D, virtual texts with Google Tilt Brush using a virtual reality headset and motion sensors. The creation had to represent an idea or element from their own written story. A multimodal analysis of the video recordings examined how the children shifted meanings from their written stories to 3D virtual reality scenes. The researcher also analysed the auto-recorded, minute-by-minute screencast of the children's designing in Google Tilt Brush. Insights on the children's process of transmediation was also gathered through the analysis of a think-aloud protocol conducted with the children as they "painted" using the VR headset and motion sensors.

Findings: The research demonstrates that translating semiotic content from the materiality of written stories to 3D virtual reality design highlighted a lack of equivalence between the affordances of the sign systems and some similarities that both enabled and constrained the children's communication of meaning.

Significance: The increasing availability of new digital technologies for creative representation of ideas, such as virtual reality, generates new possibilities for transmediation in young children's multimodal compositions. Providing opportunities for students to translate literary content to virtual reality environments can enable them to go beyond the simple reproduction of story content to transform meaning and knowledge through a different and currently unexplored virtual materiality.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 13:30 - 15:00

Date: 4th December 2019

Location: N419 Flat Classroom

374

Bernstein's Classification and framing: Towards students' affectivity in a Chinese as Foreign Language classroom

Wen Xu, Katina Zammit

Western Sydney University, Sydney, Australia

Abstract

In spite of policy and educational discourses underpinning "Asia literate", Chinese teaching and learning is a fragile undertaking across all phases of Australian schooling and the drop-out rate of non-Chinese background school learners is as high as 94% before Year 10. An extensive range of literature has pointed out that the current curriculum and pedagogy in Chinese as a Foreign Language (CFL) education disengage many learners. In addition, the theorization of students' affectivity in the operation of power and control relations is not fully articulated and developed in Bernstein's theoretical work. This paper juxtaposes these two themes by adopting Bernstein's conceptualization of classification and framing and Fair Go Project's (FGP) high

affective learning experiences in the insider classroom as theoretical frameworks. Classification is a concept of power relations, which investigates boundaries of knowledge; framing is a concept of control relations, which analyses the pedagogic relations between teacher and students. High affective learning experiences indicate students' positive feelings about CFL learning, the teacher and peers. This hybrid theoretical framework aims to outline the affective dimensions of pedagogical practices in a Year 5/6 Chinese language learning classroom in a low SES Australian primary school.

Data sources included teacher-researcher's lesson plans, journal entries and students' focus groups. Firstly, lessons were segmented into phases according to Gregory's phase theory, and codes of classification and framing were plotted each phase to unpack the power and control relations in the classroom practices, by analysing lesson plans and journal entries. Secondly, students' description of their emotional engagement and interests in CFL learning were analysed, drawing upon the FGP's high affective learning experiences. It was found that a collection type of curriculum piqued students' interest and curiosity and brought them more exposure to the outside world. The classroom practices featured by flexible pedagogical relationships helped build rapport and strengthen the emotional interactions between the teacher and students, students and students, which yielded the positive educational output. This article tentatively concludes that a pedagogical model with a strong classification and fluctuating framing in CFL lessons was most likely to afford low SES students a sense of wonder and refresh their feelings about Chinese learning. The results may contribute to apprenticing teachers into the structuring of their pedagogical communication so as to improve students' interest and retention rates in CFL education.

Presentation

--Individual Paper--

174

Vietnamese Teachers' Response to the CLT-oriented Curriculum: A Cultural Historical Activity Theory Perspective

Do Quynh Tram Phan

Abstract

Teachers are increasingly acknowledged as the critical factor deciding the effectiveness and success of any language education policy. However, the teacher's role in CLT-based curriculum reform has remained under-researched especially in the context, where the education reforms tend to be top down like Vietnam. This multiple qualitative case study, therefore, was to investigate the teachers' response to the CLT-oriented curriculum under the perspective of the cultural historical activity theory (Engeström, 1987) and its notion of inner contradictions. The aims of the study were to examine: (a) tensions the participant teachers experienced during their CLT implementation, and (b) how they negotiated those tensions. Data were collected from semi-structured interviews with classroom teachers and school administrators, classroom observations and documents such as school policy, lesson plans. Results suggested the teachers' response was strongly mediated by their interpretation of CLT principles, the constructions of the teaching activity settings, and their agency. The presentation puts forward implications for teacher educators and policy-makers to support the agentic roles of the teachers in reform.

Presentation

--Individual Paper--

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

Abstract

With the intensification of globalization, internationalisation of higher education continues to shape the evolutions and developments of higher education worldwide. A noticeable consequence of internationalisation of higher education is the expansion of the international student population, leading to unprecedented language and cultural diversity on university campuses. It is therefore important to understand international students' transnational

experiences, including their negotiation of identities and memberships in different communities in the host university. By means of a discourse analysis of narrative data, this paper investigates a group of Asian international students' negotiation of identities in an international university in Hong Kong. It explores narratives as a site for identity negotiation by drawing on the concept of positioning to understand the discursive processes through which international students' language and cultural identities are constructed and accomplished. In particular, it examines how international students position themselves in relation to local students and other international students, as well as the institutional practices and broader social structures.

Narrative data were collected through a series of interviews with the international students studying in a Hong Kong university and were analysed through positioning analysis (Bamberg, 1997, 2006; Bamberg and Georgakopoulou, 2008; Georgakopoulou, 2013). It was found that the process of identity negotiation involves both reflective positioning (i.e. positioning oneself) and interactive positioning (i.e. (re)positioning others) (Pavlenko & Blackledge, 2004). It was also revealed that the international students constructed their identities in relation to local students and other international students through emphasizing either their similarities or differences. They also constructed their language identities with reference to their perceived English proficiency levels in comparison with those of the local students. Analysis also showed that the international students drew upon the dominant discourses of cultural differences and social inclusion/exclusion in positioning themselves and others in the host university. By focusing on the different levels of positioning in the international students' narratives, the findings show how international students' language and cultural identities are closely intertwined with their memberships in different communities within the university.

Presentation

--Individual Paper--

225

The Recognition and Redistribution in the Context of Bilingual Education in China

Wei Guo

Northeast Normal University, Changchun, China

Abstract

- The Western nation-state has gradually become a model of political organization widely adopted throughout the world since its establishment in the 18th century. The nation-state, however, can only be an “ideal type” of Weber-style in the strict sense. Cultural diversity has become a common social fact in global sovereign states’ scope. The relationship between cultural diversity and national integration is the subject of a rich discussion. Fraser (2009) suggests that citizens should be guaranteed de facto equality through the realization of redistribution or differential rights while recognizing multiculturalism. The issues of “recognition” and “redistribution” cannot be circumvented in the study of the bilingual education problems of China. Because education is the core area of social reproduction, the author reckons that studying bilingual education is an ideal starting point for analyzing “recognition” and “redistribution”.
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- This paper adopts qualitative research methods to investigate the recognition and redistribution in the models of bilingual education in China. The findings show that Chinese bilingual students have a strong sense of identity to their traditional culture and a strong willingness to adapt to the mainstream culture.

Presentation

--Individual Paper--

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

Abstract

The definition of what constitutes a disadvantaged school in Australia can be remarkably broad. In some instances, this includes all schools that have an ICSEA (Index of Community Socio-Educational Advantage) that falls below 1000, that is, the bottom fifty percent of all Australian schools. International and Australian research indicates that concerns of equity, inequality and the preparedness to work in contexts where students are living in distress remain poorly understood by graduating teachers (Mayer et al., 2017; Florian, Young & Rouse, 2010; Moss & Harvie, 2015).

Preparing teachers for schools where inequality is an explanatory factor of uneven student learning outcomes is a well-reported and a significant part of the recent discourses of Australian education (Halsey, 2018; Longaretti and Toe, 2018; Scholes, et al., 2017; Weldon, McKenzie, Kleinhenz & Reid, 2012). These discourses reflect the global policy debates about inequality, disadvantage, equity and education. In Australia, over the past two decades, and elsewhere, government policy direction and university teacher education programs have created special initiatives to increase the number of pathways into initial teacher education. In policy terms, these workplace based alternate entry pathways seek to, on the one hand, unequivocally redress disadvantage and equity for students in these contexts, and the other, to provide preservice teachers with the skills and dispositions that will ensure they excel as ‘quality’ teachers in these schools.

The evidence is situated in a comprehensive literature review and qualitative data generated from both policy analysis and interviews with 10 Australian teacher educators recruited from the university and school sectors across three state/territory jurisdictions who participated in the university component of one alternate entry, workplace-based initial teacher education program in Australia from 2014-2018. The presentation outlines how alternate entry, workplace-based teacher education is shifting and reshaping the pedagogical and curriculum landscape of Australian teacher education. Theoretically, we draw on the resources of complexity theory (Cochran-Smith et al., 2016; Mayer et al., 2017) and Bacchi’s policy analysis (2009) to conclude that while many advantages can be found in workplace approaches, the task of enacting a transformative professional model of teacher preparation suited to the longstanding challenges of countering inequality and social disadvantage remains an urgent educational question. Specifically, learning to teach and teaching to learn in known sites of social disadvantage is rendered as unresolved

Presentation

--Individual Paper--

281

Who is the doctor: enhancing teacher professional identity and exploring ethical dilemmas in *Doctor Who*.

Ann Harris

University of Huddersfield, Huddersfield, United Kingdom. Journal of Vocational Education and Training, Abingdon, United Kingdom

Abstract

The Doctor in the British television series *Doctor Who* is regenerative and a shape shifter. Gender, age, attitude, expertise and inclination have changed over series and been continually modified according to circumstances, space and time. They fight monsters, old and new, and offer a reassuring presence in the unknown and to the unfamiliar. They save world(s) and defend those less able to fight for themselves. They are inclusive: being alien does not deny one social justice or abrogate survival. They act as a mentor and a guide to a succession of companions who demonstrate capability, courage and incompetence in varying degrees.

This paper examines how teachers' professional identity is constructed, and in what ways student teachers are required to be adaptive and responsive at the same time as coping creatively and pragmatically in challenging and often unpredictable circumstances. It discerns, with the Doctor, how collaboration and guidance through teacher education can make a difference, address uncertainty: 'Fear makes companions of us all', and create a more inclusive and socially just educational environment. It explores how professional education can encourage student teachers to face their demons, establish priorities, address issues, resolve ethical dilemmas, and still appear plausible: 'Are you my mummy?' How, by being compassionate and resilient, they can accept both the limitations and the significance of their role: 'able to take responsibility for themselves as beings capable of knowing: of knowing that they know and knowing that they don't' (Freire, 2004).

The Doctor has manifest on occasion as a teacher: 'I'm here for a reason. I'm in disguise. I have promises to keep', but authority and power are mutable and, as Foucault (1971) argues, can shift and be shared. This paper explores how student teachers might, through the lens of popular

culture and of *Doctor Who*, find a way, within their incipient professional identity, to keep those promises, while also determining how both to behave ethical and to enhance social justice through education: ‘What you are standing in is a gateway to everything there ever was, and ever can be’.

Presentation

--Individual Paper--

607

Writing for what? Exploring difference, notions of impact, and social justice through storytelling

Joanne Yoo¹, Katarina Tuinamuana²

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

Abstract

In this presentation, we offer micro-stories of our everyday embodied social practices of writing in academia. We experiment with alternative autoethnographic writing forms to explore the invisible and marginalised discourses of academic work. In doing this, we foreground alternative discourses, thereby acknowledging that knowledge is multi-representational. We will share our lived struggles of writing in the academy, of engaging in evocative writing modes that do not conform to highly objective and structured modes of being, modes that are rooted in the techno-rationalistic assumptions that support narrow forms of production and measurement of our worth. Following the work of scholars such as Laurel Richardson, as well as performance-based writers (see the work of Stacy Holman Jones and Anne Harris), we investigate what it means to research and write in alternative ways that embrace the silences and the in-betweenness we carry as embodied academic subjects. Richardson (2002) says that she “writes to find things out” (p. 417) - a deceptively simple expression of the deeply embedded practices that can emerge from this approach. She further proposes that writing differently “creates a welcoming space for persons who have other ways of knowing; demystifies claims to textual authority; expands techniques and strategies for knowing and telling; and helps to avoid the chasm many feel exists between their ‘work’ and their ‘lives’ (Richardson, 2002, p. 417). Guided by similar beliefs, we share our journey into ‘writing differently’ through the key readings that have shaped our

understanding of what it means to write meaningfully in the academy. We have found that these vibrant writing forms give hopeful expression to the tacit and embodied forms of knowing that underpin our subjectivities as female academics unsure of our positioning in Australian academia. Through presenting our stories we hope to demonstrate an alternative entry into using the medium of writing to help shape ‘Education for a Socially Just World.’

Presentation

--Individual Paper--

Afternoon tea

Time: 15:00 - 15:30

Date: 4th December 2019

Location: Exhibition

Radford Lecture - Peter Renshaw

Time: 15:30 - 17:00

Date: 4th December 2019

Location: F509 Lecture Theatre

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.

AGM

Time: 17:00 - 18:00

Date: 4th December 2019

Location: F509 Lecture Theatre

Registration open

Time: 8:00 - 8:30

Date: 5th December 2019

Location: Registration Desk

Keynote presentation - Fazal Rzvi

Time: 8:30 - 10:00

Date: 5th December 2019

Location: F509 Lecture Theatre

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

Time: 10:00 - 10:30

Date: 5th December 2019

Location: Exhibition

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 10:30 - 12:00

Date: 5th December 2019

Location: F509 Lecture Theatre

699

Building a web of relationships through a university-school practicum partnership

Beverley Cooper, Bronwen Cowie

University of Waikato , HAMILTON, New Zealand

Abstract

The Collaborative University School Partnership (CUSP) programme designed in 2012 focused on reconceptualising the in-school practicum programme for a 3-year Bachelor of Teaching degree for primary teaching. Now extended to include year-two of the degree (CUSP²) the research illustrates the power and possibilities of partnerships through the development of common knowledge, relational expertise and relational agency (Edwards, 2010). Informed by a design-based intervention approach we aimed to produce robust explanations of innovative practice and to provide principles that could be used in other settings.

Data were collected through student teacher and associate teacher surveys and focus group discussions, lecturer and leader focus groups, and meeting minutes and programme documentation for two programme cohorts. School case studies were developed from interview and survey data from the first year of CUSP implementation and four years into the initiative, including interviews with the first cohort of graduating teachers. Initial data from CUSP² collected in 2019 using a similar methodology will be presented.

The findings highlight the complex web of relationships developed through the CUSP partnership. The wider political policy context framed the initiative. Relationships were cultivated through the deliberate development of common knowledge, and the intentional value put on building systems to support and leverage the development of relational expertise and relational agency. Common knowledge (shared understandings of what matters for each participant) was developed through initial meetings between university and school leaders and has been sustained through regular meetings and school visits. A key finding is that the CUSP partnerships required negotiation at the school system leadership and university level leadership level to embed the initiative effectively across school/university boundaries. Making time to develop relational expertise (a capacity that arises when professionals bring their specialist expertise bear in their joint action) and relational agency (offering and asking for support from others) have also been key factors in the success of CUSP and the ability for us to scale to CUSP². Crucially, the development of relational agency and expertise involved recognising and understanding the issues from both partners' perspectives, making professional values explicit, clarifying the purposes of the initiative, identifying what matters, and working adaptively. The focus was on using resources to the best advantage to support student teacher and student learning. School and university leaders, student teachers, mentor teachers, university lecturers, CUSP graduates and their mentor teachers have all commented that the CUSP initiative fast forwarded our students' teacher identity development.

Presentation

--Individual Paper--

Michael Victory

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

Abstract

This paper is presented from the perspective of a union owned provider of professional development. It draws on the experience of a long term practitioner and research into Biesta's theory of education (2006, 2010, 2013, 2017).

Widespread systemic support for professional standards (AITSL), centralised curriculum (ACARA), teacher obligations to measurable student outcomes, and imposition of formulaic pedagogical models (e.g. Victorian High Impact Teaching Strategies), has sacrificed teacher autonomy to the control of policy makers. This paper argues that by drawing on the work of Biesta, and similar education philosophers, and creating new partnerships between initial teacher educators and education unions (AEU and IEU), who represent the majority of teachers in school settings, there is an opportunity for new approaches.

Biesta argues for emancipation in education. Inherent to his approach is the freedom of the subject to choose his or her own response to new knowledge. The teacher cannot, and should not, determine the outcome of the experience for the student. For Biesta (2017), it is not that teaching causes learning, it does not, but the teacher opens the possibility for learning to occur. The core of Biesta's understanding of emancipation in the education encounter is that education relies on a particular type of relationship between teacher and student and a particular understanding of teaching. Thus, it is in the shared moment between teacher and student, that the agency of the teacher makes the difference.

This paper argues that teachers must have the freedom to engage in their own learning, beyond systemic prescriptions. A teacher who is responding only to formulaic policies and feeling the weight of compliance with standards risks missing the eventual moment in their relationship with the student. The challenge for teacher educators is to find the relationship, and an approach to teaching, that builds teacher agency and promotes autonomy.

Teacher agency is central to the education unions (AEU and IEU). It is most often expressed in terms of promoting just pay and conditions for teachers, but the unions are returning to a focus on teacher education in response to workload issues. Here is the possibility for new partnerships between initial and in-service teacher education institutions, who share a commitment to teacher autonomy, building teacher agency, and who value education as emancipation for student and teacher. Success will rely on building a new language for the profession and exploring the borderlands between research and practice.

Presentation

--Individual Paper--

605

Partnerships in performativity: The fabrication of School University Partnerships in Teacher Education

Sarah Nailer

Australian Catholic University, Melbourne, Australia

Abstract

School-University Partnerships have existed in a variety of forms in Australian teacher education since the 1990s. The adoption of a requirement that universities have “formal partnerships, agreed in writing” with schools for accreditation purposes has renewed the emphasis on School-University Partnerships in Initial Teacher Education (Australian Institute of Teaching and School Leadership, 2015, p. 17). This paper reports on findings from a qualitative study drawing on Foucauldian genealogy as its framework, in order to construct an “effective history” of School-University Partnerships in Australian Teacher Education. Policy analysis and interviews with 13 participants involved in School-University Partnerships including teacher educators, principals, teachers and policy workers have been used to construct this ‘effective history’. Ethics to conduct the interviews was granted by the institutional ethics committee as well as permission from the school sectors where some participants are based. Working with Ball’s (2003) notions of performativity and fabrication, School-University Partnerships are identified as a ‘regime of truth’, whereby partnerships are produced as “a spectacle” something that “is there simply to be seen and judged” (Ball, 2003, p. 222). Participants in this study acknowledged the inauthenticity of mandated partnerships and their desire to avoid fabrications in favour of what they saw as the ‘real’, ‘authentic’ and ‘genuine’ partnerships. These fabrications reinforce long held assumptions about schools and valorize their role in teacher education.

References

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Ball, S.J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18 (2), 215-228.

Presentation

--Individual Paper--

Social Justice

Social Justice

Time: 10:30 - 12:00

Date: 5th December 2019

Location: W201 Lecture Theatre

243

The Servitization of Australian K-12 Educational settings

Janine Arantes

University of Newcastle, Newcastle, Australia

Abstract

The servitization of K-12 Education is an increasing phenomena across the globe. Servitization sees schools, parents and teachers no longer purchasing a product, such as a textbook, rather subscribing to a service, such as an app or platform that requires ongoing payment or upgrades. With similarities to the rapid ascension and innovation disruption seen with Massive Open Online Courses (MOOCs) in higher education, many physical products in K-12 settings are currently 'morphing' into a service based environment. Approaching the analysis from a post digital perspective, servitisation is seen to be the result of technology that no longer depends on innovation to ascend the market place. Rather apps and platforms are capable of rapid up-scaling by re-configuring their market offering to include subscriptions. There is a notable increase in the use of commercial apps and platforms that require subscriptions as part of Australian K-12

educational practice in recent years, resulting in multiple ongoing subscriptions straining educational budgets. The paper aims to present a new paradigm in Australian schools related to servitization, with a focus on big data, algorithms and the associated potential for individual and social implications. This exploration of servitization in K-12 settings also utilizes findings from the 'Apps in Australian Classrooms' project, which provides data from 215 online surveys and 23 semi structured interviews of Australian K-12 teachers. Using the shift in higher education seen with MOOCs as a basic model, the paper aims to present how Australian K-12 teachers are currently negotiating servitization and empower them to consider potential implications in relation to equality and any uneven balance of power. Therefore, by arming teachers with this new paradigm, schools, parents and teachers can join the debate regarding the implications of the servitization in K-12 education.

Presentation

--Individual Paper--

909

The Educational Experiences and Aspirations of Ngāti

Waewae

Whakarongo mai! Making ourselves heard.

Teena Henderson

University of Canterbury, Christchurch, New Zealand

Abstract

The Ngāti Waewae* hapū (sub-tribe), from the West Coast of New Zealand's South Island does not currently enjoy the status of an equal Treaty partner with local schools in its own rohe (territory). This socially unjust situation has resulted from a variety of cultural, geographical and historical reasons which combine to impact upon the retention of that tribe's language, cultural practices and current success in the schooling system.

My PhD research seeks to explore whether the Treaty relationship with Ngāti Waewae has been equitable and the impact this relationship has had on the hapū in regard to schooling. It also aims

to see where this relationship has left the hapū now. Finally, this research will explore where we want to be concerning schooling in our rohe (tribal area) with our Treaty partner, the Crown and its entities.

This paper aims to share the work done to date on this research especially in regards to the semi-formal interviews with hapū members. These interviews will form part of the PhD discussion and aim to provide the hapū's response as to what are their aspirations for the future of schooling in their rohe. It is expected that these aspirations will aim to seek an education system and Treaty partnership that is more socially just. These semi-formal interviews will also provide an understanding of what the relationship with schools has been like for the hapū in the past. Finally this paper hopes to share not only the work done in regards to the interviews, but also insights gained.

* Ngāti Waewae (sub-tribe of Ngāi Tahu**) consists of approximately 5000 members and is centred at Arahura Pā (village) on the West Coast of New Zealand's South Island. Our sub-tribe area is geographically large and isolated.

**Ngāi Tahu are the main tribe of New Zealand's South Island totalling about 65, 000 members.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N515 Lecture Theatre

Crisscrossing the Pedagogic Midline: Crafting Pedagogies to Spark Text Production in the Early Years of Schooling

Deb Brosseuk

Queensland University of Technology, Brisbane, Australia

Abstract

Text production is rapidly evolving because of digital communication technologies and multimodal forms of text. Yet within the current Australian Early Years of schooling context, educators are observing Governments publicly fixating on high-stakes tests to show national writing achievements. Text production risks losing its focus on multimodality unless educators can carefully craft pedagogies to thwart a standardised conception of what it means for learners to produce text. This presentation presents analytic work of two educators' carefully crafted pedagogies, involving a crisscrossing of the pedagogic midline, in their attempt to spark text production of learners between five and six years-of-age in a Preparatory classroom. The methodological approach taken was to use McKenney and Reeves's (2012) design-based research (DBR) as the framework for designing, constructing, implementing, evaluating and reflecting on text production. DBR generated knowledge of educators' pedagogies through qualitative data methods of video and audio recordings, co-generative dialogues, and multimodal artefacts over a four-week timeframe. Bernstein's (1975) analytic tool of framing was utilised to analyse educators' pedagogies. Insights are provided into educators' repertoire of pedagogies framing their crisscrossing of the pedagogic midline. This includes new understandings about educators' and learners' pedagogic relationship and the extent to which the relationship sparked multimodal text experiences to bolster the literacy practice of text production. Findings suggest that the practice of crisscrossing the pedagogic midline gives rise to creating new texts, in different ways, and in different forms and leads to opportunities for learners to show their cognitive, linguistic, social, and affective competencies. Carefully crafted pedagogies to spark productive aspects of text needs to be carefully considered by Early Years educators and Early Years education to disrupt standardised paper-based conceptions of text production.

Presentation

--Individual Paper--

725

Acceptable language conduct in school settings: Practice juxtaposed between school and institutional policy.

Lynn Downes

Queensland University of Technology, Brisbane, Australia

Abstract

Taboo language and swearing use in society is ever-changing – adjusting to changes in social taboos, discourse, and acceptability standards. This change is also reflected in school settings; however, schools are sites constructed as places for moral work where socially acceptable standards are instilled in future citizens. Boundaries are therefore set in educational institutions in regard to acceptable parameters for moral behaviours which may include the use of taboo language or swearing. Teachers and school leaders are responsible and accountable for the management of these boundaries which are articulated in policies. In Queensland, Australia student language conduct is consigned to behaviour management policy. The state education department structures policy with opportunities for individual government schools to define their own boundaries within this overarching state policy, while non-government schools construct their own behaviour management policies. This presentation explores how teacher practice dovetails with policy requirements and enactment in relation to student verbal conduct at secondary schools in the south east Queensland region, whilst managing the societal language changes. Using snowball sampling, 19 school leaders and teachers from 14 different schools were interviewed. Foucault's notion of discourse linked with the institution, truth effects and power, specifically relating to control and delimitation of discourse underpin the study while Critical Discourse Analysis (CDA) is employed as an analytic tool. Key findings reveal teacher and school leader uncertainty in relation to institutional language definitions in policy, resulting in personal parameters being used to monitor and respond to swearing and taboo language infringements. These data suggest clearer boundaries are required not only in educational policies but also in institutional definitions of acceptable linguistic behaviour.

Presentation

--Individual Paper--

1010

Recoding literacies in the machine: Agency and accountability in human-software complementarities in commercial-educational platforms and applications

Scott Bulfin, Fleur Diamond

Monash University, Melbourne, Australia

Abstract

Schools and classrooms in many parts of the world are seeing an increasing uptake of commercial-educational software platforms and applications as part of the ‘business’ of schooling. Platform technologies and applications, such as ClassDojo, Edmodo, Canvas, PebblePad and Kahoot! are playing a prominent role in teachers’ work and in student learning. Many of these platforms package together ‘educational’ media, curriculum content, assessment and reporting, teacher-student-parent communications, and behaviour management into a single interface (Selwyn, Nemorin, Bulfin & Johnson 2018; Williamson 2017). Because they offer the promise of convenience and personalised learning to schools and teachers, and are often marketed as ‘free’ to use, they have become very popular across educational contexts.

This paper reports on a study investigating the uses of these platform technologies and applications in the secondary English classroom, and the implications of these technologies for producing and managing specific forms of literate subjectivity based in emerging human-software relations and complementarities. The paper follows two strategies. First, it presents a ‘close reading’ of sample commercial-educational platforms widely used in Australian schools. We explore how these educational technologies work to (re)constitute and (re)compose both literacy learning and literate identities within school sanctioned language and literacy learning for both teachers and students. Second, we also draw on interviews with secondary English teachers who use these platforms in their work. The study examines the following questions:

- What kinds of literacies are imagined and privileged and what kinds of reading and writing subjects are produced through these platform technologies? How?
- What literacy pedagogies and practices of literacy learning are engineered, called forth and made visible via these technologies, their design and use?

In the paper we argue that English and literacy researchers must re-attune their research imaginations to examine emergent forms of school sanctioned literacy and literate identities as these continue to form and emerge—and, in many cases, combine and link up with existing challenges, such as the increasing standardisation, digitisation and commercialisation of education practice. We find that these forms of literate subjectivity are often anchored in

emergent forms of ‘human-software complementarities’ (Shestakofsky 2017) that provide both opportunities and challenges for teachers and students. These subjectivities and complementarities require urgent critical attention as they increasingly shape agency and accountability across a range of educational sites, activities and relations.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N518 Lecture Theatre

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

Abstract

Reflection for preservice teachers is important for professional growth. In fact, Korthagen (2001) states that describing processes during learning is important for all teacher education programs. This paper shares data from a post-graduate initial teacher education program in a regional university. In the second of two literacy education courses offered online, students are expected to reflect on their theoretical and practical choices in addressing diverse learners in the classroom. In doing so, students are also required to reflect on the Australian Professional Standards for Teachers. Participants in this study were consenting students in the above-

mentioned course in Semester 2 2018 and Semester 1 2019. As teaching staff into the course, we created more explicit plans to scaffold the reflection components of the curriculum compared to the first offering. Both staff also wrote reflections on progress and collected students' samples of work, including formative and summative assessment examples. Written samples of work were analysed in relation to the 5Rs model (a revised version of Ryan (2013) and Bain, Ballantyne, Mills and Nestor's (2002) original model) as well as using a semiotics tool to identify aspects of text and sentence structure as well as grammar and word knowledge (ACARA, n.d.; Halliday, 1973). Results showed that with weekly reflection activities that were collaborative as well as providing exemplars of assessment greatly improved students' reflective writing. This presentation will share some of these resources as well as annotated examples of students' work, analysed using theoretical frameworks of reflection and semiotics. Implications of this knowledge include the need to plan and teach reflection in an ongoing manner as well as providing quality resources for students. Limitations include the fact that such resources may be discipline specific and may not easily transfer to other contexts. Some areas of reflection however may be generalisable to different disciplines and therefore improve students' reflection and reflective skills overall.

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Presentation

--Other--

509 -

Changing mindsets: The development of reflective practice through course design, including assessment

Julie Copley, Marie Kavanagh

University of Southern Queensland, Brisbane, Australia

Abstract

Business and Law graduates must be lifelong learners, able to mediate the known and fallible self and complex life, work and learning contexts; reflective practice is a core attribute (Ryan, 2015). Preparing students for a complex and rapidly changing professional environment requires learning “through reflection on doing” (Chatti et al, 2014). There is professional recognition of its importance: reflection in Business is essential to both objectives and pedagogy involving ethics and business sustainability; and a Law graduate must perform consistent with TLOs expressly including reflection. Assessment directs students’ attention to the importance of reflective practice, but is one component of a designed learning experience providing the possibility of learning from natural consequences, mistakes and successes. Colleagues from Business and Law, collaborating with others from Education and the Arts, gathered data about embedding assessment and learning of reflective practice at the centre of course design and student empowerment via assessment, with students gaining insight into and developing ownership of their learning of professional skills, thereby enhancing reflection, employability and work readiness. When the initial phase of the project identified a need and opportunity for redesign of respective Business and Law courses included in the study, the courses were redeveloped to enable carefully chosen and designed reflective learning applications, consistent with relevant theory (Mintzberg, 2004; Pavlovich et al, 2009). The reflective framework and practice embedded in the re-designed courses and assessment items were trialled and evaluated, including as to student and staff self-efficacy, and student results and work samples analysed. These findings from Business and Law will be presented and examined against theoretically identified benefits of reflective practice for subject, personal and critical learning (Hedberg, 2009; Freire, 1985), and for evidence of the three-fold benefits of reflective practice to emerging professionals: re-conceptualising professional knowledge; developing personal self-awareness; and evaluating the appropriateness of actions (Morgan, 2009). The findings have implications beyond Business and Law programs and pave way for further educational research as to the importance of changing mindsets about the value of developing reflective practice through course design and assessment.

References

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Presentation

--Other--

510 - Reflexivity in Higher Education

Janet McDonald, Margaret Baguley

University of Southern Queensland, Brisbane, Australia

Abstract

Australian universities seek to enhance graduate attributes to include notions of critical and creative reflective expansion throughout their programs. A simple online search reveals that Federation University, University of Notre Dame, Charles Darwin University, University of Sydney and Griffith University, for example, all highlight the importance of reflection, critical and creative innovation as key attributes of their graduates. While there is extensive literature about the importance of reflection, Harvey (2016) states it is often inconsistent, undertaken in disciplinary silos, and makes ‘minimal reference to pedagogical theory’ (p. 1). Creative Arts and Education are two of the multiple discipline areas represented in USQ’s Teaching and Assessing reflection (TAR) project. One aspect of reflection we seek to interrogate further is the notion of reflexivity. This is evident and encouraged in disciplines such as Creative Arts, Education, Law and Nursing. The emphasis on practice and work-integrated learning encourage transformative pedagogies that arise from collaborative, relational and critical experiences encountered during practice (Alter et al., 2009). Reflexivity encompasses the nuances and richness of complex interactions at the site of practice than can foster transformational thinking. Hibbert, et al. (2010) contend that reflexivity is reflective but also recursive, a process of ‘critical reflection that changes itself’ (pp. 807-808). Similarly, McIntosh and Webb (2006) discuss reflexivity as having ‘an ongoing conversation about experience whilst at the same time living in the moment’ which engages in the ‘construction of interpretations of experiences, and question how those interpretations came about’ (pp. 6-7). Overall, reflexivity may locate its potency in the considered actions of a practitioner who can simultaneously engage ‘in’ and ‘as’ as knowledge emerges from the site of making. Our presentation will provide evidence of our experiences of

this phenomenon in order to assist in increasing the output of these necessary examples of reflexive processes for a range of practitioners.

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Presentation

--Other--

Politics and Policy in Education

Politics and Policy in Education

Time: 10:30 - 12:00

Date: 5th December 2019

652

School Exclusions in Australia: Critical policy analysis of education legislation guiding disciplinary school practices

Anna Sullivan, Bruce Johnson, Roger Slee, Jamie Manolev, Neil Tippet

University of South Australia, Adelaide, Australia

Abstract

Australian schools, like elsewhere, commonly use exclusionary practices, such as suspension and exclusion, to help ‘manage’ student behaviour. Designed to ‘support a change in the behaviour of students’ (e.g. Department of Education and Children's Services, 2007), these exclusionary practices involve removing students who disrupt the ‘good order’ in schools and threaten others’ safety. Evidence from both inside and outside of Australia suggests that such practices can negatively impact on children’s health, wellbeing and academic achievement, and are often employed disproportionately towards particular groups (e.g. Hyde & Robson, 1984; Slee, 1995; Parkes, 2012; Strand & Fletcher, 2014). However, aside from a small number of isolated examples of practice, little recent research has explored how exclusionary practices are being applied within Australian schools.

At present, each Australian state and territory provides its own legislation and policy guiding the use of suspensions, exclusions and expulsions. Thus, there are marked differences in the way exclusionary practices are currently being defined and enacted.

In this paper, we present initial findings from the *School Exclusion Study*. More specifically we will report on the first phase which involved a national audit of education legislation that guides the implementation of disciplinary school practices. The audit identified and assembled legislative documents from all Australian states and territories. Drawing on methods from critical policy analysis research we examined each Australian jurisdiction’s relevant legislation, before selecting four states for additional in-depth analysis: South Australia, Queensland, Western Australia and Victoria.

Our analysis shows that education legislation across jurisdictions that deal with the administration of school suspensions and exclusions in Australian schools are similar in their prescriptive guidance. However, there are variations in the details of the legislation. Variations include aspects of school exclusions such as authority, grounds for exclusion, duration, scope, student support, fairness and provisions for appeal.

We argue that exclusionary practices are encouraged by legislation as an effective means to manage repetitive or severe difficult student behaviour in schools. This not only applies to the aggressive and antisocial behaviours, but also to the disruptive and disengaged behaviours. However, we contend that the legislation largely ignores the powerful influences on student behaviour, that is the classroom, school and broader society (Sullivan, 2016; Sullivan et al, 2014).

Presentation

--Individual Paper--

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

Abstract

Over the past four years, disadvantaged schools in New South Wales were given the opportunity to apply for the Fair Education program facilitated by Schools Plus and supported by the Vincent Fairfax Family Foundation. The realisation of greater private philanthropy within the Australian education system was a central recommendation from the initial Gonski report (2011) as a means to achieve equity and excellence in educational outcomes. Through Fair Education, selected disadvantaged schools were provided with funding over consecutive years to undertake a project of their own design, as well as leadership coaching to work towards a long-term objective of improving connections with their local community. This paper draws on our evaluation of the Fair Education program, which gathered rich qualitative and quantitative data from participating schools.

A key strength of Fair Education is that its flexibility enabled schools leaders to shape a specific project fit for their unique context. The diversity of the projects designed by the schools align with existing research which suggests that there are various ways in which disadvantaged

schools can build family and community involvement (Epstein 1987, 1991; Fox & Olsen 2014). However despite the unique character of the projects, some common approaches to the challenge of building community engagement became apparent in the data collected as part of our evaluation.

Transition is a particular concern for primary and secondary schools, therefore many projects supported families through this period of change in routine and structure. Other schools introduced new initiatives where families were provided with improved feedback about their children's progress, such as student-led three-way reporting conversations or the rollout of mobile applications for parents to gain insight into the school's activities day-to-day. Some schools brought in professional development to specifically target social and emotional skills in their teaching and learning, to be able to lift student and family educational aspiration. A number of schools used their project to improve community engagement by developing a more engaging and applied curriculum which is outside of the classroom.

The projects designed by leaders in disadvantaged schools are a clear response to the limitations of education system structures and policies which inhibit their ability to connect with communities. This paper shows how Fair Education is well-placed to inform systemic and schools policies that support greater levels of community engagement in disadvantaged contexts.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: K109

530

Collaborative Partnerships in Action”: Planning from methodologies to actions .

Beth Sagers¹, Delphine Odier-Guedj²

Abstract

Focus & relevance

An important aspect of a socially just and inclusive world is the collaborative partnerships needed to support inclusion in action. The “Collaborative Partnerships in Action” research project aims to further extend and translates results of the recent Autism CRC “Australian Autism Educational Needs Analysis” (Saggers, 2015). It will achieve this by producing professional educational resources that translate research findings into practice by mapping over time, real-life examples of collaborative education partnerships in action.

Context & Contribution

This research investigates an innovative approach to knowledge translation of research findings that adds to a growing body of literature across a range of different education research fields including:

- • Inclusive education
- • Teacher education and research innovation
- • Professional education and learning

Design & methods

Through a participatory design (Bergold & Thomas, 2012), this qualitative research focuses on 3 case studies in real schooling contexts. The main aim is to illustrate the process of collaboration in inclusive educational community partnerships (e.g., teacher, parent, student on the autism spectrum) through the collection of visual data (meetings filmed, interviews, visual tools developed by participants) mapped across a school year. In this context, listening to the voice of students.

Results and Findings

This presentation will discuss what the research intends to do through studying three key components of collaboration as part of planning processes that occur between a parent, educator and student on the autism spectrum to support learning. The components include:

- a) what kind of adjustments are made and how these are mobilized;
- b) what are barriers and facilitating factors experienced by participants in meeting the needs of students during the data collection and
- c) the difficulty in practice to “filter or shape” the voice of a child (Zhang, 2017).

Presentation

--Individual Paper--

868

Enablers and barriers to inclusion for learners with autism: Listening to the voice of mothers from differing social class positions

SOFIA MAVROPOULOU¹, Anastasia Zissi², Christina Dardani³

¹Queensland University of Technology, Brisbane, Australia. ²University of the Aegean, Mytilene, Greece.

³University of Bristol, Bristol, United Kingdom

Abstract

Background of the study: Despite the steadily growing number of students with autism in inclusive environments worldwide, our knowledge on the experiences of parents from differing social class positions on their children’s journey for inclusion remains unexplored.

Significance/aims of the research: The significance of the study lies in its aim to explore how social class position may influence the experience of parents on their children’s inclusion and their learning experiences.

Research design: Drawing from a large-scale qualitative study, individual semi-structured interviews were conducted with 13 mothers ($M_{age} = 40.6$ yrs) from the working class and 10 mothers ($M_{age} = 44$ yrs) with high-credentials; all participants had children (age range: 48-207

months) with autism enrolled in inclusive environments in Greece. A layered approach (content analysis and template thematic analysis) was applied to the interview transcripts and revealed interesting similarities and differences among mothers from differing social class positions.

Findings and educational research implications: Irrespective of their social class position, the majority of mothers identified similar social, personal and contextual factors which facilitated or hindered the inclusion of their children in school. Specifically, the role of teachers with sufficient knowledge and experience on autism, their positive attitude towards diversity combined with in-class support seemed to be instrumental in their children's inclusion. Furthermore, mothers who were actively engaged in their children's learning at school, had built effective partnerships with classroom teachers and support staff as well as positive interactions with other parents in the same school shared positive experiences of inclusion. In contrast, mothers who had interactions with teachers with limited understanding of autism and inadequate in-class support, had experienced exclusion from regular schools, which constitutes violation of the national policy for inclusive education. Interestingly, a prevailing theme across participants was the critical role of in-class support staff for the acceptance of their children from their peers, the effective management of bullying incidents and ultimately the success of inclusion. However, mothers from the working class emphasised the negative implications of unavailable government-funded in-class support, in contrast to mothers in higher social class positions who were able to overcome financial barriers to their children's enrolment and participation by providing private in-class support. These findings highlight the need to consider the experience of inclusion in conjunction with contextual and socio-economic factors which influence the quality of support for learners with autism in inclusive environments with consequences on family quality of life.

Presentation

--Individual Paper--

325

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

Bessie Stone

Australian Catholic University, Brisbane, Australia

Abstract

A case study was conducted in response to the increasing prevalence rates in children diagnosed with an autism spectrum disorder and the growing engagements of primary-school students with online multiplayer games. This article describes enabling and constraining features of Minecraft for the peer relationships of students on the autism spectrum. In this case study, Minecraft was selected as the online multiplayer game platform of focus, given its popularity among primary-school students. The study also investigates teacher perspectives of the enabling and constraining features of online multiplayer games for the peer relationships of students with autism spectrum disorder. Data were collected through video-recorded at-screen observations of three nine-year-old students with autism spectrum disorder, and through video-recorded semistructured interviews with three classroom teachers. Multimodal analysis of the data demonstrated that online gaming with Minecraft enabled platforms to engage students in adventurous, creative, collaborative, and competitive uses of virtual images and gestures with their peers and to use visual and gestural semiotic resources for helping and showing kindness to their friends. Despite these potentials, students experienced difficulties in relationships, that were displayed visually and gesturally. Notably, students tended to reject the contributions of online players, including their friends and peers. Students also dominated shared creations of virtual images while they made negative comments about the contribution of others. The findings have implications for providing opportunities and social communication resources to support peer relationships in multimodal ways and prosocial ways. A conceptual framework of multimodal support is offered to target the interest of students in online multiplayer gaming and to support the peer relationships of students in inclusive and innovative ways, and in offline and online spaces. The conceptual framework of this study draws on the notion of inclusive education such as that outlined in Article 24, General Comment Number Four of the United Nations Convention on the Rights of Persons with Disabilities, 2006. The framework underlines the need for a model of inclusive new literacies that highlights the potential for using online multiplayer games as inclusive resources within the classroom setting.

Presentation

--Individual Paper--

Health and Physical Education

Health and Physical Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: K323

667

Selfies and health identity: exploring health identity in young people via self-representation on social media.

Linda Marsden, Tony Rossi, Nicole Taylor

Western Sydney University, Sydney, Australia

Abstract

Australia leads the world in the number of selfies taken and uploaded to social media platforms, and young people between the ages of 18 – 24 are the most frequent selfie-takers. Statistics such as these, combined with the ubiquity of the smartphone and social media in young people's lives, has led to divergent fields of research into the health impacts of these cultural shifts.

In spite of this growing research interest the selfie has received only limited consideration from a health perspective. A notable silence is a discussion of the nexus between identity, young people's health, and the selfie; and commensurately, whether the selfie is a tool used by young people to curate, perform, exhibit, or create their health identities.

Drawing on the sociology of health in young people in a digital society, this study though currently in its early stages, will explore young people's consumption and production of social media content as it relates to their health. Specifically, this project will address the missing link by exploring health identity and the enactment of this identity through the selfie from the perspective of young people.

This project will combine the disciplinary areas of health, digital media and sociology, and will invite young people to co-explore the concept of health identity from a visual perspective. Some researchers have suggested health identity offers predictive value concerning the future use of health services or technologies; others suggest health identity influences a person's willingness to adopt or engage in health behaviours. This work has largely been limited to textual analysis. This study however acknowledges young people, as co-constructors of knowledge, and through ethical and innovative digital media research methodologies will examine the enactment of their health identity in digital online platforms.

The construct of health identity provides opportunities for shedding new light on young people's health behaviours, particularly in digitally mediated environments in order to contribute to a broader understanding of how young people consume and produce social media content as it relates either directly or peripherally to their health.

Presentation

--Individual Paper--

981

Impact of eBooks: exploring student health implications within the literature

Kate Thompson , [Jennifer Clifton](#), Ben Williams, Linda Marsden

Griffith University, Brisbane , Australia

Abstract

In 2013, the Queensland Department of Education, Training and Employment piloted a Bring Your Own 'x' (BYOx) program (2013) and since then, the adoption of BYOx has become more common. Partially in response, digital books are increasingly available through school libraries with a 2015 survey showing 55% of Australian schools included eBooks in their collection, compared to 20% in 2010 (Softlink, 2016). Many researchers have found benefits of eBook use to learning through the development of customised curriculum or improved engagement of students, and, improvements in literacy and language skills (e.g. Karemaker, Jelley, Clancy, & Sylva, 2017). However, there remains a lack of research on the health impacts of eBooks on students. Presented here is a preliminary critical literature review from a larger research project for the Queensland Department of Education (DoE) *Impact of eBooks: exploring student health, learning and implications for policy and practice* project. This presentation reports a review of 39 articles related to health and wellbeing.

Studies specifically focused on the relationship between health and wellbeing and eBooks are few. Within the body of work the greatest focus has been on vision; while those examining posture and biomechanics, sleep as well as rest and mental health are rarer. A noticeable exception is research by Seomun and colleagues who measured the impact of digital textbook use on a range of health-related factors on students in South Korea (Seomun et al., 2013). The

literature review was used to identify gaps in the literature as well as trends concerning eBooks to inform the subsequent design of a research project that aims to provide stakeholders with reliable information to inform their choices around the opportunities provided by the increased availability and use of eBooks in schools.

References

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Presentation

--Individual Paper--

817

The health pedagogy of an *anti-obesity*, *anti-obesity* campaign

Jessica Lee¹, Benjamin Williams²

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

Abstract

The Queensland Government's *Healthier. Happier.* initiative was designed to be a different kind of anti-obesity campaign. While pedagogies of shock and disgust had been typical of previous

campaigns, *Healthier. Happier.* would adopt a set of sensitive, supportive strategies to weight reduction and obesity prevention. In this presentation, we explore how the concept of obesity simultaneously constituted and threatened the *Healthier. Happier.* campaign. We do so by analysing campaign materials (campaign website, mobile app, television commercials and online advertisements), stakeholder communications, and interviews with six key campaign workers using Law's (2002) notion of heterogeneity/otherness. According to Law, heterogeneity/otherness refers to "the enemy excluded, the foe that is necessary, necessarily included, necessarily a part of the center, necessarily Other". This concept allowed us to trace how obesity oscillated between absence and presence within *Healthier. Happier.* It also helped us identify the consequences of this oscillation for the campaign staff and the campaign itself. Specifically, it helps us show how *Healthier. Happier.* is an anti-obesity campaign insofar as it is intended as a public health intervention constituted by obesity and weight reduction as its rationale. Obesity posed a further threat in that it was seen as a negative and unpleasant topic among the population. To overcome this double-threat of obesity, *Healthier. Happier.* became an *anti-obesity*, *anti-obesity* campaign, where campaign staff sought to avoid the mention of overweight or obesity in campaign messages. To achieve this, the Health and Fitness Age Calculator was devised to be a fun and supportive behaviour change prompt, however campaign staff revealed that the algorithm was weighted largely towards BMI so that users who have overweight or obese BMIs will always receive a Health and Fitness Age higher than their chronological age. In this way, obesity in its absence is incorporated into the semiotics of presence. Within its current assemblage, obesity is indeed a necessary element within *Healthier. Happier.* If it were not there, the campaign would be different, the need for a campaign would look different, or perhaps disappear altogether. Our investigation and explanation using Law's concept of heterogeneity/otherness allowed us to unpack *Healthier. Happier.* and understand how anti-obesity discourse is reproduced and perpetuated even in a campaign that aims to take a different approach. We are now able to consider new ways to approach public health pedagogies to overcome the inequity and stigma that have historically prevailed in this field.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 10:30 - 12:00

Date: 5th December 2019

Location: K360

398

Leading High-Needs Schools – leadership to improve schools and bring students back to learning

Fiona Longmuir¹, Lawrie Drysdale², David Gurr², Kieran McCrohan³

¹Monash University, Clayton, Australia. ²University of Melbourne, Melbourne, Australia. ³Wesley College, Melbourne, Australia

Abstract

The International School Leadership Development Network (ISLDN) is approaching ten years as an influential research collaboration. Research contributions to the ISLDN from 16 countries have advanced the knowledge of leadership in a broad range of contexts. The research collaborations are organised into two strands, Leading High-needs Schools and Social Justice Leadership, with many contributions overlapping both programs. This paper presents an overview of the Australian contribution to the ISLDN high-needs schools research and shares initial findings and insights from the most recent Australian work contributing to this international research collaboration.

Four case studies of the leadership of schools that were underperforming and needed to improve has been the main Australian contribution to the ISLDN. These case studies used a multiple-perspective an observational methodology, and included individual interviews with senior leaders and group interviews with teacher, student and parents. The four schools reported in this presentation were government secondary schools in the metropolitan Melbourne area. Two of these schools were selected for their above average levels of economic advantage, and two were selected with below average levels of economic advantage (as evidenced by ICSEA). Each of the four schools had high needs in terms of requirements for improvement, re-engagement of students and re-connection with their communities who had lost trust in the capacities of each school. Findings suggested that the leadership required in these schools was: 1) highly sensitive to contextual factors, but not constrained by these, 2) visionary and competent in sharing and driving commitment to a specific vision of improvement, 3) highly student-centred with a focus on disrupting prior organisational structures and cultural norms in ways that considered the student–educator dynamics at the pedagogical core of learning.

The next phase of the Australian contribution is going to investigate leadership practices in three alternative education settings in Victoria. This project is looking at the ways that leadership supports the re-engagement of students who have disengaged from other schools. Investigating leadership in these settings will enable a focused examination of how schools foster more equitable learning relationships that give learners greater control of their educative experiences and how socio-cultural and policy settings are managed to challenge the predominant grammars of schooling that disenfranchise many young learners. Early findings from this phase will be reported.

Presentation

--Individual Paper--

707

Principled Leadership: An Expansion of Authentic Leadership Theory

Sharon Blanchard, Shelleyann Scott, Donald Scott

University of Calgary, Calgary, Canada

Abstract

This doctoral study explored university leaders' understanding of leadership, beliefs and values, and approaches to their role with a view to further examine the conceptualization of "principled leadership" within a change management context. Principled Leadership was conceptualized as including three key elements: authenticity (identity), spirituality, love (a deep commitment to an ethic of care). A significant theory underpinning this study was Avolio and his colleagues' authentic leadership which encompasses leaders' capacity to: create trust, forge positive and respectful relationships with their faculty and staff, know themselves and have the capacity to be self-reflective, and to be credible and trustworthy, amongst other characteristics. This mixed methods study was framed within the discovery dimension of Appreciative Inquiry and was situated in Nova Scotia, Canada. We included interviews with 33 university leaders (presidents, vice presidents, a/vice presidents, deans, and directors) and 27 questionnaire responses. Findings indicated that presidents and their senior leadership teams, while acknowledging the intense challenges of their institutional mandates as well as in managing people, were working from a place of authenticity where honesty, integrity, and trust were critical, had a high degree of

respect for the people with whom they worked, a profound sense of responsibility for their welfare, and an incredibly humane approach to their leadership stance with a high degree of care shown. This paper explored the key dimensions of authentic leadership and principled leadership and discussed the importance of love or a deep ethic of care as being a crucial expansion of authentic leadership. The leaders in this study, while extremely authentic struggled with managing change and working with difficult people; thus, we explore the viability and impact of “love” and “care”, and spirituality in leadership and how these values and characteristics are important in working within contentious change environments within universities. One important question raised in the study was: Can an ‘authentic’ leader know oneself (identity and self-reflection) but still be uncaring and toxic to work for and with, and how would this be different to a principled leader? Hence, we will unpack authentic leadership theory and compare it with principled leadership to explore these important expansions. This study will be of interest to higher education administration and academe, government agencies, education providers, professional associations, professional development providers, and leaders who are interested in promoting more value-based forms of leadership and positive organizational cultures.

Presentation

--Individual Paper--

150

Retired school leaders’ reflections – Identity, influence and issues

Fiona Longmuir

Monash University, Clayton, Australia

Abstract

This paper reports initial findings from an exploratory, in progress, research project investigating the reflections of principals, assistant principals and regional principal-level officers, who had retired within the prior two years. Individual interviews with seven principals who had worked in Victorian schools were collated and thematically analysed. The initial findings provide insights into complexities, enablers and constraints of the work of leaders in school environments. Further indications are emerging about how individual and contextual factors contribute to personal and professional leadership success, role satisfaction and personal well-being.

The leadership of schools is of significant interest to researchers and policy makers due to the influence that the position has on educative and social outcomes for young people and communities. With a dominant discourse in Australia being centred around ‘learning outcomes’, often narrowed to, the measurable manifestation of these, school leadership has been shown to have a significant, although usually indirect, influence on success in these terms.

The participants in this research each had over three decades in education and this research sought to understand how as school leaders they had experienced these ‘times’ through conversational interviews. This methodology enabled participants to construct a narrative of their leadership careers that highlighted the issues and influences that shaped their experience of leadership. Interview questions also sought informed opinions about the current nature of, and future issues for, schooling given the political and social contexts that participants had experienced.

These school leaders shared perspectives on the policy and social influences that are affecting schools and how these had evolved and changed over their careers. They nominated issues such as parental involvement, local school competition, and issues of autonomy and compliance as examples key areas of change that had impacted on their work. Themes emerging from the findings contribute to understanding how Victorian schools, and those leading them, are responding to social and political changes in ways that contribute to socially just communities.

Their reflections on their leadership identities and the key events and people that influenced their trajectories demonstrated that capacity for resilience, relationship development and continuous learning were important. Understanding how they used personal and system resources to navigate challenging times can contribute to research, policy and practice for development of pre-service and in-service support for current and future leaders. Findings from this project will guide future research that investigates themes for the purpose of conceptual and theoretical contributions school leadership literature.

Presentation

--Roundtable Paper--

Sociology of Education

Sociology of Education
Time: 10:30 - 12:00
Date: 5th December 2019
Location: K424

87 - Spatiality, sociality and justice

766 -

Language and identity: Family language policy of internal migrants in China

Danwei Gao^{1,2}, Karen Dooley¹

¹Queensland University of Technology, Brisbane, Australia. ²Northeastern University, Qinhuangdao, China

Abstract

Since the 1978 policy of Reform and Opening-up, China has undergone dramatic economic development and population flows both externally and internally. Within China, hundreds of millions have been on the move, generally migrating to or within highly developed Eastern coastal areas. This paper explores the family language policies (hereafter, FLP) of internal migrants who move as ‘talent’ to Guangdong.

‘FLP’ refers to a family’s thinking and decisions about the languages their children learn and how they implement and manage those beliefs in practice. FLP is a consideration for the middle classes of China, including government officials and intellectuals, owners of private enterprises, and employees of high-income enterprises and Sino-foreign joint ventures. These groups consist primarily of university graduates with high status and well-remunerated careers. As internal migrants, they work with a particular reasoning and justification when bringing up their children. Moreover, they enjoy more ability than others to take their children with them or to give birth in their cities of settlement. While facing the dilemma of balancing multiple languages and dialects, these families have considerable power to choose how to plan for their children’s learning and life chances.

Guangdong is an especially interesting site of FLP. Other than the languages of ethnic minorities, the language ecology of China includes Chinese, which is categorised into its standard variety, Pǔtōnghuà (普通话 or Mandarin) and 10 major dialects and numerous subdialects. Southern

Chinese dialects vary substantially in phonetics, vocabulary, even grammar, from Pǔtōnghuà. The Yuè Dialect or Cantonese (粵方言) is the most widely known and influential variety of Chinese other than Pǔtōnghuà, and has garnered prestige from the remarkable economic development of Guangdong Province. The concentration of international and export-oriented businesses in the East has further complicated the language ecology. Given the global utility of English, that language, then, is an object of FLP in China, alongside Chinese in all its dialectical complexity, and the languages of minorities.

The current study presents a conceptualisation of the family as a field. It looks at struggles over language and identity within that field, and relations with agencies within the field of institutionalised education. This Bourdieusian lens enables a sociological framing of power dynamics identified by the sociolinguistic theorisations established in FLP studies.

Presentation

--Individual Paper--

767 -

Decrypting the matrix of Chinese-Australian university networking: The tip of the iceberg of the Transnational Higher Education

Pengfei Pan, Michael Mu

Queensland University of Technology, Brisbane, Australia

Abstract

The last decade has seen the escalating scope and scale of higher education providers moving across national borders to offer academic programs and qualifications. Concomitant with this trend is China's vigorous demand for, and investment in, tertiary education and its attendant developments of Transnational Higher Education (TNHE). Australian universities, as global pioneers in offshore delivery, are strategic players in the TNHE game with China. This game is often construed beneficial for knowledge transfer, capacity building, and sometimes revenue generation, demonstrating human capital orientation and academic capitalism.

In sociological terms, however, the portrait of TNHE would remain incomplete without going beyond economism to which social practice is often reduced through human capital and

academic capitalism. In this paper, we draw on Bourdieu and delve into the “position-taking” of Chinese and Australian universities within the TNHE “network” where symbolic struggles unfold and unequal power relations are (re)produced. Since the 2000s, the Chinese Ministry of Education (MOE) has approved nearly two hundred Chinese-Australian TNHE arrangements of various forms. Yet little empirical evidence is available in terms of the nature and dynamics of these engagements. To fill the gap, our study works with the MOE-approved Chinese-Australian TNHE operations and explores the networking of partner universities through recourse to Bourdieu’s relational sociology and Social Network Analysis.

The dataset includes 33 Australian universities and 93 Chinese universities. Their TNHE partnerships are examined in relation to their research income, quantity of publication, overall university ranking and status, and location. The Software UCINET 6.680 was used to create the network diagram and analyse the network data. QAP regression indicates that the degree of networking is related to the degree of match between the two partner universities in terms of their quantity of publication ($p < .002$), university status ($p < .001$), and university ranking ($p < .043$). We theorise that the officialised “social space” of Chinese-Australian TNHE is configured by the tangible networks between universities and the symbolic positioning strategies hidden behind the networks.

To the best of our knowledge, this study is the first in its kind that draws on large-scale data to decrypt the matrix of universities’ networking in TNHE. Yet the MOE-approved Chinese-Australian TNHE operations are only the tip of the iceberg of the global TNHE. More thorough investigation is needed in this regard. The theoretical contribution of this study is manifested in its intention to conflate network theory and Bourdieu’s field theory.

Presentation

--Individual Paper--

770 -

Cross-field influences and interferences on refugee parent engagement in an Australian school field

Jen Azordegan

Queensland University of Technology, Brisbane, Australia

Abstract

Recent evidence has revealed that students from refugee backgrounds are struggling in the current Australian educational context. While the international literature suggests a strong school-family connection could help to facilitate both these students' educational and settlement success, how Australian schools are engaging refugee parents has rarely been investigated. It has been argued, however, that forging effective parent relationships in diverse contexts requires a major departure from traditional, taken-for-granted engagement practices. It may also require greater awareness of parents' backgrounds, which likely contrast significantly to those of Australian educators.

Without this shift, a prime opportunity to more effectively support refugee students—and their families—could be lost.

This paper shares findings from recent research which looked at how a highly diverse primary school in Queensland is engaging parents from an Afghan refugee background. Drawing from interview data with school staff and Afghan mothers, as well as policy and school documents, this sociological case study investigated how parent engagement was approached by the school, conceptualised and practiced by the participants, and influenced from forces external to the field. Employing Bourdieu's three-part approach to analysing a social field, this in-depth exploration of the connections between a school community and one of Australia's substantial refugee groups sheds new light on the complexities of forging effective school-family relationships in a diverse society.

This paper takes a closer look at the constellation of five external fields which were perceived as influencing school-family relationships with Afghan refugee parents. This interplay between the school field and its agents with the policy, philanthropic, settlement, religious and child protection fields highlighted the complexity of cross-field influences on, and interferences in, the engagement of parents from a highly marginalised background. In all cases, it was observed that agents in the school field were torn by multiple field memberships and often compelled to prioritise loyalty to those fields. What emerged was a picture of a highly heteronomous school field—one subject to the variety of aims and services of a community with complex social needs. The findings suggest that the low-SES, multicultural school is an organisation that operates under the influence of the logics of practice of a multiplicity of fields—education being only one of these. Implications for schooling and parent engagement in highly diverse contexts will be discussed, as will suggestions for further research.

Presentation

--Individual Paper--

Arts Education Practice Research

Arts Education Practice Research

Time: 10:30 - 12:00

Date: 5th December 2019

Location: K505

95 - Enhancing learning and belonging for low SES and refugee secondary students through artist/teacher partnerships and arts-based pedagogies.

924 -

Paper 2: Re-imagining pedagogies in the secondary years to enhance engagement, achievement and understanding: The Y Connect findings.

Julie Dunn, Madonna Stinson, Adrienne Jones, Jenny Penton

Griffith University , Brisbane , Australia

Abstract

This second symposium paper will outline the *Y Connect* findings associated with connection to learning. Drawing upon the data collected across the four curricular focused case studies (Artists in Arts Classrooms; English; Essential English and Mathematics and Movement), the paper will have two key areas of focus: the characteristics of the pedagogies used across these cases and the impact which these pedagogies had on the participating students' learning.

In relation to pedagogical characteristics, the paper will draw upon data created across more than 100 student, artist, teacher and school leader interviews relevant to these cases to outline what participants considered to be the key characteristics of the pedagogies employed. Included in this discussion will be an examination of how pedagogical characteristics differed from one case to the other and how they worked together to create a learning environment that activated student engagement.

The paper will then move on to look closely at the outcomes generated in relation to student learning. Here a wider range of data sources will be employed to inform the discussion, including teacher and student survey data, attendance data, NAPLAN data and achievement data in some subjects. Together these data reveal that while there was a positive impact overall on participating students, especially in relation to speaking and writing, more significant improvements were identified for a subset of students known in the study as the Blue Dot students. These Blue Dot students were those who were identified across the duration of the study as appearing to be on a significant growth trajectory as a result of their participation in various Y Connect project and curricular activities. Some of these students had previously been identified as struggling to engage in learning, others had a history of low academic achievement, whilst some were simply showing significant interest in the Project and its goals. A further group identified as benefiting from participation in Y Connect were EALD students, with improvements in engagement and skill development noted in classrooms where the pedagogies were active, collaborative and dialogic.

The significance of these findings and their implications, especially for educators working in low SES schools or those with a significant number of EALD students will also be explored. The paper will conclude by arguing that one way to overcome educational disadvantage and thus create a more socially just world is to provide students with opportunities to learn in and through the Arts.

Presentation

--Individual Paper--

929 -

Paper 3: Creating sustainable and effective artist/teacher partnerships – challenges, enablers and future directions: The Y Connect findings.

Madonna Stinson, Julie Dunn, Adrienne Jones , Jenny Penton

Griffith University , Brisbane, Australia

Abstract

In this third symposium paper, the focus shifts to teachers and artists, commencing with an examination of the benefits of participation within the *Y Connect* Project for each group. Of key interest here is the reciprocal learning that occurred. For the teachers, one of the key benefits identified was access to opportunities for professional learning within their own classrooms. This

was considered to be particularly beneficial based on the fact that new arts techniques and pedagogies were modelled for teachers within their own unique teaching contexts and as they worked with their own students. For the artists, the learning benefits were identified as being associated with working within school contexts and about ways of engaging with larger groups of young people. In addition, and critical within this specific school site, were key learnings for artists about working sensitively with young people with complex and sometimes trauma-informed backgrounds.

The paper will then move on to examine what was learned across the *Y Connect* Project in relation to creating and sustaining effective teacher/artist partnerships within secondary school contexts, including the enablers that supported the Project and the challenges that emerged across its 2.5-year duration.

To conclude, the paper will outline what was learned within the Project about possible future directions. This discussion will include a description of legacies within the research site since the Project concluded and ideas already generated to achieve sustainability. It will consider how other schools, especially those where students are experiencing educational or social disadvantage, might gain similar positive connections for their students.

Literature relevant to artist/teacher partnerships and teacher professional learning will support the various aspects of this paper, while findings identified from the teacher survey completed at the conclusion of the Project and over 40 interviews with artists, teachers and school leaders will inform this presentation.

Presentation

--Individual Paper--

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.

Adrienne Jones, Julie Dunn, Madonna Stinson, Jenny Penton

Griffith University, Brisbane, Australia

Abstract

This first symposium paper will report on the findings of the *Y Connect* Project as they relate to its participating students. The *Y Connect* Project, which was a 2.5-year collaboration between a Queensland state secondary school and researchers from Griffith University, was funded by the Queensland Department of Education through its Collaborative Innovation Fund. The focus of this paper will be the impacts that arts-based pedagogies and artist/teacher partnerships produced in relation to four connections critical for the well-being and learning of students in secondary schools: connection to self, connection to each other, connection to the school community and connection to the future through the development of alternate possible selves. In a socially just world, these connections would be prioritised in every education system and for every student, but within contemporary education they can often be overlooked in the drive to achieve short-term attainment goals.

Drawing upon pre and post-project student survey data, together with extensive interview data collected across six case studies, the paper will outline teacher, artist and student responses relevant to these four connections. The six cases were aimed at supporting students in both curricular and extra-curricular activities, with artists being engaged across a series of focused arts projects, as well as working alongside teachers within English, Mathematics and Arts classrooms.

Particular emphasis within this paper, in line with the conference theme, will be the responses of students from refugee and asylum-seeking backgrounds, given that many of these students appear to have experienced significant growth in terms of their self-esteem, confidence, sense of belonging and willingness to exercise agency. Enhanced connections to other students, including vertical connections across age groups and horizontal connections across genders, cultures, languages and backgrounds will also be examined.

A further key focus will be on the findings associated with connection to possible selves, with the opportunities to engage with artists and arts organisations appearing to be horizon-breaking in terms of the way the young people saw their futures. Key literature associated with each of these connections will be employed, whilst the significance of these findings in relation to current policy and practice directions will be discussed.

Presentation

--Roundtable Paper--

Technology and Learning

Technology and Learning

Time: 10:30 - 12:00

Date: 5th December 2019

Location: E151

77

New media, ancient culture: the power and potential of social media in Indigenous education

Amy Thunig¹, Luke Pearson²

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

Abstract

The sovereign people of Australia are often referred to collectively as Indigenous or Aboriginal and Torres Strait Islander. However, these blanket terms are applied to a variety of rich and unique people groups, each with complex social, political, ecological, and educational systems. Whilst now acknowledged collectively as the oldest continuous cultures in the world, since British invasion of Australia in 1788 it has been common for the knowledges, lives and histories of Indigenous peoples to be erased, excluded, or only acknowledged in very limited capacities within formal systems imposed within this settler-colonial state.

Whilst Indigenous peoples are no longer legislatively denied access to formal education, the limitations of Eurocentric, outsider-based epistemologies, which have been utilised to develop and implement policies and practices within formal education have for Indigenous peoples perpetuated the very inequalities which it is often said they would address. In this way the system itself continues to perpetuate inadequate recognition of Indigenous cultures, history, and ways of knowing within what remains assimilationist curricula.

With minuscule numbers of Indigenous people working within academia, and/or holding formally recognised positions of power and influence within politics, media, research, and formal education, the burden carried by those identifiable and positioned as 'representative' is significant. However, with the increase in innovative technology, accessible platforms such as social media, and the emergence of Indigenous owned and run media and websites, how knowledge is accessed, shared, and legitimised in Australia is beginning to change.

This presentation focuses on the website and social media presence of IndigenousX, arguing that online media, and social media are challenging what constitutes ‘legitimate’ information, communication, cultural expression, and education in Australia. As an online platform created and curated by Indigenous people, IndigenousX is a community-led innovation in digital media, bringing together and amplifying Indigenous voices through online publications and social media posts. Responding to and commenting on a myriad of issues, from education, politics, media, community, health, and more, this platform has become a central meeting point for Indigenous people online, but also for non-indigenous people who seek to learn more about us, by engaging in the powerful practice of listening to us. As Gamilaroi people, and formal educators, we make the case that traditionally framed ‘non academic’ publications need to be reconsidered and better recognised within formal education in order to better meet the needs and hear the voices of communities and individuals positioned outside of privileged identities.

Presentation

--Individual Paper--

210

Whose digital future? Exploring diversity and equality in young people’s technology practice and aspirations across their end of school transition

Karley Beckman, Tiffani Apps, Lyn Cronin

University of Wollongong, Wollongong, Australia

Abstract

In an increasingly digital society young people face new challenges and demands of their technology practice as they complete secondary education and transition into new learning and work contexts. Yet, research shows that the digital literacy of young people is generally lower than might be expected and more diverse, suggesting that many young people leave school without the necessary digital skills and knowledge to participate in a ‘digital future’. Current initiatives in education focus on digital skills for economic participation including a focus on STEM, coding and the Digital Technologies curriculum. Within this context, we question the effectiveness of such narrowly focused initiatives to meet the needs of *all* students. We argue that framing all futures as universally digital and implementing initiatives to prepare for such a

future only serves to exacerbate low levels of digital literacy and further entrench digital inequalities.

The aim of this study was to explore the technology practice of young people as they transition from secondary school to further study, work or other everyday life contexts. This is important to investigate because this transition is complex, characterised by uncertainty and places increased demands on young people in terms of their technology practice and digital literacy. We employ a qualitative research design to allow for in-depth insights into the technology practices of young people across their end of school transition. Questionnaire and interview data was collected at two points in time: (1) during the final year of formal schooling paying attention to aspirations and factors that shape technology practice across school and everyday life contexts; and (2) six months post completion of secondary school. The findings demonstrate a diversity in the technology practices of the young people, particularly in the way they perceived the role of technology in their lives and futures. Furthermore, the findings suggest patterns in the technology practice and aspirations of these young people based on family background, gender and social contexts. These insights will inform the preparation of a longitudinal study that explores children and young people's technology practices across key life stages and transitions, from early childhood education to primary schooling, primary to secondary schooling and into post-school contexts. This understanding of young peoples' digital lives is important for educators in the creation of teaching and learning programs that acknowledge student diversity to develop and support *all* students' digital literacy and prepare them for their futures.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives

Time: 10:30 - 12:00

Date: 5th December 2019

Location: E152

35 - Teacher resilience and wellbeing: Crucial for educators, schools and communities.

285 - Teacher resilience: Conceived, perceived or lived in?

Helen Boon

College of Arts, Society and Education James Cook University,, Townsville, Australia

Abstract

Schools and classrooms in Australia are places where work related conditions drive the mass exodus of teachers in their first five years of service. These include rigid curricula, restricted pedagogies, high administrative workloads, student misbehavior and parental abuse. To stem this teacher exodus scholars advocate fostering teacher resilience. Resilience is *conceived* across a number of disciplines as a characteristic or result that is developed by processes that foster or promote it. It is the ability of a person to deal with unique stressors, acting as a shield, or buffer, which moderates the outcome to ensure negligible negative consequences. Resilience is considered necessary to allow the affected individual to return to ‘normal’ within the shortest possible time. The capacity to return to a former healthy state after a stressor, or to bounce back, or alternatively to bounce forward to a state of adaptation to the stressor is considered a vital characteristic to thrive in teaching in 21st century. Much research has investigated how resilience is *perceived* by graduating and early career teachers, by teachers in rural contexts and in a range of specialist positions. Findings include individual and environmental factors which support resilience and its development. They comprise administrative support, support of mentors, peers, family and friends. Nevertheless, we do not know what constitutes teachers’ *lived-in* resilience. We need to examine the actual and lived-in resilience of those teachers who, having remained in the profession for many years, continue to maintain stress-free mental and physical health, a more accurate reflection of resilience, while continuing to perform their professional duties with zeal and excellence. Also, more critically, we need to study the individuals who have exited the profession to accurately assess why they left. Was it because of low resilience, as reflected by mental and physical health attributes, or because they were resistant and resilient to impositions of an external set of factors underpinning a system that they wanted to change? Are we making the mistake of equating teacher resilience as it is currently conceived with acceptance of the conditions in a system that should change? Using teacher resilience as it is conceived to maintain the status quo of the education system? Perhaps exiting the profession signals a strong, healthy, more resilient person who will not succumb to unacceptable demands in an education system which does not lead to personal wellbeing.

Presentation

--Other--

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

Abstract

The second year of a university degree has a unique set of challenges that can contribute to a decline in academic self-perception and persistence. Furthermore, it is seen as a period where emerging identities that will play an important role in the successful transition into teaching, may be shaped and challenged. This study examines the experiences of eight female preservice teachers in the second year of their undergraduate degree. During this period, they experienced a wider curriculum as their learning extended to subject specialisations and beyond the university context, into schools. This presentation examines the reciprocity that exists between personal identity, professional identity and resilience during the second year of preservice teacher education. Data are taken from a wider study following the participants over the duration of their undergraduate degree. This data set, collected during a full day workshop includes photo narratives, concept maps and poems to explore the intersection of personal and professional identities and the resources that support resilience and wellbeing at this point of the degree. Analysis was undertaken using voice-centred relational methods. The four-step process is suitable for exploring the participants' narrative accounts as it allows the voice of the individual to be heard while also exposing the role of relationships in shaping people's experiences. Furthermore, the analysis process can expose how identity and resilience factors interplay within the cultural, political and social structures of the university and schools. Data showed evidence of resilient engagement when learners develop the capacity to manage and negotiate obstacles or barriers in and to learning. This results in higher levels of engagement in the learning process and a stronger sense of wellbeing and professional learning. Explanations of their professional identities had a strong emphasis on relationships, respect and nurturing others. The emphasis on academic achievement appeared to shift from performance orientation to mastery orientation as participants re-evaluated what they deemed to be important for their professional identity. Their sense of belonging at university and the profession was strengthened by collegiality with peers and staff. However, while frustration with institutional processes, and guilt linked with gendered responsibilities threatened their confidence, many participants were actively employing self-care

strategies. This study contributes to the literature that suggests second year university students face a range of challenges but with support, it can be an important time for preservice teachers to begin to reconcile personal and professional identity including attention to self-care and wellbeing.

Presentation

--Other--

287 -

How can teacher well-being and resilience be enhanced?

Tina Hascher

Institute of Educational Research, University of Bern, Bern, Switzerland

Abstract

Teaching is a stressful profession. Accordingly, there is an increase in studies that address teacher well-being and resilience. While some studies focus on the understanding of the predictors and outcomes of teacher well-being and resilience (e.g., Beltman, Mansfield & Price, 2011; Bricheno, Brown & Lubansky, 2009), others investigate the effectiveness of trainings and interventions such as Teacher Effectiveness Training (e.g., Talvio et al., 2013), Mindfulness Training (e.g., Rupprecht, Paulus & Walach, 2017) or CALMERSS (e.g., Taylor, 2018). Given the fact that there is a high diversity of approaches with regard to teacher well-being and resilience, this presentation aims at giving an overview over the last twenty years (from the year 2000) of the state of research on the improvement of teacher well-being and resilience. Following the PRISMA-statement (Moher, Liberati, Tetzlaff & Altman, 2009), the results of this systematic review show (a) three major groups of intervention forms: teacher trainings, school wide programs that also address teachers and programs for students that are implemented through teachers; (b) a majority of programs are based on or at least are related to mindfulness-training; (c) the majority of teachers that participate in such programs are female; (d) the effects are poor to moderate with regard to teacher well-being and resilience; (e) teachers' response to intervention seem to mediate the effects but this is rarely explicitly analyzed. The results are discussed with regard to the weaknesses of current teacher well-being and resilience research and with regard to future research perspectives.

Beltman, S., Mansfield, C. & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.

Bricheno, P., Brown, S., & Lubansky, R. (2009). *Teacher well-being: A review of the evidence*. London: Teacher Support Network.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, 151(4), 264-269.

Rupprecht, S., Paulus, P. & Walach, H. (2017). Mind the teachers! *European Journal of Educational Research*, 6(4), 565-581.

Talvio, M., Lonka, K., Komulainen, E., Kuusela, M. & Lintunen, T. (2013). Revisiting Gordon's teacher effectiveness training: An interventions study on teachers' social and emotional learning. *Electronic Journal of Research in Educational Psychology*, 11(3), 693-716.

Taylor, M. J. (2018). Using CALMERSS to enhance teacher well-being: A pilot study. *International Journal of Disability, Development and Education*, 65(3), 243-261.

Presentation

--Other--

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Motivation and Learning

Motivation and Learning

Time: 10:30 - 12:00

Date: 5th December 2019

Location: E153

11

2Ps (Paglaban sa Pagliban): AN INTERVENTION STRATEGY TO LESSEN ABSENTEEISM IN BAGUMBUHAY ELEMENTARY SCHOOL

Annaliza Fernandez

Department of Education-Bagumbuhay Elementary School, Cavite City, Philippines

Abstract

This research was conducted primarily to determine the effectiveness of the intervention 2Ps (Paglaban sa Pagliban) to lessen absenteeism in Bagumbuhay Elementary School. The respondents of the study were 68 pupils of Bagumbuhay Elementary School from Kindergarten to Grades 6. The researcher used purposive sampling techniques in determining its respondents. The study made use of descriptive –quantitative design of research. Data were gathered through the use of self-constructed questionnaire. The statistical model used were weighted mean and frequency ranking to determine whether there is a significant relationship between two categorical variables. It was concluded that the 68 selected pupils from Kindergarten to Grades 6 who are included in the study had lessen the number of absences after the implementation of Project 2Ps for 3 months. The proponent recommended that Project 2ps (Paglaban sa Pagliban), an intervention strategy to decrease absenteeism in Bagumbuhay Elementary School, should be implemented to eradicate the significantly high absenteeism rate among the learners in school. The intervention program Project 2ps (Paglaban sa Pagliban) should be sustained all throughout the school year and be endorsed to other school to solve the same problem in absenteeism.

Presentation

--Individual Paper--

32

Responsibility Theory® An Applied Brain-Based Immersive Systematic Self-Talk Sequence Learning Neuroeducation Existential Program (Practical strategies to advancing engaged learners through a brain-based self-talk sequence learning neuroeducation existential perspective)

RAGNAR PURJE

Central Queensland University, Rockhampton, Australia

Abstract

Responsibility Theory® is an applied brain-based immersive systematic self-talk sequence learning neuroeducation existential program. In terms of goals and application, the aim is to empower teachers, and enlighten and transform students, where both parties cooperatively and collectively engage in open, transparent and immersive collaborative dialogue. The purpose of which is to advance personal potential, in each student; which then not only leads to a student-based understanding, where each student intellectually arrives to appreciate and understand the universal truth, that, as sentient beings, each and every student is not only responsible for what they think, do, say, choose and learn. There is, associated with this, the additional advancement in understanding and insight, where each student advances intellectually to axiomatically appreciate and, ultimately intrinsically appreciate and know, (that the self), i.e., that each and every student is responsible for their thoughts, their behaviours and the consequences which arise from their presenting choices and actions. When this empirical phenomenological lived-experience knowledge is applied; all of this will then hopefully lead the student to appreciate and recognise, that their personal attitude, application and their self-directed and self-motivated thinking and behaviours is what advances their academic knowledge, understandings, intellect, skills, capabilities, and their correlated personal and social potential. Learning, achievement, success, and excellence, in all disciplines, is not a coincidence. Learning, achievement, success and excellence, is based on two coexisting and intrinsically fused cognitive, social and behavioural structures: (1) quality teaching, and (2), the personal self-motivated application and hard work activated and presented by the student. This fits in with the existential philosophical axiom of Jean-Paul Sartre who states: “existence precedes essence.” What this means is that it is the self-motivated thinking and personal application of the individual (for which he or she is responsible), is what changes the thoughts, behaviour, the life and the very essence of each the individual.

Presentation

90 minutes

Schools and Education Systems

Schools and Education Systems

Time: 10:30 - 12:00

Date: 5th December 2019

Location: E257

94 -

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

794 -

Enhancing engagement between parents and teachers: How parent interactions impact teacher wellbeing and feasibility testing of professional support for teachers.

Grace Kirby

The University of Queensland, Brisbane, Australia

Abstract

Teachers are fundamental to engaging parents in their child's education and yet Australian research indicates that teachers believe skills related to working with parents are one of their greatest professional development needs. Research consistently shows that when parents and schools work together as partners in education, there are numerous positive academic and wellbeing outcomes for children across different ethnicities and socio-economic status. Additionally, initial evidence suggests that teachers who develop positive relationships with parents demonstrate increased occupational wellbeing outcomes such as increased job satisfaction and self-efficacy for teaching, reduced occupational stress and burnout and a decreased likelihood of leaving the teaching profession.

To better understand teachers' perspectives on their interactions with parents, over 600 teachers were surveyed from a diverse range of schools in Queensland, Australia. The survey findings were used to develop an intervention, The Alliance of Parents and Teachers (APT) workshop. This research has involved end-user engagement in both the development and evaluation stages to enhance program acceptability and ensure the intervention is specific to the needs of a diverse range of teachers.

This presentation will highlight some key findings of the survey and detail the outcomes of feasibility testing of the APT workshop. Survey findings related to the impact of parent interactions on teachers' occupational wellbeing and the need for professional support for all teachers will be discussed. This will be followed by an overview of the strategies to build positive relationships with a diverse group of parents and manage negative impacts associated with parent interactions contained in the APT workshop. Finally, outcomes of the initial workshop evaluation will be presented.

To test the acceptability of the APT workshop, 10 teachers participated in a feasibility trial. Based on participant feedback, workshop content and structure were slightly modified prior to piloting. A non-randomised pilot study was then conducted with an additional 15 teachers from various schools. Pilot data were collected at pre-intervention, one-month post-intervention, and at an eight-month follow-up.

Pilot participants found the intervention beneficial and self-rated skills for interacting with parents significantly increased following participation in the APT workshop. The research findings suggest the APT workshop has the potential to improve teachers' confidence and competence for working with parents regardless of their school's social, economic or cultural background. Further trialling of this new intervention on a larger scale is warranted and recommendations for future research and dissemination will be discussed.

Presentation

--Individual Paper--

938 -

Principal leadership for parent engagement: Using socially just practices to improve education horizons for parents and students

Linda-Dianne Willis, Jenny Povey, Julie Hodges

The University of Queensland, Brisbane, Australia

Abstract

In the last several decades, recognition of parent engagement as crucial to improving student learning and wellbeing at school and home has gained momentum worldwide. Research evidence about the benefits of parent engagement has driven major government education reform initiatives in countries such as Australia, Canada, the United States and the United Kingdom. These reforms have communicated that parent engagement is essential not only for student and school success, but also enhanced social cohesion and national economic prosperity. Overseeing the translation of these reforms into practice mostly falls to school principals. Their role as parent engagement leaders is little disputed yet the strategies they use to achieve engagement are under-researched. In Australia, implementing a new curriculum, meeting national principal and teacher standards, and preparing students for standardised tests pose additional and possibly contradictory mandates to parent engagement. Reconciling these apparent contradictions combined with the complexities of working in diverse contexts which comprise populations of

parents from different cultural, language and education backgrounds make achieving parent engagement even more elusive.

In this presentation, University of Queensland researchers and principals present strategies from practice on ways these challenges may begin to be addressed. The strategies are among findings from 2016-2019 research funded by Queensland's Department of Education and supported by partners Parents and Citizens' Association Queensland to investigate principal leadership for parent-school-community engagement. Data from 12 schools and over 700 participants were collected and included principal interviews and teacher, parent, and student focus groups together with survey data. These data were analysed using Schwab's curriculum of commonplaces which comprises four coordinated spheres of influence (students, teachers, curriculum, milieus). Emirbayer and Mische's notion of agency, together with Biesta and Tedder's concept of agency as achievement, were used to deepen understanding about what and how principal strategies enhanced parent engagement.

The presentation describes and explains a range of strategies principals in the research used to enable parents to engage in their child's learning at home and school. The strategies include student agency, parent feedback, developing cultural awareness, coplanning curriculum and virtual classrooms. The presentation also explores the success of these strategies given findings which highlighted the importance of voice, choice, inclusion, reciprocity, dialogue, collaboration and empathy. Principal presenters contextualise the findings from their school's perspective and provide insights into how they achieve parent engagement given the challenges they face and needs of the systems within which they work.

Presentation

--Individual Paper--

691 -

Immigrant Parent Engagement: Toward Social Justice and Equity in the Education Policy for Children

Yan Guo, Shibao Guo

University of Calgary, Calgary, Canada

Abstract

The 2016 Census shows that 21.9% of the Canadian population and 21.2% of Alberta's population was born outside the country. The growing diversity has created an upsurge in foreign/Canadian-born English Language Learners (ELL) students which currently represents more than 25% of the student population in large, urban school boards such as Calgary. In this new demographic and cultural reality, effective ELL policies for educationally supportive services and programs are imperative. This paper, based on our current Social Sciences and Humanities Research Council of Canada funded research, explores how immigrant parents mobilize their knowledge and deploy different strategies to advocate for high quality and more equitable ELL policies and practices in Alberta. The focus on immigrant parents is important in light of the knowledge gaps in the literature of language policy research that puts little emphasis on parental agency. They are silenced and excluded from school decision-making processes whereas white, middle-class parents are more strategic in intervening in their children's schools. This paper, based on a critical policy sociology approach (Ball, 1997), takes policy as discursive practice and examines how policy is experienced and constructed locally by parents (Dagenais, 2013). The analysis focuses on eight components of ELL policy: visibility, designation of responsibility, eligibility, duration, placement, programming, assessment and reporting, and funding (Kouritzin, 2013). Data for the study were collected through policy documentation, interviews with 35 immigrant parents from 17 countries, and 2 focus groups with parents and policy-makers. Results reveal that from the parents' perspectives, there were systemic inequities, including ELL funding reduction, the lack of accountability, and inadequate ELL programming. These inequities resulted in high dropout rates of ELL students and the creation of a permanent underclass. Immigrant parents utilized a range of strategies to influence policy. They organized demonstrations, hosted public forums, and engaged with the media. They have successfully lobbied the Alberta government to secure funding for Canadian-born and kindergarten ELL children, and additional funding for refugee children. Although this study focuses on the experiences of immigrant parents in Calgary, what we have learned sheds lights on parent engagement to influence education policy for immigrant children internationally, given a global increase in immigrant student population. The study thus brings new voices of ELL parents into the educational policy process. Results of this research will provide directions for ELL policies, programs and services, as well as new insights into the effectiveness of advocacy and capacity building of ELL parents.

Presentation

--Individual Paper--

Early Childhood

Early Childhood

Time: 10:30 - 12:00

Date: 5th December 2019

Location: E258

632

Continuity and alignment in the early years: The role of middle leaders

Tess Boyle¹, Sue Grieshaber², Lesley Jones¹, Anne Petriwskyj³, Grant Webb⁴

¹Southern Cross University, Gold Coast, Australia. ²LaTrobe University, Melbourne, Australia.

³Queensland University of Technology, Brisbane, Australia. ⁴Queensland Department of Education, Brisbane, Australia

Abstract

Different practice traditions within the early years (birth to eight years), often identified as discontinuities, are most visible when children transition across and within early years' settings. However, recent research evidences a shift away from school readiness of children towards provision for continuity of learning, regardless of children's abilities or background. In 2018, the Queensland Department of Education's commitment to continuity and alignment of learning and development in the early years was evidenced through the appointment of over 50 Early Years' Coaches. The primary task of these coaches is to work with teachers and executive staff to implement site-specific programs to support continuity and alignment. As such, the coaches function as 'middle leaders' meaning they work between the leadership of the executive staff and the early years' teachers.

This paper presents findings of a multi-site case study investigating the role Early Years' Coaches (middle leaders) play in extending understandings and strengthening practices that enhance continuity and alignment. Given the dearth of research investigating the direct effects of leading practices in the early years, the study addresses this gap and contributes to emerging discourses of continuity and alignment in the early years.

The sites were chosen because they had implemented significantly different Early Years' Coach models. The evidence (data) was gathered through semi-structured interviews and site based observations.

The study addresses current Commonwealth and State policy priorities aimed at improving access, engagement and equity in Australian early years education. It achieved this by generating knowledge about how continuity and alignment in the early years is best supported at a system and site level by Early Years' Coaches (middle leaders) in Queensland. The paper explores the relational role of leadership in effecting change related to transitions from early childhood education and care to school, an area in which there is little documented empirical research (OECD, 2017). It concludes by arguing that middle leaders are uniquely placed to effect change at a site-based and systemic level.

Reference

OECD. (2017). *Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education*, OECD Publishing, Paris.

Presentation

--Individual Paper--

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

Abstract

In some educational systems (e.g. France, Canada), parents are allowed to defer their children's school entry by usually one year. Originally, deferred school entry was a measure to react to insufficient school readiness of children. However, in selective school systems (like in Czechia), anecdotal evidence and qualitative studies are showing that deferred school entry might be used also for taking advantage for their children in the age cohort. Yet a high rate of deferred school entry (which applies in Czechia to almost one-fifth of children at the age of 6) might also be a

reaction to the distrust in the quality of primary schools. Since official comparative statistics on the rate of deferred school entry is not available, we inspected the potential of using data from Program for International Student Assessment (PISA) and International Mathematics and Science Study (TIMSS) to estimate the rate of deferred school entry. We are considering its validity as an indicator for early childhood education and care (ECEC) research in this paper. The motivation is linked to the dissertation project which aims to compare school readiness in China and Czechia. Since statistics on the rate of deferred school entry is not available in China, we tried to inspect available datasets from International Large Scale Assessment (ILSA) (namely TIMSS and PISA). Using information about the date of birth in PISA and TIMSS study, we calculated what the proportion of students one year older is in a given grade in a sample (PISA covers 15 years old and TIMSS 4th graders). We compared the obtained rate of postponed school entry with data received from the ministries of education. We showed correspondence and in-correspondence of indicators of rate of deferred school entry from TIMSS and PISA in 6 countries (Czech Republic, Slovakia, Germany, Finland, Austria, Belgium- Flemish part) with administrative data obtained from national ministries in these countries. Therefore this paper discusses the limits of using data from ILSA to answer that question and discusses the validity of such an indicator. Yet it also emphasizes important characteristics of school systems which shall be more of interest for comparative research on the transition between kindergarten and primary education. Last but not least, data from TIMSS and PISA allow us to compare socio-economic status and achievement of children with deferred school entry, which is another interesting descriptive indicator on these children across countries.

Presentation

--Individual Paper--

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 McLachlan¹, Tara McLaughlin², Sue Cherrington³, Karyn Aspden², Lynda Hunt⁴

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

Abstract

In this paper, we describe our Data, Knowledge, Action research programme that is investigating the development and use of innovative and authentic data systems to help New Zealand ECE teachers examine young children's curriculum experiences and strengthen their teaching practice. To date the programme comprises: a) a pilot study undertaken in 2017 to develop and pilot innovative and authentic data systems to investigate children's experiences of curriculum; b) a current 18-month project funded by the New Zealand government's Teacher Led Innovation Fund (TLIF) involving teacher-led inquiry into data-informed teaching in ECE; and c) a current Teaching and Learning Research Initiative (TLRI)-funded project exploring sustained shared thinking to deepen young children's learning.

The research programme is a partnership among a multi-university research team and a local kindergarten association. The research has been guided by the premise that effective data can lead to knowledge which can lead to action for improved curriculum implementation (cf. Earl & Timperley, 2008; Gunmer & Mandinach, 2015).

In the pilot, multiple data systems and tools were developed to capture and analyse children's experiences using live observation recorded on a tablet, video recordings from cameras affixed to children's clothing, and a teacher-completed child profile to document children's characteristics. Collected data were analysed with structured coding systems using observational software and entered into report templates that generated graphed data for teachers to review. Tools included reflection and discussion guides and video analysis protocols completed by teachers to gain deeper insights into specific children.

In the TLIF project, these data systems are being used to support teachers' inquiries into questions of curriculum provision and children's learning; in the TLRI project, the focus is on investigating the frequency and nature of sustained shared thinking episodes between teachers and children and with the use of the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale (Siraj, Kingston & Melhuish, 2015) and the Language Environment Analysis (LENA) system as additional data system tools.

In this presentation we provide an overview of the Data, Knowledge, Action research programme, explain the data system tools developed and present examples from the TLIF and teachers' insights and reflections on the use of the data. We discuss the feasibility of these data systems for use in ECE settings and highlight some of the successes and challenges emerging as we have implemented use of these data systems tools with teachers.

Presentation

--Individual Paper--

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

Abstract

Assessment is a key element of teaching and learning frameworks, with over 30 years of research indicating that formative assessment is a crucial aspect of teacher practice and that improving its application leads to gains in student learning outcomes. Yet, despite the considerable evidence that formative assessment significantly enhances educational attainment, formative assessment in practice has failed to achieve the outcomes suggested in research. This presentation offers a theoretical investigation of the three main reasons for the lack of effective implementation of formative assessment in practice. First, teachers' understanding of formative assessment is still in its infancy, with studies revealing that formative assessment is not well understood by teachers and that current teacher practice of formative assessment is weak. Second, research trials of formative assessment have failed to adequately create processes that allow for the sustainability of formative assessment practice in classrooms. Third, researchers themselves do not agree on a clear conceptualisation of formative assessment, with formative assessment having the potential to be operationalised in a myriad of ways due to a lack of a clear definition of the field. Together, these issues have resulted in little available to assist teachers to develop their knowledge and skills of formative assessment, and their capacity to actually implement achievable formative assessment processes in the classroom. Although there are reports of successful formative assessment practice within studies, some researchers question the quality of these studies, with

many of them generally not giving a clear account of the actual classroom methods adopted or the experiences of the teachers involved. This presentation discusses an emerging body of research that has begun to take a closer look at formative assessment and its benefits, challenges and practices. While there seems to be a large body of knowledge concerning what types of classrooms and teaching practice best promote learning and how formative assessment is positioned within this practice, we seem to know much less about how to make this happen, particularly on a sustainable and wide spread scale.

Presentation

--Individual Paper--

363

Learning Oriented Assessment: opportunities and difficulties in a high-stakes grammar and vocabulary testing context

Ruijin Yang

Queensland University of Technology, Brisbane, Australia

Abstract

High-stakes standardised English tests may impact significantly on corresponding teaching and learning practices, leading to either positive or negative washback. The context of this study is compulsory EFL testing in Chinese junior high schools: the grammar and vocabulary tasks in the Senior High School Entrance English Test (SHSEET). The test is designed to evaluate students' English proficiency required by the fifth level of the *English Curriculum Standards for Compulsory Education*, which aims to develop the overall language use ability and communicative language use. The results of SHSEET are used as proof for senior high school admission and thus the test exerts tremendous influence on teaching and learning. However, whether it can achieve the learner-centred goal in curriculum or not remains largely unknown.

In order to explore the learning-oriented potential during test preparation, this study employs the principles of Learning Oriented Assessment (LOA) (Carless, 2007; Jones & Saville, 2016; Turner & Purpura, 2016). It thus seeks to explore the synergy between learning and assessment and also reflects positive washback assumptions. This qualitative research, focusing on teachers,

used convenience-sampling and collected data in two phases. The first phase included 15 classroom observations in junior high schools in a southwestern city in China. The second phase contained three semi-structured teacher interviews in the same schools. Thematic analysis was used to analyse these qualitative data using NVivo 12 Pro. The observation findings identified key practices of LOA at the current SHSEET grammar and vocabulary test preparation stage: content-centred interactive activities, feedback, learner autonomy, and learning-oriented teaching methods. The interview findings indicate that the grammar and vocabulary testing in the SHSEET offers LOA opportunities because of its instrumental test function, creating useful language use context and developing language learning abilities. However, although opportunities of LOA exist, the difficulties in implementing LOA at the test preparation stage include students' differing language proficiency levels, time consideration, the negative power of the test, and teacher-related deficiencies. These findings suggest that to bring positive washback during test preparation, grammar and vocabulary tasks in the SHSEET need improvement and more effective LOA training should be provided to teachers. As LOA literature is an under-researched area, this study contributes to a deeper understanding of washback value through an LOA perspective.

Presentation

--Individual Paper--

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

Abstract

The recognition of mathematics as the ‘critical filter’ to many male dominated and high status careers has driven more than four decades of research and interventions on girls’ underrepresentation in mathematics. Despite this attention, girls’ underrepresentation in school mathematics remains well-entrenched in many Western countries. In this paper we shed new light on this trend by analysing the mathematical experiences of an often-overlooked subgroup of girls – those who choose to participate in high-level mathematics during senior secondary school. Less analytical attention has been given to these girls because they are, in a participation sense, already successful. Drawing on semi-structured interviews with five girls who opted into advanced mathematics at four different New South Wales (NSW) schools we use a sociological identity lens to explore girls’ participation in high-level mathematics. We found that the girls constructed their mathematics participation in line with one of two subject positions namely, love of the subject or utility. The four girls participating for ‘love’ performatively established their mathematics identities in line with traditionally masculine discursive constructions of mathematicians – possessing mathematics brains and passion for the subject in its own right. Enabling these identities were repeated moments of recognition of their ‘mathematics brain’ from others. However, this recognition and their mathematics participation was not without consequence. The girls faced considerable pressure to ‘use’ their knowledge and ‘brains’ to pursue mathematically-intensive careers, which they perceived as largely undesirable, after school. In contrast, the fifth girl, whilst also constructing herself as mathematically gifted, rejected a total enjoyment of the subject. Instead, she utilised a ‘women in STEM’ discourse to position her participation as being a route to a secure, gender appropriate, and high paid career. Most significantly, this position held comparatively little consequence for her when compared to those simply participating for ‘love’. We argue that while the ‘critical filter’ and ‘women in STEM’ discourses open up new subject positions for girls to participate in high-level mathematics, they also marginalise those who participate for reasons other than career aspiration because they position secondary school mathematics as a handmaiden, only useful for its service, to STEM occupations. These findings raise questions about why girls who identify as ‘loving’ and being ‘naturally talented’ at mathematics do not necessarily desire mathematically-intensive careers and, more significantly, about the ways in which the ‘handmaiden’ discursive positioning of school mathematics can, and/or should, be shifted to be more welcoming to all girls.

Presentation

--Individual Paper--

853

Secondary school student self-efficacy and their decision making when choosing/not choosing school science subjects

Gillian Ward, Sally Birdsall, Chris Matthews

University of Auckland, Auckland, New Zealand

Abstract

Science is viewed by many as an important school subject, yet research suggests there is a decline in the number of senior secondary school students choosing science as a subject. We argue that if we are to ensure access, equity and engagement in science, students need to have the opportunity to study science in the senior secondary school. But why do students choose/not choose to study science? What factors influence their decision making? This paper seeks to address these questions.

The participating students were all studying at a secondary school situated within a low socio-economic area in a large New Zealand city. Through purposive sampling, 60 Year 12 science students and 60 Year 12 non-science students, were selected to participate. An interpretive, qualitative approach was employed in which the data set comprised of a questionnaire and focus group interviews. Initially, all students completed the questionnaire that sought demographic data. In addition, the questionnaire comprised open-ended responses and 20 Likert scale statements that provided a means of gathering students' opinions and attitudes towards particular factors that might affect their decision making.

Subsequently, students were selected purposively to take part in one focus group interview. Five focus group discussions were conducted with 4-5 students in each group. These groups comprised one group of biology students, one of chemistry students, one of physics students, and

two groups of non-science students. Both the science and non-science students expressed their reasons for choosing or not choosing to continue with science at a senior level.

Pertinent influences emerged including the influence of their: early secondary schooling; teacher, with respect to their pedagogical approach and personal qualities; and, family. Students also reflected on the value of science to their lives and this too appeared instrumental in their decision making.

Bandura's self-efficacy framework, including the four sources of influence, was used as the conceptual lens to understand students' experiences and beliefs. Through Bandura's framework suggestions for how teachers and family can support students in their decision making to study science in the senior secondary school are presented. Ultimately this could have the benefit of providing students with access to science careers and/or continued engagement in the science community as scientifically literate citizens. However, the complexity around student choice related to efficacy expectation and outcome expectation is also revealed giving rise to further research opportunities in the area of student choice and decision making.

Presentation

--Individual Paper--

317

STEM Education in Australia: vision and implementation.

Ann Osman

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

Abstract

Three possible visions for STEM Education have emerged from an empirical PhD investigating STEM Education from an Australian perspective. These visions were developed from the analysis of data collected from a document analysis of published policies, curricula and literature; a Delphi study with members of the STEM Education community; and semi-structured interviews with prominent educators with an interest (research, publications, implementation and evaluation) in STEM Education.

The relevance to the Australian context of each of the three visions will be illustrated by referencing particular policies specific to STEM Education (for example, Chubb, I. (2013): *Science, Technology, Engineering and Mathematics in the National Interest: A Strategic Approach*. Canberra, Australia and The Education Council of Australia (2015): *National STEM School Education Strategy. A comprehensive plan for Science, Technology, Engineering and Mathematics Education in Australia 2016-2026*. Canberra: Australian Government Publishing Service).

In this presentation, the alignment of each vision with the curriculum conceptual framework that underpinned the empirical study will also be discussed. The eras of curriculum development are Empiricism, Progressivism, Nature of Science, Neo-progressivism and Standards based reform (DeBoer, G, E. (2014): *The History of Science Curriculum Reform in the United States in Handbook of Research on Science Education*). The context (political, economic and social) and, the goals and design principles of each era will be identified and used to suggest that implementation of STEM Education is multifaceted drawing on and the previous eras of curriculum development (and reform).

Some key issues related to STEM Education and education in general from an Australian perspective as raised by participants in this study will also be presented.

Presentation

30 minutes

Environmental and Sustainability Education

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

Abstract

School gardens have been recognised world-wide as valuable extensions for learning and teaching, yet little research in this area has been conducted in Australia in secondary schools. Gardens are a way of connecting the secondary school and its students to the community. This area has exciting potential as gardens projects specifically developed to encourage connections with community can have many positive outcomes including increased social capital, development of bridges and strengthening links (Pudup, 2008). There is potential for students and community members to improve their social and interpersonal skills, feelings of belonging, as well as a way to connect community and school, resulting in improved social cohesion. A pilot study conducted in the Geelong area of Victoria, surveyed secondary schools to explore their use of gardens for outdoor learning.

The motivations for establishment of the gardens had many similarities with primary school gardens. They provide teachers with opportunities to engage students with 'hands-on' learning in a way that relate to the real world, as well as provide opportunities for schools to connect with disengaged students, parents and the wider school community, resulting in a range benefits. (Clerke, 2013; Gonski, 2018).

Pedagogy were identified as applied or contextualized. In a similar way to primary schools they are variously used for interdisciplinary, experiential, and in some cases inquiry-based learning.

Although both sectors nominated the development of life-long learning skills as key outcomes, secondary schools also used this space to develop vocational and industry applicable skills.

Some secondary schools struggle to involve and connect to their communities. It is time to re-imagine Secondary school gardens and utilize this learning space to facilitate the breaking down of barriers between the school and its community. Identification of desired outcomes, key stakeholders and careful planning is needed to develop a school garden model specifically designed to build pathways and connections. Rather than ad hoc development, pathways can be deliberately planned to improve bridging, bonding and linking between schools and their communities. This presentation will use the results of the study to outline the potential of secondary school gardens for real-world learning, to promote social justice, foster social cohesion and build community connection.

Presentation

--Individual Paper--

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

Abstract

Citizen science is a growing field of research and practice, in which volunteers engage in active scientific research. It includes projects of vast magnitude alongside local initiatives, in which volunteers engage in data collection and other scientific activities, which assist scientists in their research. Participation in citizen science projects enables people to examine, understand, and use real-time scientific information. It provides many learning opportunities and has the potential to promote scientific literacy, data literacy, critical thinking, and social and environmental awareness. However, how this learning takes place and what factors are involved in this process

is not well understood. Furthermore, transforming citizen science into school environments changes the nature of participation and may influence learning processes and outcomes.

Here, we describe the participation and learning trajectories of students from seven schools in Israel, in the Radon home survey - a citizen science project for measuring and mapping radon concentrations in buildings in Israel (a dangerous radioactive gas that, in high concentrations, causes lung cancer). We aim to examine the learning processes that students involved in the project undergo, and articulate the factors contributing to this process.

Building on interviews with eight teachers who facilitated the participation of students in the Radon home survey (through lessons, measurements, and data analysis) in their classrooms, and feedback received from participating students (n=95), we describe students' learning processes and outcomes. While initially unaware of Radon and its dangers, the students have become interested in the topic, motivated to learn about it, and expressed interest in promoting awareness of Radon in their local environment. This was attributed to the students' identification of Radon as a hazard which is relevant to their lives, and the lack of awareness which exist in the community. Also, students experienced a new style of learning, through performing authentic measurements and contributing to science. These findings emphasize the potential of citizen science in raising awareness of environmental hazards, empowering students and publics, and promoting their environmental stewardship and responsibility.

Presentation

--Individual Paper--

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

Abstract

Service learning is considered by many to be an empowering process in which students engage in community service as part of their curricular experience (Berger Kaye, 2003; Butin, 2007; Einfeld & Collins, 2008; Varlotta, 1996). However, these endeavours can sometimes mean that schools drive the service deemed necessary, valuable or achievable (within the realities of an overcrowded curriculum); and where projects and events are carried out with a focus on an end product, often with limited consultation, awareness or partnership with the communities they seek to serve (Roberts, 2011).

This paper reports on a study carried out with teenage students from distinct cultural and socioeconomic groups engaged in an environmental service learning project in rural Guatemala. It questioned the extent to which a service learning experience could challenge students' understandings of self and others and promote and develop intercultural competences, as put forward in Target 4.7 of the UN Sustainable Development Goals, and in the global competence framework within OECD's PISA 2018 evaluation. It aimed to shift the common focus of service as one group doing something *for* or *to* another, towards a form of collaborative community engagement working across differences and (re)valuing local/indigenous knowledge(s). It sought to reposition the 'server' and the 'servee' as binary opposites to becoming co-collaborators, learning from and through each other.

The research methodology was grounded in narrative inquiry in the form of collective biographies (Davies & Gannon, 2006; Gonick et al., 2011). It included individual oral recounts and written reflections focusing on specific events and life histories where participants were asked to draw from their past experiences and background to conceive and describe their present perspectives and potential future actions (Watson & Watson-Franke, 1985).

Boyle-Baise's (2002) service learning theories that lead away from a charity paradigm to one of community building, provided a basis for the theoretical framework of this study. Bourdieu's (1986) 'habitus', Côté's (2002) 'identity capital' and Rizvi's (2007) 'interconnectivity' were also employed to determine how discursive pedagogical practices of service learning can mark students' understandings of self and consequently the community with which they engage.

Presentation

--Individual Paper--

Global Contexts for Education

Global Contexts for Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: B202b Flat Classroom

75 - The work of teachers in international schools: Affective practice architectures

636 -

The affective atmospheres of international schools

Alex Kostogriz

Monash University, Clayton, Australia

Abstract

Over the past decade, international education has received renewed attention due to its rapid growth and the emergence of new forms of schooling. No longer perceived as merely the outposts of foreign education for privileged expatriates and local elites, international schools now increasingly provide academic credentials to children of the local middle class. Driven by the demands of this class for quality education and global mobility, these schools offer to local students both internationally recognized and local curricula, as well as bilingual learning environments. The current trend has also triggered more diverse hiring practices, representing a mixture of local teachers, Anglo-Western international teachers and non-Western expatriate teachers. This implies different scales of the teaching workforce mobility across and within national borders. Although these mixed-hire schools are attractive to many foreign and local teachers, they also present certain professional, cultural and linguistic challenges that put the teachers in precarious situations. Thus, it is becoming increasingly urgent to understand workplace arrangements that generate precarious experiences of teachers.

This paper uses the concept of affective atmospheres to explore relational tensions and their effects on teachers' work. Empirical data are drawn from two case studies of schools located in the two major countries that provide international education. The data sets include interviews with school leaders, international and 'local' teachers, as well as site-specific texts and photography. The analysis has focused on tensions experienced by teachers in these schools. In particular, the paper investigates how the politics of micro-management, unexplained top-down

decisions, workload demands, unequal pay, professional misrecognition and communication barriers serve as a stepping stone towards understanding the affective labour of teachers. This labour occurs in the relational space of teaching practice where teachers interact with others and the workplace environment. It, therefore, cannot be limited to individual perceptions but instead, should be understood as intersubjective or transpersonal intensities. The paper contributes to the researching of affects in precarious workplace conditions and discusses the role of individual and collective teacher agency in changing the affective atmospheres of international schools.

Presentation

--Individual Paper--

641 -

“Stuck in the region”: The affective experiences of living as an internationally mobile teacher

Megan Adams, Alex Kostogriz, Gary Bonar

Monash, Clayton, Australia

Abstract

Governments are recognising the economic value associated with international schools and the growing ability of the emerging middle-class, local-national parents to pay for their children to attend such schools. This has resulted in an exponential rise of international schools in Asia and the Middle East, with governments lifting or taking away limits on local-national students' attendance. The clientele of international schools now includes educational migrants, the emerging middle class of local-nationals and expatriate students. To fit the branding of “international”, and provide an international context within the school environment, teachers originating from English speaking countries such as Australia, Britain, Canada, and the United States are sought after. This is in addition to local-national and immigrant teachers from the region.

The focus of this study is to explore the intersubjective spaces of teacher's semantic, material and social arrangements (Kemmis, et al., 2013) in an International School situated in the United Arab Emirates. The focus of this case study rests with two women teachers who explain their divergent experiences; one international hire teacher and one local-hire teacher. Analysis directs attention to the varying affective atmospheres created and diverse affective responses that emerge over time in local and international schools.

Emerging from analysis initial findings indicate that affective atmospheres develops differently. The international hire teacher feels miserable and constrained by the living and working arrangements with aspirations of returning to Australia to teach is not met, resulting in feelings of being “stuck in the region”. By contrast, the local hire teacher is met with a sense of freedom in her teaching and life as she no longer needs to seek permission to vary her teaching style or to travel.

There are implications for teachers as professionals, opening opportunities for critical reflection on their narratives and other forthcoming opportunities. The paper provides broader implications for professional practice of international teachers in schools where their experience, curricula, languages, cultures, expectations and understandings often differ. In the context of a growing demand for international schooling worldwide, finding new ways of building teacher professionalism and establishing a school culture that moves beyond linguistic, cultural and religious differences to better understand the others’ experience becomes a priority. Working with practitioners to explore the intersubjective spaces and the affective atmosphere created, offers a promising direction towards broadening cultural understandings in an international context.

Presentation

--Other--

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

Abstract

The number of international schools that offer a blend of local and international curricula to a predominantly middle-class sector of the local population has been expanding rapidly in recent years. While the students at these ‘type-C’ international schools usually share the same first language, the teaching staff is often a mix of monolingual expatriate teachers and bilingual local teachers. Within this hybrid space, questions around language choice and usage; about expected and pragmatic practices are of immediate concern to the everyday work of teachers and school leadership. This paper draws on empirical data from

one such type-C school in China in order to explore the complexity of this linguistic landscape from the perspective of educators and school leadership.

The study draws on the concepts of communicative repertoires (Rymes, 2016) and practice architectures (Kemmis et al, 2014) as analytical and theoretical tools. Communicative repertoires are the myriad ways in which people use language to function effectively while operating in multiple communities. Though predominantly used as a lens for analysing classrooms interactions, this study broadens the terrain in order to explore how educators and school leadership in this school see and use language in their daily practices. Relating this to the theory of practice architectures, language is considered as mediating how practices are interactionally secured in the ‘sayings’, ‘doings’ and ‘relatings’ of the practitioners.

Data were collected through focus group interviews with local and international teachers working in a type C school in China, as well as classroom observation notes and an analysis of school facilities. The thematic analysis of the interview data has provided important findings about the role of language in informing, shaping and defining teacher practices, particularly in terms of the practice traditions of the site and the dispositions of the teachers.

The findings indicate that while matters surrounding language choice and usage are present in school policy, re-examining the bilingual education practice may mitigate the challenges students face when transitioning from a largely Mandarin-centred primary and junior secondary school education to the English-centred senior school. For locally-hired teachers there are issues related to the choice of language during instruction, while for expatriate teachers, challenges are centred around the dynamics of communicating and teaching almost entirely in English. Further findings indicate that language use contributes towards tensions between local and international teachers, thereby affecting their potential to collaborate and develop collegial relations.

Presentation

--Individual Paper--

Science, Technology, Engineering and Mathematics

Science, Technology, Engineering and Mathematics

Time: 10:30 - 12:00
Date: 5th December 2019
Location: B202b Flat Classroom

17 - Investigating Dialogic Pedagogies in Primary Mathematics

196 - Dialogic Practices in a Year 5 Mathematics Lesson

Peter Grootenboer¹, Alexandra Laird², Peter Grootenboer²

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

Abstract

Teaching in the mathematics classroom involves a lot of talking, and so dialogue is integral to most pedagogical practices in mathematics lessons. Also, for developing ‘mathematical thinking’ and mathematical processes, including ‘reasoning’ and ‘explaining’, there is a need for rich and thoughtful dialogic interactions to be characteristic of lessons. In this presentation we explore and examine the dialogue in a Year 5 mathematics lesson – a ‘typical’ everyday class, by analysing the transcript through two different analytical frameworks: i) *Engaging Messages* (Munns, 2007); and, ii) the *Teacher Scheme for Educational Dialogue Analysis (T-SEDA)* (Hennessy et al., 2016). The analysis revealed that there were numerous interactions with nearly fifty percent being student turns, but it was also evident that most of the exchanges followed an *Initiation-Response-Feedback* pattern, with a great deal of teacher control. Furthermore, it was not apparent that the dialogic practices of the lesson encouraged student development in the mathematical processes. Together, this supports the contention that there is a need to understand and develop dialogic pedagogies in the mathematics classroom, and how it impacts and influences students’ broader learning in mathematics.

Presentation

30 minutes

197 - A dialogic approach to developing mathematics proficiencies: How Year 2 students talk their way into reasoning mathematically.

Stephanie Garoni, Christine Edwards-Groves

Abstract

In this paper, dialogic practices in the classroom are investigated with particular emphasis on findings from a Year 2 mathematics classroom in regional Australia. A case for further research into dialogic teaching is presented as a platform for informing and better equipping teachers as they make daily instructional choices that create opportunities for students to develop mathematics proficiencies in their everyday lessons. While dialogic practices in the classroom is not a new field of inquiry, very little is known about how these practices can lead to better learning outcomes and conceptual understanding for students in mathematics. There exists an absence of empirical work investigating how the four mathematical proficiencies or ‘process strands’ in the Australian Curriculum (understanding, fluency, problem-solving and reasoning) are socially produced in the everyday practices of students and teachers. This paper examines the accomplishment of the mathematics proficiency of reasoning by employing conversation analysis to explore how it is interactionally accomplished in Year 2 lessons. Through the detailed analysis of classroom talk-in-interaction, an account of how students reason mathematically is provided. In this way, the paper contributes understandings of how students develop an increasingly sophisticated capacity for logical thought and actions by ‘talking through their way into thinking’ during Year 2 lessons. It explores the practices that enable and constrain opportunities for students to access important interactional resources as they transfer their learning from one context to another.

Three key findings emerging from the research include:

- Finding 1: Dialogic practices that encourage students to make choices, seek solutions, verify answers, communicate solutions and explain their thinking during lessons are planned and implemented by the teacher with these goals in mind.
- Finding 2: The interactional arrangements of the Year 2 classroom provide students with enhanced opportunities to develop dialogic spaces that develop mathematical reasoning through student-student talk.
- Finding 3: Certain practices are employed by Year 2 students as interactional resources to accomplish different activities that support mathematical reasoning.

The paper will explore transcripts of Year 2 lessons to reveal how the mathematics proficiency of reasoning is socially accomplished through the local, situated and contingent organisation of dialogic practices between students and students, and students and their teacher. In particular, it will analyse examples of ‘student to student’ talk to investigate how they explain their thinking by deducing and justifying strategies used and conclusions reached.

Presentation

30 minutes

198 -

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

Abstract

Student success in their learning requires an increased attention be given to participation and meaning making in lessons. Drawing on the theory of practice architectures that seeks to explain the contour and dynamism of practices, this paper emphasises how the shift towards more dialogic pedagogies in mathematics lessons promotes student understanding and participation. This paper presents preliminary research from a pilot study of examining dialogic pedagogies in mathematics lessons. Data will be drawn from an analysis of the practices and practice architectures found 10 mathematics lessons in NSW primary schools. Analysis of video-recorded and transcribed lessons establishes the interactional shift among teachers and students towards the dialogic. Shifts from the mainstream dominance of teacher-questioning evident in typical initiation-response-feedback (IRF) questioning practices, were found in lessons whereby teachers changed the nature of the work of the second and third turns after an initiating question in discussions. More specifically the study identifies how teacher questioning moves contribute to student's meaning making in mathematics lessons. Findings interrupt the prevalence of teacher-led questioning as dominating classroom exchanges into interactive spaces where, through a deliberative focus on dialogue, dialogic questioning moves emerged. In these classrooms, new questioning moves led to the appearance of student-initiated or student-led questioning exchanges that evidenced and contributed to their making meaning. Furthermore, results show how lesson talk and interaction practice are influenced by the practice architectures that are evident in the observed lessons. Results have significance for classroom teachers to reconsider understandings about how 'enacting' a repertoire of teacher and student talk moves promote engagement and develop high-impact productive classroom discussions for mathematics learning.

Presentation

--Individual Paper--

Assessment and Measurement

Assessment and Measurement

Time: 10:30 - 12:00

Date: 5th December 2019

Location: B222 Flat Classroom

274

Cultural adaptation of an assessment instrument from USA to Finland

Jani Ursin¹, Heidi Hyytinen², Kari Nissinen¹, Auli Toom²

¹University of Jyväskylä, Jyväskylä, Finland. ²University of Helsinki, Helsinki, Finland

Abstract

Nowadays, international (comparative) assessments have become almost a norm in many countries. Often these assessments are developed in a single country and then transferred to other contexts. Therefore, it is important to pay attention to the cultural adaptation of the instrument. This study seeks to understand the various and often hidden cultural meanings that are embedded in an assessment instrument. Our paper is based on translation and adaptation of a performance-based assessment called Collegiate Learning Assessment (CLA+) International, which measures undergraduate students' generic skills (problem solving, reasoning, critical reading and evaluation, and written communication). The instrument was originally developed in the USA and then implemented to the Finnish higher education context.

There are two aspects which can cause problems in adapting a test into multiple languages and cultures: (1) cultural, language, and contextual differences and (2) technical and methodological issues. Our focus is in the former with special attention paid to *semantic equivalence* (words have to mean the same things), *idiomatic equivalence* (metaphoric expressions might have to be replaced), *experiential equivalence* (questions might have to be changed into something focusing

on a similar intent in the target culture), and *conceptual equivalence* (the same word should not carry a different meaning in the culture).

In order to reveal the cultural meanings of CLA+ International, we utilized a technique called *cognitive lab*. In a cognitive lab the participants are asked to think aloud while taking the test. Cognitive labs help to ensure that the translation and adaptation of an instrument from one language and context to another does not alter the constructs measured, and to reveal possible (hidden) cultural meanings existing in the instrument.

The data were comprised of 20 cognitive labs with Finnish undergraduate students. The CLA+ International was translated into the two official languages of Finland, Finnish and Swedish. Each cognitive lab lasted around two hours and all of them were video/audio recorded. The materials were then transcribed and analyzed via content analysis, in which the semantic, idiomatic, experiential, and conceptual equivalence aspects were considered.

The preliminary findings indicate that especially the issues with semantic and experiential equivalence were present in the data. The study argues that via qualitative analysis it is possible to reveal the existence of often hidden cultural meanings and thereby – together with quantitative analysis of test validity – improve the quality of a translated and adapted assessment instrument.

Presentation

--Individual Paper--

192

A process for generating substantive evidence to inform the extent to which digital literacy policy requirements are being successfully incorporated into national curriculum and assessment reform in Malaysia – a measurement approach.

Shafiza Mohamed, Jim Tognolini, Gordon Stanley

Sydney School of Education and Social Work, University of Sydney, Sydney, Australia

Abstract

In the Malaysian Education Blueprint (MEB) 2013–2025, “leveraging ICT and to scale-up quality learning among students and teachers” is intended to support the development of ICT

education. The roles of ICT education in Malaysia are to enhance the significant impact in teaching and learning at schools. Besides that, Malaysian educational reform has emphasised the importance of developing students' readiness towards the 21st century skills. Another key policy that supports the Malaysian education reform was commissioned by the Malaysian Smart Schools Strategic Plan (MSSSP) (2016 - 2020). The main focus of the MSSSP is to integrate computational thinking and digital competency skills, also known as digital literacy, into the national curriculum and assessment.

This paper provides both conceptual and procedural approaches to develop the alignment between digital literacy policy requirements and the evidence that will enable decisions to be made regarding the extent to which these policy requirements are being met across the system which formulates through the standards-referenced assessment approach. This study shows how rubrics (developed within a measurement framework) can be developed to not only measure student outcomes, but also guides the design and development of assessment procedures that will enable student progress to be monitored along a developmental continuum, and also inform the curriculum, teaching and learning practice in the area of digital literacy.

The paper focuses very much on developing and using criteria and standards to monitor student progress; using both quantitative and qualitative data to build images supported by evidence of what students know and can do; demonstrating how assessments can be designed to provide evidence against established rubrics; and, it does so using a practical example of assessing and measuring a 21st century skill – digital literacy.

The procedure explicated in the paper can be applied to measure any constructs, 21st century skills or soft skills and can be applied at the school, district, state or national level. Building the consensus of performance standards certainly requires an iterative process in constructing the level-descriptors that describe development (growth) in students learning.

Presentation

--Individual Paper--

Sarah Bansilal

University of KwaZulu-Natal, Durban, South Africa

Abstract

The Annual National Assessments (ANA) is an intervention of the South African education authorities that was aimed at improving the quality of education by administering a nationally designed assessment to all school learners in selected grades. The study reported in this paper, focusing on the Grade 9 mathematics ANA was carried out with seven schools. Data were generated from the written responses of 1187 learners to the grade 9 mathematics ANA. The purpose of this study was to investigate the functioning the items by means of a Rasch analysis.

This paper illustrates how Rasch analysis can be used to improve the functioning of items which make up an assessment. Rasch analysis is the process of examining the extent to which the responses from a scale approach the pattern required to construct measurement. In Rasch measurement theory, the student proficiency and item difficulty are located on a common interval scale. When a test adheres to the requirements for measurement- like interpretations, then they allow for inferences related to comparisons of item and person proficiency locations. Rasch analysis is the process of examining the extent to which the responses from a scale approach the pattern required to satisfy axioms of measurement in order to construct measurement. When some of the measurement criteria are not satisfied, the identification of the anomalies can contribute to a deeper understanding of the construct under scrutiny.

In this paper I consider aspects such as overall fit and item misfit. The ordering of the items is used to identify interesting trends such as the fact that the geometry items were over-represented at the higher difficulty levels, and under-represented at the lower difficulty levels. The most misfitting items are discussed. Possible reasons that can account for the misfit could be guessing, item dependency, differential item functioning as well as scoring rubrics that did not work as intended. It is hoped that some of the insights that are gained can be used to contribute to an improved design of future assessments.

Presentation

--Individual Paper--

Schools and Education Systems

Schools and Education Systems

Time: 10:30 - 12:00

Date: 5th December 2019

Location: B236 Collab Learning Space

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

Abstract

Many attempts have been made to increase educational quality and equalise educational opportunities. Some of them are focused on policies that consider families, like school choice and parental engagement. While school choice strengthens the families' right to choose the school that better fits their child's needs, parental engagement locates families as part of a school community, where they are key agents in the partnership with schools for promoting the students' learning.

The effects of school choice have been widely studied with the bulk of research focusing on the effect of school choice on school quality. However, the relationship between school choice and parental engagement has been much less explored. A common approach used by the studies in this area is to consider parental engagement with school's activities as a proxy for social capital. I aim to contribute to this discussion by including satisfaction with the chosen school as a mechanism through which school choice increases parental engagement. Furthermore, I expand the conceptual boundaries of engagement to include student learning.

This study uses data from a national test in Chile to investigate the association between school choice factors, such as satisfaction with the chosen school and reasons why the school was chosen, and the parental engagement with the students' learning. The Chilean school system offers a perfect setting for this study since its school choice tradition and the recently passed School Inclusion Law, which increased the families' school choices by forbidding school selection practices.

The study employs linear regression modelling. The findings show that parental expectation of and satisfaction with the chosen school are related to the level of parental engagement, but they

are highly associated with parents' socio-economic status (SES). In particular, there is a strong and non-linear association between parental engagement and parents' educational attainment. Furthermore, parents who chose the school for academic or disciplinary reasons have higher levels of engagement than those who didn't.

Moreover, controlling for family, student and school characteristics, the interaction between parental satisfaction and parents' SES is still significant, but negatively associated with their engagement. This indicates that for some SES groups higher parental satisfaction is related to lower levels of parental engagement.

In summary, increasing the performance of educational systems by implementing school choice policies requires a clear understanding of their effect on parental behaviour, particularly on those components that are key for increasing students' learning, like parental engagement.

Presentation

--Individual Paper--

877

Australian Education Research Journals: A conceptual and thematic analysis of academic output from 2009-2019

Brendon Hyndman

Charles Sturt University, Albury-Wodonga, Australia

Abstract

Australian educational research has been described as continuing to broaden in definition, membership and contextual circumstances. Research in education draws on wide ranging epistemological traditions to investigate a wide range of problems and the trajectory of Australian educational research has long been a subject of debate. One way to determine the directions of research in an area is to analyse the research output, yet the academic outputs of Australian's major education research journals has received a scarcity of research attention. The aim of this research was to conduct a conceptual and thematic analysis of the academic output in Australian educational research journals from 2009-2019. To generate key concepts and themes,

a Leximancer text mining analysis was conducted for all journal articles (except editorial articles) in the (i) Australian Educational Researcher and the (ii) Australian Journal of Education between April 2009 and July 2019. The time-focused study included 77 journal issues (including 11 special issues), 536 journal articles and almost 3 million words for the analysis. Preliminary intra-journal comparisons (2009-2013 v 2014-2019) suggest the emergence of themes such as ‘indigenous’, ‘NAPLAN’ and ‘parents’ in comparison to the previous period where ‘curriculum’ or specific contexts such as ‘university’ or ‘secondary school’ were more prevalent. This presentation will shed light on a range of intra-journal and inter-journal trends from education-focused academic output, which has the potential to provide future directions for the planning or inclusion of Australian educational research.

Presentation

--Individual Paper--

Educational Leadership

Educational Leadership

Time: 10:30 - 12:00

Date: 5th December 2019

Location: B302 Collab Learning Space

891

School reviews and appreciative inquiry

Matthew Tomkins

Queensland Department of Education, Brisbane, Australia

Abstract

School reviews conducted by the School Improvement Unit (SIU) at the Queensland Department of Education (DoE) are a program designed to support school improvement. They endeavour to improve student outcomes by focusing on school practices. These reviews are undertaken every four years, using the nine domains of the National School Improvement Tool (ACER 2012), and provide formative feedback on a school’s direction and operations through a collegial

exploration of where a school is at, its successes and its next steps. Unlike high-pressure school inspections (Altrichter and Kemethofer 2015), school reviews do not rate schools or issue sanctions.

The paper discusses school reviews as appreciative inquiry, and explores the contexts that favour their effectiveness. Appreciative inquiry has its theoretical origins in the work of Cooperrider and Srivastva (1987) who sought to provide an alternative to deficiency-based, problem-solving approaches to organisational study (Bushe and Kassam 2005). It is a strength-based approach, which holds that inquiry must be appreciative, applicable, provocative and collaborative to facilitate change (Cooperrider and Srivastva 1987).

The analysis is based on three sources of data collected in 2018: interviews with school principals; principal exit surveys; and data from principal feedback forums. Findings demonstrate that school reviews meet key conditions of appreciative inquiry and therefore can facilitate bottom-up initiatives. The SIU's approach to school reviews is less concerned with the conceptual principles of knowledge underpinning organisational change (Cooperrider and Whitney 2001), or the collaborative stages of research design (Bushe 2013). Instead, the emphasis is on the conversation with, and observational feedback to, the school community. School reviews affirm the work of a school, are relevant to its operations, generate meaning for its members and can be shaped by its participants. These conditions tend to trigger an internal dynamic that creates focus and promotes unity, which can lead to change. The presentation concludes with a consideration of the implications for educational leaders and policy makers.

Presentation

--Individual Paper--

489

The emotional labour and toll of faculty leadership in higher education

Troy Heffernan, Lynn Bosetti

La Trobe University, Melbourne, Australia

Abstract

This paper draws on interview data sourced from faculty leaders (sometimes referred to as deans or heads of school) from approximately 20 Australian universities. Hochschild's *The Managed Heart* discussed an increasing need for employers to have their staff manage their emotions so that they only express those deemed appropriate to a given situation and suppress those which are deemed to be inappropriate. Managing emotions is thus seen to add an element of 'emotional labour' in many industries.

Emotional labour has been discussed in the literature from the perspective of retail or hospitality employees needing to smile and pleasantly interact with customers, to presidents and CEOs of the world's largest companies knowing that controlling their emotions is often good for business and profits. While a body of research regarding emotional labour has been produced, the impact of emotional labour on educational leaders usually focuses on university vice-chancellors and presidents or school principals, with faculty leaders being a rarely-explored group.

The complexities of emotional labour on faculty leaders warrants discussions on two fronts. First, faculty leaders regularly interact with a diverse group of people ranging from students, casual employees, early and mid-career researchers, to professors. These groups all hold different power dynamics and expectations, and a faculty leader's subjectivity and dynamics shift in their interactions with each group. This paper discusses examples such as faculty leaders needing to be empathetic towards students facing challenges, or leaders needing to portray a calm outlook at hostile faculty meetings. It also examines the issues of leadership that are underrepresented in research, such as the complex emotional interactions and relationships for leaders at the deans' level, and a lack of policy and support available to people at that level of higher education leadership hierarchies.

Many roles in higher education are evolving, including the role of faculty leaders. The faculty leader is no longer exclusively the senior academic of the department guiding research and teaching, they are now also business administrators with ever increasing performance targets while leading student populations who have growing consumer-like expectations. This paper explores some of the implications of these changing expectations and contexts for the work and emotions of faculty leaders.

Presentation

Technology and Learning

Technology and Learning

Time: 10:30 - 12:00

Date: 5th December 2019

Location: B304 Collab Learning Space

824

Understanding experiences of multidisciplinary University Academics in Integrating Digital Literacies in Higher Education

Vicente Reyes, Peter Lewis, Vilma Simbag, Nicholas Carah, Adriana Diaz, Gwendolyn Lawrie, Pedro Isaias, Christine Slade, Kathleen Smeaton, Jessica Tsai, Jack Wang, Noela Yates

The University of Queensland, Brisbane, Australia

Abstract

To ensure equitable, quality experiences for all higher education students, they must enter their study with a minimum digital literacy skill sets to best engage with the delivery structure of many programmes. This presentation is placed within 21st century higher education context where Information Communication Technology (ICT) and the accompanying skill sets of digital literacies and competencies have become commonplace. This inquiry explores the issues and challenges faced by university academics across a range of discipline specific to students' use of digital literacies to successfully engage with diverse ICT infrastructures used in enacting their teaching and learning tasks. These experiences form part of an emerging narrative about reforms forged under the umbrella of the Digital Literacy Project (DLP). Focusing on the self-reported experiences of university academic staff at a university located in Queensland, this presentation addresses three main questions: (1) How do university academics engage with digital literacies in their teaching and learning?; (2) What are their perceptions of students' levels of digital literacies?; and (3) How do they attempt to integrate digital literacies within existing ICT infrastructure? Answers to these questions are informed by -an explanatory mixed methods approach which combines findings from an online survey followed by semi-structured interviews and focus group discussions. Findings from this project aim to inform policy and practice as regards digital literacies in higher education context.

Presentation

--Individual Paper--

155

A transdisciplinary protocol for digital scholarship

Brendan Jacobs

CQUniversity, Mackay, Australia

Abstract

While the field of digital humanities continues to evolve and expand, the affordances of the digital medium are becoming increasingly applicable to research in the field of education. This paper provides an overview of some of the issues involved with publishing educational research as a digital web-based thesis. It also introduces the term Multimodal Theses and Dissertations (MTD) and reports on a PhD research project which appears to be the first example of a MTD in the field of education. The purpose of this article is threefold: (1) to stand on the shoulders of those in the digital humanities to expand the growing field of digital scholarship to include education; (2) to report on a range of unanticipated affordances arising from the MTD format in addition to the obvious benefits of ease of use, embedded media, and functionality; (3) to propose a transdisciplinary protocol for digital scholarship to assist researchers, librarians and graduate school administrators in various disciplines.

Presentation

--Individual Paper--

Teachers' Work and Lives

Teachers' Work and Lives
Time: 10:30 - 12:00
Date: 5th December 2019
Location: B428a Flat Classroom

13 -

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

157 -

Emotions, Politics and Pedagogy: A Trilogy of Labour in Teaching about Gender in Schools

Helen Cahill, Babak Dadvand

University of Melbourne, Melbourne, Australia

Abstract

In this paper, we examine different types of 'labour' that teachers are called upon to perform when teaching programs that address issues of gender, gender identity and gender-based violence. Drawing on the findings from research into the implementation of the Resilience, Rights and Respectful Relationships (RRRR) program in Australia, we demonstrate how three types of labour, namely emotional, political and pedagogical, are at work when teaching these topic areas. In analysing interview data gathered from 129 teachers from primary (N: 71) and secondary (N: 58) schools, we borrow and extend Hochschild's (1979) notion of 'emotional labour' in conjunction with the notion of 'assemblage' (Deleuze & Guattari, 1988) to show how the trilogy of labour intersects to affect teachers' decisions and actions in classrooms. Our aim is to shed light on the complex, less-visible and often-unacknowledged dimensions of educators' work in teaching for gender equity, diversity and the prevention of gender-based violence. We maintain that the use of a framework which offers an account of the intersections between emotional, political and pedagogical labour can help provide a better understanding of the challenges that teachers face and the possible points of dissonance in their work. This framework has implications for those investing in professional development, policy reform and program implementation.

Presentation

--Other--

312 -

Text selection and the teaching of 'difficult' texts in subject English

Larissa McLean Davies, Jessica Gannaway, Lucy Buzacott, Sarah E. Truman

The University of Melbourne, Melbourne, Australia

Abstract

The way in which students understand the world through literature has a significant impact on Australia's global identity and perceived values. Therefore, it is no surprise that issues of text selection are regularly debated within the Australian media. Concerns around the appropriateness of texts, the need for 'trigger warnings' on literature (Cook 2017) and issues of national identity, cultural capital and the literary canon (McLean Davies 2014; Guillory 1993) converge in debates around the texts set for study in secondary English classrooms.

Drawing on current research projects around literature and knowledge regarding the value and purpose of literary study, this paper will consider how secondary English teachers negotiate the complex external and internal forces that impact on text selection practices in their classrooms. It will offer new insights into how teachers manage the expectations and demands of curriculum, students, parents and schools when selecting literary texts for study and what these decisions mean for Australian literary culture and national identity.

References

Cook, H. (2017). Too many 'depressing messages' in VCE books drives push for trigger warnings. *The Age*. April 28 2017.

Guillory, J. (1993). *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: The University of Chicago Press.

McLean Davies, L. (2014). You are what you read: Text selection and cultural capital in the (globalising) English classroom. In *International Perspectives on Teaching English in a Globalized World*. London: Routledge.

Presentation

--Other--

356 -

Engaging boys in gender justice work: the question of affect

Amanda Keddie

Deakin University , Burwood, Australia

Abstract

The complexities and affordances of the contemporary moment for pursuing gender justice are unprecedented. New collective engagements with feminism have been catalysed in response to key public events and discourses with global effects. A plethora of online hashtags from #MeToo to #BelieveWomen highlight new activist spaces that reflect tremendous support for feminist voices and concerns and respond to an unprecedented public desire to name and hold to account perpetrators of sexual abuse and misconduct. Coinciding with the rise of these feminist activisms, however, has been an increase of virulent forms of reactionary and backlash politics that cast men and boys as the real victims of the current focus on gender justice have surfaced.

In the current #MeToo moment, there has been a proliferation of research about gender activism especially in relation to supporting girls' and young women's voices and empowerment. The focus on gender activism in this paper builds on this work in exploring the significance and ongoing challenges of engaging boys and men in feminist or gender justice work. The paper examines activist spaces for gender justice within two elite independent schools situated in an affluent part of the USA. Drawing on interview data gathered as part of a broader study that sought to identify new educative approaches to addressing gendered violence, the paper explores attempts at these schools to engage boys in such spaces.

This engagement was an important priority given 1) that equity work at both schools was dominated by girls and minorities which reinforced an alignment of femininity with care and compassion and masculinity with not being caring and compassionate and 2) the recognition that boys as part of the gender injustice problem, should be involved in the 'solution'. With reference to three stories told by students, the paper draws attention to the driving concern for including boys in discussions of gender justice (and in particular, sexual misconduct and assault) as about ensuring their comfort. Such a concern is critically examined with reference to aspects of affect theory. The difficult knowledges of gender activism necessarily produce discomfort and emotions. The paper considers the question of affect in engaging boys in feminist work and, in particular, how affective intensities around gender might lead to affective solidarities towards gender justice.

Presentation

--Other--

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 Boyask¹, Joel Malin², Christopher Lubienski³

¹Auckland University of Technology, Auckland, New Zealand. ²Miami University, Oxford, Ohio, USA.

³Indiana University, Bloomington, USA

Abstract

This paper is based on a review that set out to answer how has research and theory changed in conceptualizing transnational policy mobilities in education? It presents a historiography on the evolution of concepts related to the spread of policy and maps out where different mechanisms are located in terms of historical and intellectual traditions. Finally, the paper evaluates from a perspective of social justice the different conceptualisations of the mechanisms for policy spread.

Two of the main conceptualisations are evident in parallel and sometimes overlapping debates within comparative education and critical education policy studies. The comparative education strand refers frequently to a model of policy transfer developed by Phillips and Ochs. This model is founded on a notion of policy ‘lenders’ (usually economically powerful and high on the development index) and ‘borrowers’. Other comparative education writing uses, critiques and extends the model. For example, in a comparative education critique Ramirez (2012) argues from a world society perspective that traditionally policy change has been regarded as an outcome of agency or goal pursuit of actors – towards creating or maintaining a particular social

order, or positional advantage. “Actors, interests, and goals are the crucial ingredients of many social science perspectives (2012, 424),” but this does not account well for common cross-national change. An alternative is to examine larger units to explain phenomena seen within their sub-units, such as the transnational expansion of compulsory primary schooling. Critical education policy debate sometimes refers to policy borrowing, lending and transfer, but also refers to policy travelling (e.g. Ozga & Jones, 2006), policy diffusion (e.g. Rambla, 2014) and more recently policy mobility (e.g. Ball, Junemann & Santori, 2017). Attributing the term policy mobility to Theodore & Peck (2010), Ball (2016) suggests policies are mobile in a piecemeal manner and assembled or reassembled in a fashion shaped by their new circumstances. Recent conceptualisations of the mechanisms that facilitate policy spread focus on the webs of relations, interdependencies or networks between people, organisations and events, and the technological, material or cultural architecture that supports them.

Both the comparative and critical strands of debate recognise complexities in the processes of spread across national boundaries, and tensions in relations between global and national/regional/local level governance; however, the critical policy work is more concerned with the imbalances in power relations that are instrumental in policy spread and perpetuating social injustices.

Presentation

--Individual Paper--

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

Abstract

The social performance orientation and the supply system are connected closely in the development of preschool education. Since the founding of the People's Republic of China 70 years ago, the social performance of preschool education has gone through three stages: social benefits orientation focusing on "female employment, family support", industrial property positioning adapting to the market economy, public welfare orientation benefiting everyone. Correspondingly, the supply system of preschool education is divided into three parts: the decentralized supply model with multiple participation, market supply mode, government-led supply model with social participation. In the new era, the development of preschool education needs to improve the proportion of public kindergartens and increase the support for private kindergartens.

Presentation

--Individual Paper--

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 Thorpe¹, Cathie Burgess²

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

Abstract

In teacher education, the question of preparing preservice teachers who are able to enact culturally responsive pedagogies and embed Aboriginal Knowledges and perspectives into their future classroom curriculum looms large. Aboriginal community driven, place-based 'Learning from Country' experiences are emerging as critical to building preservice teacher capacity and

confidence in these important areas. To ‘Learn from Country’ one has to get out of the classroom, walk with and listen to Elders and Aboriginal community educators to explore how Country teaches the relational connections with and responsibilities to Country.

This paper reports on a research project aimed at generating new understandings of how Aboriginal community educators envisage Learning from Country *in the City*. The urban lens is significant to this research as notions of Country are often dominated by stereotypes of ‘the bush’, ‘the desert’ or ‘the outback’ (Fredericks, 2013), leading to narrow educational representations of Aboriginal people, culture and Country.

The project explores what Aboriginal community educators believe constitute meaningful Learning from Country experiences in the city and how to best enact these in teacher education programs. Aboriginal community educator yarning circles (n=3) and individual yarns (n=8) (Bessarab and Ng’andu, 2010) conducted over a period of one year illuminated each participant’s passion, purpose and obligation driving their commitment to work with preservice teachers. Aboriginal community educators asserted their individual and collective biographies and narratives of place to create space for ‘truth telling’ as an essential element to building a more socially just world.

The Learning from Country experiences bridge the theory/practice divide by enabling experiential and practical knowledge to engage and connect with theory. This critical pedagogical praxis approach provides relational learning paths between Country, Aboriginal community educators, preservice teachers and teacher educators to open up new understandings of classroom teaching, the production of knowledge, institutional structures and their relationship to the wider community (Breunig, 2005; Mahon, 2014).

This research acknowledges and respects community cultural wealth and positions local Aboriginal educators as leaders and innovators prompting preservice teachers to reflect on commonly held assumptions and stereotypes they experienced in their education. Aboriginal community educators articulated the significance to them of having a stake in influencing educational outcomes for their children/grandchildren and enhancing the cultural responsiveness of the teaching workforce.

Presentation

--Individual Paper--

‘I want to open up windows to the world’: Reflections from teachers in the making

Janet Dutton¹, Jacqueline Manuel²

¹Macquarie University, North Ryde, Australia. ²University of Sydney, Camperdown, Australia

Abstract

Teaching is a career chosen for passionate reasons relating to love for the subject, belief in the importance of teaching and the capacity to make a difference to the lives of all students. The decision to teach is strongly shaped by the ‘service theme’ (Lortie, 1975) which manifests itself in the desire to help students overcome barriers, reach their potential and to be supported in the development of the skills necessary for effective involvement in a dynamic world beyond school (Manuel & Brindley, 2005).

This paper will present key findings from a study tracing the process of ‘becoming’ (Britzman, 1991) inherent in learning to teach. The qualitative research explored the factors shaping the identity of four pre-service English teachers in New South Wales, Australia, as they made their journey through Initial Teacher Education (ITE). An innovative approach to critical reflective practice was employed whereby participants crafted and then annotated narratives at key points during ITE. The annotations explicated the literal and metaphoric voices identified as challenging and/or affirming the pre-service teachers’ beliefs. A strong body of research has noted the resilience of initial beliefs (Heinz, 2015; Manuel & Hughes, 2006) however the annotative techniques unsettled the pre-service teachers’ prior hegemonic beliefs (Brookfield, 2016) and facilitated an imagined ‘conversation’ with self and the voices of significant others from the broader educational context. The annotations offered a curated and creative borderline space (Batchelor, 2012) that was conducive to experimentation and that revealed the factors enabling and constraining commitment to personal and social empowerment within classrooms.

In the current context of curriculum debates, increasing teacher regulation and early career teacher attrition (Manuel & Carter, 2016), this research has implications for ITE and the broader teaching profession. The findings showed a non-linear pattern whereby the gaze of the pre-service teachers moved outwards from self (to an awareness of broader contextual factors) and inwards to considerations of the teaching self (Conway & Clark, 2003). This ‘nimbleness of gaze’ involved the capacity to modify and re-direct gaze depending on contextual requirements.

Despite being in a liminal phase of ‘now-but-not-yetness’, participants’ sense of self as teacher included a strong social justice dimension including a perception of English teaching as an emancipatory subject that could challenge social barriers and power structures (Goodwyn, 2016). Taken together, the participants’ narratives reveal a pattern of altruism and enthusiasm for teaching that is both rewarding and reassuring for the future of the teaching profession.

Presentation

--Individual Paper--

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

Abstract

Preservice teachers are educated via a number of separate courses which promote diverse and distinct pedagogical approaches to the relevant disciplinary content. Lack of program cohesion, particularly when it comes to linking the theory and the practical in preservice teacher education, has often been seen as a barrier to well-trained, responsive teachers. This is increasingly evident when associated with discourses around 21st century teaching which argue for global competence and authentic teaching and learning experiences, and Work Integrated Learning (WIL). This paper details one course which has been designed to integrate and extend on skills and content from previous courses related to specific discipline areas. The aim of this project is to assess and improve a final year primary teacher education course regarding its effectiveness in preparing teachers for 21st century classrooms. Firstly, we analysed the effectiveness of the course through surveys and interviews with past students. Secondly, we employed focus groups of expert teachers and school leaders to provide feedback on the design of assessment tasks in the course and exemplars with a view to improving the task design. At an immediate level, the findings provide guidance in improving the current course both in the design of the assessment task and the teaching which supports it. This will enable us to better meet students’ needs and those of the

workplace they will enter. At the University level, our findings provide evidence of how to (or not to) design and teach for authentic learning and assessment opportunities with a WIL focus.

Presentation

--Individual Paper--

Teacher Education and Research Innovation

Teacher Education and Research Innovation

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N408 Flat Classroom

536

Cultivating Schoolwide Routines for Improved Learning Outcomes: Achievements and Challenges of using Pedagogical Model for Shifting Teacher and Learner Thinking

Carmel Patterson¹, Ann-marie Furney², Kate English², Geoff O'Brien²

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

Abstract

Research in developing teacher and learner thinking highlights the disparity in translating theoretical constructs into practice protocols and schoolwide routines when effecting professional learning across school contexts. One Australian study tracked teacher thinking in line with a professional learning program titled The Learning Thinking Scope (LTS)[®] across several schools over the proposed three-year implementation timeframe. The current study across government and non-government primary and secondary schools asks: How do teachers develop collective efficacy in their professional learning to modify their teaching practice and improve student learning within a schoolwide pedagogy? The LTS framed a shift in learner and teacher thinking within a pedagogical model called Gap To Got It⁺ (GTGI⁺) Learning Thinking Stages[®] to cultivate schoolwide routines for improved learning outcomes. Teacher and learner thinking are supported using thinking constructs and organisers, and practice protocols and classroom routines that are continually developed through the iterative action research of teaching teams.

The findings drawn from different primary and secondary school contexts highlight the rewards in teachers thinking deeply about learning when conducting research on practice and the challenges of implementing new schoolwide professional learning initiatives. Importantly, the recommendations offered here may be transferred to other classroom contexts to promote thinking and action research by focusing on collective teacher efficacy, learning clarity, questioning, classroom talk, and feedback. This paper identifies achievements and challenges for the LTS that would inform improvements for other teacher professional learning programs. The research to date highlights the importance of bolstering teacher involvement in reporting their own learning and development of practice, as well as addressing the theory-practice divide with further research on teacher professional learning that enables teachers to traverse the knowing-doing gap in their practice.

Presentation

30 minutes

694

Reflections about practice-based inquiry: Perspectives from South African and New Zealand teachers.

Sarah Bansilal¹, [Jyoti Jhagroo](#)²

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

Abstract

As teachers develop reflective practices, they take ownership of their own practices and personal professional learning. We believe that transformative practice can be encouraged through systematic inquiry of the problems of practice teachers identify and manage. Practitioner inquiry is a familiar genre that has become part of the research tradition in many teacher professional development programmes across the world, which takes a teacher- as –inquirer approach that allows teachers to conduct research into their own practices. Research suggest that practitioner inquiry should involve a systematic inquiry into personal classroom practices, an examination of how personal beliefs are operationalised into classroom practices as well as a process of critical self- reflection. In this paper, we explore the concept of practitioner inquiry and its implication

for mathematics professional learning and the creation of local knowledge. While this local knowledge may be beneficial in building teacher knowledge from their own teaching and learning context, the potential of such inquiries contributing to a wider professional conversation is important in developing capabilities through collaboration and shared knowledge. We look at perspectives from two groups of teachers, both of whom participated in practitioner inquiry as part of two different professional development programmes, one in South Africa and the other in New Zealand. The 41 South African participants were enrolled in a teacher training programme designed to help them teach a newly introduced subject Mathematical Literacy and were drawn largely from poorly resourced schools situated in rural areas. The 18 New Zealand participants were enrolled in an initial teacher education Masters in Teaching and Learning programme that was designed to for graduates from non-teaching backgrounds to pursue a teaching qualification. The data that is analysed is drawn from the written reflections of the two groups of teachers about what they had learnt as a result of their participation in their individual practitioner inquiry projects. We explore the shift from the teachers as consumers of external research ideals to their locally generated research-informed realities. The analyses which are situated within the unique contexts of the two groups of teachers, provides a more nuanced understanding of the teachers' locally generated research insights into their own professional learning and practice.

Presentation

--Individual Paper--

1026

The Development of Competences in Taiwan Inclusive Teacher Education: A Change.

An-Chi Shih

National Kaohsiung Normal University, Kaohsiung, Taiwan

Abstract

This article, applying documental analysis, explores and reviews the history and the changes of teacher training for inclusion in Taiwan. The development of teacher training programs for inclusion could be divided into three periods, they are: emerging period and integration period

and personalized period. Firstly, emerging period, double-track, competency-based teacher education as the mainstream discourse during 1980s-1990s, build the criteria of teacher student performance and enforce inclusive practice separately. Critics, however, about the conflict between traditional Confucius culture and world-wide inclusive education notion are aroused at the same time. Secondly, integration period, in the beginning of 2009, the term “inclusive education” was published in “Special Education Law” in Taiwan at the first time. While most children with disabilities study in general classroom, the focus was on general education teachers. But few courses about inclusion in the initial general teacher education is not enough. Thirdly, personalized period, from the beginning of 21th century, policy of teacher education mainly adopted standard-based approach and loosed the limits of setting up pre-service teacher education programs. Studies show that the inclusive education teacher professional competence was over by coherent standard criteria and became a series teacher professional system.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N417 Flat Classroom

887

Thinking (now) out of place? Methodologies of dissent inside the corporatised university

Stephen Heimans, Alison Black, Rachael Dwyer, Deborah Heck, Shelley Davidow, Brendon Munge, Catherine Thiele, Catherine Manathunga, Vicki Schriever, Vicki Schriever

University of the Sunshine Coast, Sippy Downs, Australia

Abstract

Wearied by the ringing noise of corporatisation that currently pervades the academy, this ethnodrama-influenced presentation engages us in speculative silence and speaking back. Using

performative and contemplative methods, we react to the increasing corporate incursions into institutions of higher learning – the over-valuing of money, measures and metrics – which encroach upon our freedom to think. This neo-liberalisation of our scholarly practices (which demands we pay attention to rankings, performance and comparison) is reducing time for knowledge work focused on the public good. Rather than courageously working for long-term sustainability and social justice, our scholarship is limited to narrowed, short-term and fundable agendas – our care, desire, creativity and blue-sky, novel pursuits subsequently compromised.

To carve out spaces for thinking and resisting, we have found ourselves dissenting, acting up and against the declared corporatised purposes for our work. To ‘resist zombiedom’ (Whelan, Walker, & Moore, 2013) and to ‘arouse consciousness from its slumber’ (Appelbaum, 1995), our writing-thinking collective has commenced a range of disruptive interruptions, peaceful protests and contemplative experiments. Our collective endeavour is aimed at troubling the deepening ‘habitual inattentiveness’ (Appelbaum, 1995) that corporatisation demands. Inspired by Spicer’s (2017) ‘pop-up philosophy’ experiment focused on ‘sitting and thinking in public’, and Harre, Grant, Locke and Sturm’s (2017) call for ‘Slow Tiny Acts of Resistance’ (STARs) to trouble the playing of ‘finite games’, we have embarked on a series of ‘public thinking’ and ‘resistance’ projects at our university workplace. Reaching for STARs, we discuss the ‘infinite game’ as we sing, write poetry, and explore the work of others during Friday Seminars held on Thursdays. For our ‘public thinking’ we set up deck chairs between the cafe and the university library (and we will set up two at the conference). A sign invites others to join – to stop, sit and think. These intentional and subversive acts interrupt our and others’ relentless working practices and invite us, and others, to consider the personal and public effects/affects of neo-liberal environments, and contemplative and resistance methodologies.

Presentation

--Individual Paper--

558

Empowering students using active learning in higher education institutions

Abatihun Sewagegn^{1,2}, Boitumelo Diale¹

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

Abstract

Higher education institutions are expected to produce skillful, problem solver and competent graduates. This becomes possible when the instructors are using the appropriate teaching methodology and the students are active and empowered in the teaching-learning process. In relation to this, constructivism theory emphasized that the student is the center of the learning and the instructors playing advising and facilitating role. In the teaching-learning process, when the students are empowered using the appropriate teaching methodology, they feel a sense of confidence, capability, competence, and self-esteem, enabling them to meet life's challenges more effectively. Therefore, a shift in theory (education theory) to a more student-centered approach using active learning is recommended because this approach has its own role to make the students creative and competent in their study. Thus, the study is a review study and aimed to address the contribution of active learning in the empowerment of students in higher education institutions. Articles in active learning and assessment are collected, identified and reviewed from online databases and library catalogs to access an electronic collection of journals, books, conference proceedings, and thesis/dissertations. The thematic analysis was used. The analysis and discussions reviews are presented together based on the different topics which are related to the issue and finally, conclusions are given. From different studies and literature, it is indicated that empowering students using active learning in higher education institutions and other education levels have its own contribution to make the learners creative and competent in their learning and study area. Instructors in the classrooms and outside (laboratory and practical sites) of higher learning institutions are advised to use different active learning strategies based on the nature of the course with the support of appropriate assessment methods and feedback. If the students are not properly assessed and given appropriate and timely feedback, they will not be effective in their learning and their motivation to learn will be declined. Therefore, the active learning strategies, assessment methods and feedback (appropriate and timely) should be aligned together to empower students in their learning. This learning strategy is supported and linked to the theory of constructivism. Therefore, using active learning in the instructional process is vital to empower students and make them knowledgeable and competent in their study area.

Keywords: active learning, empowerment, higher education institution, instructors, students

Presentation

--Individual Paper--

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

Abstract

This paper explores the utility of a Feedback Triangle framework (Yang & Carless, 2013) for understanding students' experience in peer assessment and self-assessment (PASA; c.f., Harris, Brown, & Harnett, 2015). PASA practices involve students in dialogical feedback processes that induct students to assessment and feedback literacy regarding how to make critical evaluative judgment and comment on academic work (Boud & Carless, 2018; Sadler, 2013). The current research employs a quasi-experimental, multi-method approach. The quasi-experimental design allows comparison of students' learning outcomes with and without training in feedback provision, thus providing concrete evidence on the pedagogical outcomes of PASA. The multiple methods provide triangulated information on the role of PASA in students' learning.

The research involved nine teachers at three departments of a faculty of education in a higher education institution. The PASA practices focused on training students to use feedback prompts (i.e., guiding questions) in giving peer-feedback and self-feedback. The prompts were informed by Hattie and Timperley's (2007) model of feedback levels (feedback focusing on task, process, and/or self-regulation). Five teachers implemented PASA practices in their classes, which served as experimental groups; four teachers did not implement PASA practices and their classes served as control groups.

Methods included pre-/post-test PASA surveys (n=165) and focus groups (3 groups; n=13) with students, and teacher interviews (n=4). We mainly investigated participants' perceptions of peer assessment, though self-assessment was also implemented in some classes involved – teachers had flexibility in implementing PASA practices. Survey results showed a generally positive trend, with experimental groups indicating more positive perceptions of PASA than the control groups. Qualitative findings identified some mismatches between teachers' and students' perceptions, especially regarding the social dynamics and emotional impact of peer assessment.

Hence, this paper reconsiders university students' experience of PASA practices through the lens of Feedback Triangle (Yang & Carless, 2013), exploring three questions: (1) To what extent did the content of peer feedback obtained in PASA practices support students' learning improvement? (Cognitive dimension on peer/self-feedback content) (2) What roles did social relationships and emotions play in students' experience of PASA practices? (Social-affective

dimension on interpersonal negotiation of PASA) (3) How did the design of PASA practices, including the use of technology, influence students' engagement and uptake of peer feedback? (Structural dimension on deployment of assessment and resources supporting PASA)

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N419 Flat Classroom

92

A critical analysis of the current status of Hindi teaching and learning (HTL) in selected Fijian secondary schools

Salesh Kumar

The University of the South Pacific, Suva, Fiji

Abstract

This research sets out to critically analyse the current status of Hindi teaching and learning (HTL) in selected Fijian secondary schools. It will attempt to understand the teaching and learning processes from the perspectives of those involved. The analysis will focus on: the activities and experiences of teachers and students in Hindi lessons; the curriculum materials in use; the implementation of the subject in relation to its philosophy and aims; the factors influencing the work of students and teachers; and the perceptions and concerns of teachers and curriculum officers in relation to classroom practice. The motivation for conducting this research originated from my own experiences as a classroom Hindi teacher and teacher educator for the past 15 years. It will be a great opportunity to participate in the investigation of possible solutions for prevailing problems and challenges in HTL in Fijian secondary schools and contribute to the improvement of student learning outcomes. The study will employ the

conventional strategies for collecting qualitative data including (1) intensive participant observation in classrooms, (2) analysis of curriculum documents and materials, (3) semi-structured interviews with teachers and curriculum advisers and these will be further strengthened with the inclusion of one new research method (4) *bait'hak*. It is hypothesised that there is a wide gap between the aims and intentions of HTL and how these are translated into action; students are getting very little out of the Hindi curriculum. The findings may imply a shift of onus from the teacher to the student. This transfer is what is envisaged most by all contemporary thinkers in education because this is what guarantees concrete and productive learning in the classroom.

Presentation

--Individual Paper--

153

Use of role-playing in teaching languages

Yavar Dehghani, Emil Abdelmalak

Defence School of Languages, Melbourne, Australia

Abstract

Language teachers endeavour to make TL taught in language classes reflect actual language use and contexts in the TL culture. They try to bring the TL culture to the classroom; its sounds, sights, even its smells and tastes, to create a rich language learning environment.

Role plays in the classroom is also a great asset in having language learners practice language use in TC like scenarios and contexts. Teachers need ingenuity and creativity to construct such role-plays. Teachers need to make sure the scenarios are engaging and that their students have the language needed to play the roles asked of them. Role-plays require a certain degree of make-believe. The paper considers ways to enhance their authenticity and relevance.

Role-plays need also simulate potential job-related roles or tasks expected of them on return to their normal work duties. At the Defence Force School of Languages, role-plays are made use of not only for language practice, but also for assessment, especially within a competency based

learning context. Defence, in general, makes use of role-plays in pre-deployment Mission Rehearsal Exercises or multinational joint exercises involving neighbouring and allied foreign forces. These exercises usually have a language component where “linguists”, a lot of whom are graduates of DFSL, may be required to liaise with soldiers or local civilians of other countries requiring a certain degree of TL proficiency.

Language training at DFSL is intensive. These intensive courses- 5 days a week, six hours a day, 35 to 48 weeks- aim at preparing defence “linguists”, for possible language roles on deployment to provide humanitarian aid or disaster relief, on deployment to conflict zones, and when participating in multinational joint exercises. These courses involve a lot of job related role-plays.

This paper discusses the use of role-plays in teaching languages in these courses and its effectiveness as measured by the performance of the language learners in TC and job related scenarios and by their performance on competency and proficiency assessments. Students’ course satisfaction is surveyed. Two groups of courses have been compared. Courses that used role-plays, on a limited scale, as a tool in teaching languages and courses that made extensive use of role-plays as a part of daily language teaching practice. It also considers the feedback gathered from the services which employed those students.

Presentation

--Individual Paper--

152

Academic reading as social practice: implications for equity in higher education

Sally Baker¹, Bongsi 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

Abstract

While the importance of academic language and literacies in students' meaningful participation in higher education has been well-explored, there has been significant silence in the literature around what constitutes reading in higher education. Likewise, the sociocultural complexities of reader engagement with text in the disciplines, especially for traditionally under-represented student groups, have received limited scholarly attention despite the significant implications for the equity and widening participation agenda. This presentation will explore key findings from a scoping study of scholarly work that sought to map trends in existing research regarding reading in tertiary education. Based on Arksey and O'Malley's (2005) flexible six-stage blueprint for mapping under-explored areas of interest, our study was located at the intersection of three domains: academic literacies, reading studies, and widening participation/equity in higher education. This presentation will discuss key findings from our exploration of these three overlapping fields of inquiry, including competing definitions of academic reading, the depth of researcher engagement with issues of equity, identity, and widening participation, and the basis for scholarly recommendations regarding approaches to teaching and learning academic reading in higher education. Our analysis of the literature also points to a gap in case studies of students' situated reading practices and critical engagements with the privileged and expected ways of reading within disciplines. We identify problematic silences in the literature regarding the role of reading in facilitating meaningful access to and participation in higher education, and argue that the equity agenda cannot redress existing marginalisation of traditionally underrepresented groups until there is a widespread and concerted attention to language.

Presentation

--Individual Paper--

Inclusive Education

Inclusive Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N419 Flat Classroom

Closing the growth gap: addressing the decline in growth in reading comprehension in high capacity students

Nives Nibali

University of Melbourne, Melbourne, Australia

Abstract

Students who perform at the highest levels for reading comprehension are achieving the least growth. These high capacity students are the top 25% relative to their peers for reading comprehension, yet they show few or no gains compared to their class peers. The range of ability in most primary classrooms is wide, yet many teachers struggle to teach students of all abilities such that all students achieve equitable growth. This growth disparity appears to be independent of level of reading comprehension but dependent on student rank relative to the ability of peers. Issuing educational policy and resources reflect a focus on closing the achievement gap between lowest achieving students, minimum standards, and higher achieving peers. While the curriculum is generally pitched at the 50% of students in the middle range and the focus is on all students performing at least at these or minimal levels, the needs of high capacity students are not being met such that they are also being drawn toward the middle rather than progressing onward. While there is limited evidence that the achievement gap is closing, there is clear evidence that the growth gap is widening; lowest achieving students achieve the greatest growth and there is a decline in growth towards the highest achieving students where reading comprehension progress flat lines. The study twice assessed the reading comprehension of 789 Year 5/6 students to calculate growth over six months. 39 teachers were given the opportunity to complete the same assessment and respond to questionnaires about classroom practices. In classes with the most growth for high capacity students, all students made comparable growth in reading comprehension. What these teachers had in common was that they similarly use assessment, grouped students, targeted higher order thinking and were assessed at a reading level higher than that of their students. These characteristics are important to successfully targeting teaching regardless of the range of abilities in the classroom, and targeted teaching is important for equitable growth outcomes for high capacity students.

Presentation

--Individual Paper--

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

Abstract

In Australian and New Zealand schools there are evolving pedagogies involving student-centered assessment processes, infused ICTs, and a focus on learner agency where learners are active in their learning. There are innovative and creative learning spaces being designed in schools that are aligned with 21st century learning approaches. These are spaces that have been either redesigned or purpose built. School designs may include learning hubs with open spaces and flexible learning environments.

Building on work in how reconsideration of classroom spaces can influence patterns of teaching and learning, this research investigated how the needs of children with disabilities and/or challenging behaviours were met in schools where there are innovative 21st century learning environments. The research asks specifically, how inclusive education be best provided to students with disabilities and those with challenging behaviours in innovative learning environments.

Students' and teachers' beliefs about how inclusion is addressed in New Zealand schooling contexts was explored. Preliminary results using a case study approach with a qualitative design involving interviews, drawing, and photovoice found will be discussed. Further research of the second phase of the study will also be presented.

Presentation

--Individual Paper--

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

Abstract

This paper critically examines the proposition that open collaborative tasks might be a way to promote inclusion in mathematics classrooms. This proposition is based on the idea that such tasks could provide the opportunity for all students regardless of mathematical abilities to participate and use their personal knowledge to collaborate in the problem solving processes

In the present study, the collaboration process during open mathematics tasks was examined through discourse analysis. A discursive framework (Mueller, Yankelewitz, & Maher, 2011) was used to analyse whether students with various mathematical abilities (as classified from the teacher's descriptions of the students elicited by teacher interview), showed different levels of agencies in determining the directions of the problem solving process. Further, the discursive practices of the students were analysed in the Foucauldian terms to further understand how the students constructed their agency through their knowledge. The research questions were: What kind of agency was evident during the collaborative problem solving process, and how equitably was this agency distributed? What kind of knowledge was valued by the students during the problem solving process and in what way did this reflect power in the Foucauldian sense?

The present qualitative study is a part of the Social Unit of Learning project at the University of Melbourne (Chan, Clarke, & Cao, 2017). Two secondary student groups (N = 8, four in each group) were videotaped solving an open mathematical task. These video recordings were transcribed for further analysis. First, different collaborative problem solving processes were classified using a framework by Mueller et al. (2011). Based on this analysis, different forms of student agency were identified, followed by discourse analysis in Foucauldian terms of knowledge and power.

Preliminary results suggest that the students who were labelled by the teacher as 'low achievers' were able to contribute equally as primary agents in problem solving processes when their discourse was colloquial rather than mathematical. Further, their personal experiences were not always considered to contribute to the problem solving process by other students; their experiences were not taken as knowledge. The study highlights the importance of understanding agency and power during collaborative mathematical problem solving processes, since according to the findings agency is not automatically shared through the use of open ended tasks.

Presentation

--Individual Paper--

Professional and Higher Education

Professional and Higher Education

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N516 Flat Classroom

556

Peer observation of teaching: Perceived challenges when used as a formative lens for academics to reflect on and improve teaching

Vu Phuong Nguyen

University of Economics and Law, Vietnam National University – Ho Chi Minh City, Ho Chi Minh City, Vietnam

Abstract

Reflection has been advocated both as a process for academics to examine thoroughly and gain insights into teaching that guide their actions. External sources such as student feedback and peer lens can mediate teachers' reflection by encouraging the questioning of assumptions, thought processes, values, prejudices and habitual actions, and attitudes for understanding of practice and finding necessary strategies for improvement. This paper aims to discuss the challenges academics experienced in the process of peer observation of teaching (POT), part of a study examining the use of teacher-tailored student evaluation of teaching (TT-SET) augmented with POT in tertiary quality teaching for reflecting on and making changes to teaching. This study used a qualitative case study within a constructivist perspective with complementary data collection methods. Participants were eleven academics teaching business English at a university in Vietnam. Data were analysed inductively and thematically. Challenges were articulated during semi-structured interviews and the researcher's journals, including limited learning from their junior peer, disagreement with feedback, lack of sensitivity in giving and receiving feedback, and limited time for POT and changes. These findings suggest that the nature of the peer relationship,

academics skills for POT, and a supportive institutional environment appear to be key for the success of POT implementation.

Presentation

--Individual Paper--

156

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

Kimkong Heng

University of Queensland , Brisbane, Australia

Abstract

Engagement in research is important for academics who seek to fulfil their triad roles of teaching, research, and service. While much is known about how academics in developed countries, the so-called Global North, engage in academic research and publication, little is known about the nature of research engagement of academics in universities in developing countries. Drawing on constructivism and a conceptual framework informed by a sociocultural understanding of agency, this qualitative study aims to investigate how Cambodian academics engage in research and publication and identify factors which facilitate or impede their professional engagement in research. Preliminary analysis of data from 36 in-depth semi-structured interviews shows a very limited level of engagement in academic research and publication among Cambodian academics. Major barriers to their active research engagement include a distinct lack of institutional support mechanisms and clear research policies as well as absence of effective faculty evaluation and promotion schemes. The data also show that motivation for research and publication relies almost entirely on the passion of dedicated individuals who love research and wish to make a difference to Cambodian society. Moreover, despite the virtual absence of a vibrant research culture in Cambodia, the data reveal an increased interest in research and publication, particularly among younger academics and those holding doctoral degrees. This study provides recommendations for the promotion of research and publication in the Cambodian context and makes an original contribution to the limited literature on research engagement of academics in developing countries. Specific areas for further research are also suggested.

Presentation

--Individual Paper--

801

Best practice principles for the design of professional development for higher education teachers making video resources

Lauren Woodlands

QUT, Brisbane, Australia

Abstract

The use of video in higher education curriculum is becoming more predominant, driven by compound factors such as shifts in cohort characteristics, study mode, style of delivery, desire for engaging material and an impetus for institutions to remain competitive. This means that cohorts of diverse learners engage with video content as part of their study experience. The prevalence of video also affords an opportunity to ensure educators who do use video are aware of discourses of representation, knowledge and power present in these forms.

It is imperative that educators utilising video are given opportunities to gain insight into the systemic factors that influence their learners' identity construction, knowledge acquisition and how learners derive meaning from the combination of words, image and sounds used in video.

However, there are barriers to educators' development and use of video, including a lack of self-efficacy in relation to visual communication and video production skills, and a lack of knowledge of the student success factors that must be considered when preparing pedagogical videos. This includes heightened awareness of the complex socio-cultural relationship between students and institutions, and how narratives present in video can include/exclude perspectives, perpetuate limiting beliefs and inadvertently privilege dominant cultural constructs. Without this insight, educators may inadvertently impact how their learners receive the content and participate in higher education.

This paper provides insights into the curriculum design of a professional development program on the design and creation of video content for learning and teaching purposes. The program

surfaces how visual representation impacts learner attitudes and the importance of framing, representation and narrative construction in learning and teaching resources. The paper will conclude with best practice principles for guiding educators creating and incorporating video media into their pedagogy with respect to student success in higher education.

Presentation

--Individual Paper--

Language and Literacy

Language and Literacy

Time: 10:30 - 12:00

Date: 5th December 2019

Location: N515 Lecture Theatre

741

The readability of school newsletters, as an indication of school-community interaction

Catherine Ferguson, Margaret Merga

Edith Cowan University , Perth, Australia

Abstract

Background: More than two-fifths of Australian adults have an issue with literacy which may impact upon their vocational, academic and social opportunities. Schools are expected to serve their community and the academic literature indicates that good school-community (parent) relationships support children's learning. School newsletters are a key vehicle for school-community communications, and low parental literacy levels may influence parental comprehension of these newsletters, which may in turn limit their interaction with the school.

Aim of this research: The aim of this research is to investigate if school newsletters use appropriately graded language to allow parents with low literacy to readily comprehend these communications. A target grade reading level of between five and eight is considered appropriate

based on international research from the health literacy domain, with Grade Five adopted as the conservative target for this project.

Research design: This pilot content analysis draws on a sample of school newsletter from N=40 West Australian schools. Sampling was random apart from stratification where high and low ICSEA (below 950 and above 1050) was employed as a criteria to account for socio-economic status, and equal inclusion of primary and secondary schools. Four groups each containing 10 schools were used in the research. School newsletters that were freely available on the schools' websites were eligible for inclusion. At least one and up to three newsletters were assessed for each selected school in relation to their readability using the application SMOG (Simple Measure of Gobbledygook).

Data Analysis: The readability of each school's newsletters was measured through the SMOG application. Where more than one newsletter was employed, an average readability score was calculated for that school. Subsequently the data for each group was compared using an ANOVA to determine if there were any differences in the readability across the four groups (Primary, Secondary, Low and High ICSEA). The data were considered in relation to the target grade.

Findings and implications for further educational research: This research has important implications for the inclusion of adults with low literacy in contemporary school communities. This pilot is expected to lead to future research, including an extended national content analysis to support the generalisability of the data, and a subsequent proposed stage involving testing the readability of the newsletters within a population of low literacy adults.

Presentation

--Individual Paper--

225

The Recognition and Redistribution in the Context of Bilingual Education in China

Wei Guo

Northeast Normal University, Changchun, China

Abstract

- The Western nation-state has gradually become a model of political organization widely adopted throughout the world since its establishment in the 18th century. The nation-state, however, can only be an “ideal type” of Weber-style in the strict sense. Cultural diversity has become a common social fact in global sovereign states’ scope. The relationship between cultural diversity and national integration is the subject of a rich discussion. Fraser (2009) suggests that citizens should be guaranteed de facto equality through the realization of redistribution or differential rights while recognizing multiculturalism. The issues of “recognition” and “redistribution” cannot be circumvented in the study of the bilingual education problems of China. Because education is the core area of social reproduction, the author reckons that studying bilingual education is an ideal starting point for analyzing “recognition” and “redistribution”.
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- This paper adopts qualitative research methods to investigate the recognition and redistribution in the models of bilingual education in China. The findings show that Chinese bilingual students have a strong sense of identity to their traditional culture and a strong willingness to adapt to the mainstream culture.

Presentation

--Individual Paper--

Lunch

Time: 12:00 - 13:30

Date: 5th December 2019

Location: Exhibition

Feature Symposium A

Time: 13:30 - 15:00

Date: 5th December 2019

Location: F509 Lecture Theatre

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

Abstract

VULNERABILITY MATTERS

The ethos of vulnerability, young people and neoliberal societies

Prof. Kristiina Brunila

AGORA for the study of social justice and equality –research centre

University of Helsinki, Finland

This presentation is based on a previously published research and two research projects *Youth on the Move* and *Interrupting Youth Support Systems in the Ethos of Vulnerability* where the ethos of vulnerability, young people and policies and practices related to youth support systems in neoliberal societies were investigated.

We have highlighted how existence as well as choice in the context of young people 'at risk' stems not so much from the individual young person as from the condition of possibility. Vulnerability matters, it affects and effects and brings both managerial problems and intellectual possibilities. As a policy imperative it offers new types of explanation, underlying assumptions and a set of associated practices through which young people and professionals make sense of themselves and others. Associated with education it works by de-politicising, narrowing and individualising education toward a new kind of highly tailored precision education governance.

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Presentation

--Other--

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

Abstract

This paper draws on a research that extended, in future-oriented directions, the Funds of Knowledge (FK) approach to school curriculum. Traditional FK projects researched for, and built curriculum around, 'historically accumulated and culturally developed bodies of

knowledge' (Moll et al. 1992) of meaningful use in students' family-community lifeworlds. Emphasis here is on 'historically accumulated' cultural resources: i.e. inheritances *from the past*. Yet Esteban-Guitart (2016) suggests that, as young people work FK 'into self-conception and self-expression', they 're-create particular funds of knowledge' into *future-oriented* 'funds of identity': a process that schooling should facilitate in current times when '[t]he past is [less] useful for [addressing] challenges of a future that is too uncertain'.

Resonantly, our project—with Year 9/10 students in Melbourne-area schools serving power-marginalised communities—pursued curriculum activity to extend the vector of time from *past-in-present* to *present-into-future*. We premised that, laced within FK, is 'an emergent dimension of cultural threads that carry potentials to verge away from precedents in the past, towards alternative future possibilities—that we call funds of aspiration' (Zipin et al. 2015). Our data sources from the project include: (a) in-depth focus group dialogues with students; and (b) curriculum units in which small student groups researched issues they identified as mattering for their own and family-community futures. These activities hosted unusual school spaces for students to explore their lifeworlds in relation to emergent futures, articulating hopes, concerns, and imaginative possibilities.

Our data evokes much student sensation of 'cruel optimism' that, to Berlant (2011), apprehends the troubled material-historical contexts of current times. Berlant observes a 'double-bind' in which 'aspirations that had gotten attached to the normative good life'—e.g. that, if you work hard and achieve in school, good life-chances will follow—no longer fulfil the promise; yet it feels 'threatening to detach from what is already not working'. Addressing the cruelled optimism in our data, we take up William James' (1897) inquiry into how 'live hypotheses'—sustaining a 'will to believe' in futures—remain 'living', or undergo 'dying', in shifting historic contexts. We find young people in our project to apprehend *'the future' itself as a troubled hypothesis*, arousing identity-forming emotive labours in quest of alternative 'hypotheses' for living on into futures. We conclude that it is vital, at this historic juncture, for school curriculum activity to elicit, work with, and capacitate young people's future-oriented labours of identity, emotion and aspiration.

Presentation

90 minutes

339 -

Performative Care Ethics and the Emerging Geographies of Exclusion in Schools

Babak Dadvand

University of Melbourne, Melbourne, Australia

Abstract

With the rise of therapeutic and pastoral approaches in education over the past few decades, the discourse of care has emerged as a technology aimed at producing particular subjects and subjectivities. In this presentation, I engage with case study data from a 12-year-old student diagnosed with autism in a secondary school in Melbourne to discuss how education policy reforms driven by a neoliberal politico-economic rationality have given rise to a one-size-fits-all performative ethic of care. Such an ethic of care is not neutral and works to the detriment of students with disability via the processes that designate the care subjects and in so doing contribute to how educational subjects are designated. This points to the discursive power of performative care which is implicated in the (re)production of vulnerabilities through the acts of boundary making and categorisation that place students with disability outside the reach of schools' care work. I further argue that an alternative approach to care driven by positive recognition of differences and an understanding of responsibility as a relational encounter can help harness the discursive force of care to support students with disability.

Presentation

--Other--

978 - Affective histories of youth vulnerability

Julie McLeod

University of Melbourne, Victoria, Australia

Abstract

This paper revisits arguments presented in earlier genealogical account of policy discourses of vulnerable youth citizens (McLeod 2012) in light of escalating interest in vulnerability as a site of educational interventions and a trope to characterise the present. Framed as an attribute of certain types of educable subjects and not others, the prospect of vulnerability also galvanises and arguably helps produce a politics of despair, in which there is often a slippage between

seeing vulnerability as a consequence of structural disadvantage and as an affective state. Drawing on research for the Making Futures (2017) project – a longitudinal study of young people, generational change and senior schooling in three contrasting communities – this presentation turns to the history of emotions as a route into repositioning or at least adding to how notions and experiences of vulnerability are engaged in educational discourse – from wellbeing affirmations to psy-knowledge critiques, from accounts of precarious livelihoods to resilience training. In particular, it considers Walkerdine’s notion of ‘affective history’, which she deploys to understand contemporary aspects of social class and specifically working-class experience; she argues that in order to grasp the ‘the present of class, it was necessary to understand its affective landscape, and to do this needed engagement with the ways in which embodied responses to historical events are transmitted to the bodies of descendants and to think about the ways in which this might relate to the embodied responses to classed inequalities over generations’ (Walkerdine 2016). Taking such an affective historical lens onto vulnerability – as represented, attributed, experienced – helps not only to situate it in time, place, over time and across generations. It also demands that we give greater attention to precisely how affective dynamics of the past echo in the everyday present, what that means for how youth vulnerability is understood, and the educational diagnoses and solutions proposed.

References

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makingfutures.net

McLeod, Julie (2012) ‘Vulnerability and the Neo-Liberal Youth Citizen: A View from Australia’, *Comparative Education* 48, no. 1: 11–26.

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Presentation

--Other--

Feature Symposium B

Time: 13:30 - 15:00

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

Abstract

Life-long and life-wide learning have been dominant in official policy discourses that prescribe curriculum and assessment priorities and, increasingly, in every day talk about learning. Despite this, the phenomenon of everyday or informal learning has been largely invisible. As a consequence, we lack a well-developed language for talking about informal learning. Given the multiple contexts in which children live and learn in their everyday lives and the diverse range of people and cultural tools with whom they may engage it is important to develop conceptual frameworks and vocabularies for informal learning. In an era when many state education systems have become oriented towards the measurement of individual learning outcomes we urge a more complex and critical understanding of informal learning so as to challenge hegemonic conceptions of learning as that which takes place in formal settings using preferred pedagogies and positional relations of power .

In this paper we use the results from a 3-year longitudinal TLRI-funded research programme which involved 250 children talking, illustrating and documenting their informal and everyday learning to explore what this means from a child's point of view, and to argue that informal and everyday learning offers greater possibility to acknowledge every dimension of learning.

Children's conceptions of informal learning ranged from least to most sophisticated, and we illustrate these with the stories children told. The five categories ranged from least sophisticated (A) to most sophisticated or inclusive views (E) around informal learning. Our analysis also revealed that each category included common dimensions of their everyday activities and

settings that influenced how and why these children participated in the activities they chose to describe: relationships (How do I connect to others?); purpose (Why am I doing this?); strategies (How am I learning?); identity (Who am I becoming?); culture (Who am I? Who are we? What is important?) and affect/emotion (How do I feel?). Together, we propose that these categories and dimensions reveal the warp and weft of children's conceptions of and intent participations in their *informal everyday* learning outside of school.

The young people confirm their informal and everyday learning is complex, multigenerational, and captures their identity as interested learners with their own agenda. We argue that this empirical approach provides a complex understanding of informal learning, which attends to critiques of earlier conceptualisations and may also help teachers consider how to more meaningfully support all students' learning in school.

Presentation

--Individual Paper--

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

Abstract

Positive and successful social and educational experiences can benefit the wellbeing and aspirations of children and young people in foster care. However, assumptions for educational success, founded within dominant discourse, are generally that success is narrowly defined in academic terms. Using this narrow definition, children and young people in foster care are positioned in the margins of educational disadvantage. Research into alternative and holistic understandings of educational success is emerging, and provides another lens to view success more inclusively.

Children and young people in foster care must navigate unique and difficult life experiences, and can experience success in different ways. Therefore to meaningfully improve their educational outcomes, children and young people must have more than a voice; they need to be actively involved in decision-making. This is a legal requirement in New Zealand under the Vulnerable Children's Act 2014, that mandates children's involvement in decisions around their education and participation in decision-making; and Article 12 of UNCRC, ratified in 1993, includes the right for children to have a voice.

This paper presents the findings of a study that involved seven participants who were in or had been in foster care. The qualitative study involved in five in-depth individual interviews and one focus group with these young people. Grounded theory analysis was used to ensure that findings were generated from the data and reflected participants' perspectives.

Findings highlighted that educational success is foregrounded by the social experiences of the young person. Specific experiences of success differed between participants, and ranged from varying degrees of achievement at school, to simply turning up to school. Successes were elucidated by a shared theme of navigating the hardships of foster care and trauma experiences, while the foster care experience also prevented achievement of other ideals of success. Being in foster care was integral to their sense of identity and belonging; where these young people reported feeling different and contrasted their experiences to 'normal' experiences. They revealed tensions between wanting to be treated the same, but also needing teachers to be understanding of their experiences. Supportive relationships, achieving success and receiving praise impacted on participants' self-confidence and was in contrast to the negativity and hardships they had experienced, "You feel good about yourself I guess, like not like a failure."

Critically, this study identifies 'what constitutes success' and how individuals define success in ways that challenge the notion of a traditional view of success.

Presentation

--Other--

459 -

Growing student voice in U. S. policymaking processes

Dana Mitra

Penn State University, State College, USA

Abstract

This research paper examines the growing presence of student voice at the state policy level in the United States. Since the United States is the only nation in the world to not sign the United Nation Convention on the Rights of the Child, student participation is not required by state and federal law, and in fact student voice is often banned. It is illegal in many states for voting members of decision making boards to be younger than 18. This paper examines the fledgling efforts to legitimize student voice at the state levels. It considers the implications of growing student voice not only for the United States but also for nations with more established voice efforts at the provincial level, such as Australia.

The study asks: How does state/provincial-level student voice align or contradict student voice frameworks?

Theoretical Framework

The paper examines the extent to which examples of state-level student voice align with these three levels of Mitra's (2007) typology of student voice:

1) *Listening* is most common level of student voice work is listening to young people. The importance of learning from student voices stems from the belief that students themselves are often neglected sources of useful data. Listening to students can be problematic, however, since adults often misinterpreting the student perspective in their analyses.

2) *Collaboration* occurs when adults and youth working together to share in the planning and decision making in their endeavors. The adults tend to initiate the relationship and ultimately bear responsibility and the final say on group activities and decisions.

3) *Leadership* focuses on when students assume most of the decision making authority, and adults provide assistance. Such efforts are often easier to achieve outside of the auspices of the school.

The study consists of data collection and interviews with young people and adults in all four locations in the United States—Oregon, Kentucky Iowa, and Vermont. Data collection consisted of semi-structured telephone and in-person interviews conducted with a minimum of ten and a maximum of twenty two individuals participating in each of the four state-level student voice efforts.

The findings of the study show that most uncommon form of student voice efforts in school systems—youth-driven leadership—is actually the most common model for state-level student voice. The study suggests that opportunities for youth-led change might be greater at broader levels of the policy system.

Presentation

--Individual Paper--

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

Abstract

Student participation in school decision-making and reform processes has taken inspiration from reconceptualisations of childhood; advocates for student voice argue for the repositioning of children and young people in relation to adults in schools. Fielding and Moss (2011) construct a typology for the reconfiguring of students' roles in schools, describing how the 'radical democratic school' encourages 'fluidity and exploration, not only amongst staff but also between staff and students' (p. 75). Students may be positioned as: 'data sources', 'active respondents', 'co-inquirers', 'knowledge creators' and 'joint authors' – and finally, adults and children may collaboratively engage in 'intergenerational learning as participatory democracy' (Fielding & Moss, 2011, pp. 75-79).

This paper works with data from a multi-sited case study of three primary schools and students', teachers' and school leaders' accounts of their student voice practices, asking: *What are the challenges of enacting 'student voice' practices in primary school contexts?* While student voice research and practice has long been concerned to unsettle and rework hierarchical relationships between teachers and students, our conversations with students, teachers and school leaders have suggested that there is more to be explored in the relationship between students – between representative students and students who are not student representatives, and between older students and younger students. Listening to accounts from students, teachers and principals from the case study schools of their practices, we also add another type of role to Fielding and Moss' (2011) typology of the roles that students may take on: *Students initiating action, and acting as mediators for other students*. While Fielding and Moss' (2011) roles are 'radical' in their re-definition of student/ teacher relations, the role that we add suggests a shift in relations *amongst students*. We consider the relationships *between students* in student voice activities in primary schools, and the possibilities and ambivalences of representative students 'speaking for' other students. We integrate recent insights from moves beyond voice in Childhood Studies, and from the 'turn' to listening in cultural studies, and raise questions for students, teachers and researchers who seek to encourage student voice in primary schooling.

Reference

Fielding, M., & Moss, P. (2011). *Radical education and the common school: A democratic alternative*. London & New York: Routledge.

Presentation

--Individual Paper--

Feature Symposium C

Time: 13:30 - 15:00

Date: 5th December 2019

Location: N515 Lecture Theatre

109 -

Comparing expectations for assessment capability in preservice teacher preparation in five country contexts

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Feature Symposium D

Time: 13:30 - 15:00

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

Abstract

There is a need to better understand how policy development is shaped by both structural factors and the individual agents responsible for their development. Agents and structures are mutually constituted. Agents are located within the social structures and relationships that define them. Conversely structures are constructed through individuals, their actions, thoughts and interactions. In this paper we explore how policy development, as it relates specifically to education policies for refugee background students, is shaped by structures alongside the agency of individual policy makers. The findings are informed by a critical policy analysis of a range of federal, state and local policies in the Departments of Education and Catholic sectors in Queensland and South Australia. In addition, semi-structured interviews were conducted with 11 staff within these organisations who had responsibility for policy development.

In this paper we recognise that policy developers do not develop policies in a social vacuum but are informed by broader political contexts and structural requirements. We argue that three types of structures shape the development of policy for refugee background students.

1. Organisational structures, such as the organisational units within departments which are currently aligned with areas such as wellbeing and literacy operate to limit the types of policies that are developed.
2. Performative structures such as assessment of refugee students' language and literacy progress and its links to funding which results in a limited focus on language proficiency (Woods 2009).
3. Knowledge structures, or ways of knowing refugee students which frame students within deficit understanding in relation to language and wellbeing, with a focus on trauma and English language deficiencies (Matthews 2008).

However, those who develop education policies are frequently individuals whose work is shaped by personal aspirations and experiences. The agency of individual policy makers is frequently limited by the structures in which they work or works against these structures to enable the development of policies which seek to foster an assets-based understanding of the complexities of the refugee experience.

References

Matthews. 2008. "Schooling and settlement: Refugee education in Australia." *International Studies in Sociology of Education* 18 (1):31-45.

Woods, 2009. "Learning to Be Literate: Issues of Pedagogy for Recently Arrived Refugee Youth in Australia." *Critical Inquiry in Language Studies* 6 (1):21.

Presentation

--Individual Paper--

313 -

Educational leading as pedagogical love: The case for refugee education

Jane Wilkinson, Mervi Kaukko

Monash University, Melbourne, Australia

Abstract

From a normative perspective, education serves a double purpose, that is, to prepare students to live well in a world worth living in. The practices of educational leadership are crucial elements in achieving this telos. In this presentation, we reconceptualise leading practices as pedagogical love – co-constructed in the intersubjective domains that constitute the moment-by-moment interactions between students of refugee backgrounds, their teachers and leaders.

This reconceptualisation of educational leading draws on more holistic Northern and Continental European meanings of pedagogy, that is, the different historical and philosophical traditions in which a child's upbringing into forms of life can be understood, reimagined and enacted. Learning to love is a key element of *educational* leading understood as pedagogical practice. The significance of this point is that learning to *not* love, i.e., divorcing loving from the

practices of leading has become a common feature of neoliberal educational systems in Anglophone nations. It is characterised by instrumentalist means-end thinking privileging leading and teaching as forms of techné sutured from the relational aspects which underpin educational practice.

The paper draws on a larger parallel case study which examined refugee educational achievement in Australia and Finland. Specifically, it draws on interviews and observations conducted with students, teachers and leaders in a primary school located in one of the most culturally diverse and socio-economically deprived urban settings in Australia.

Our findings suggest that educational leading reimagined as practices of pedagogical loving is about more than the acquisition of knowledge as an individual cognitive act to be externally measured and quantified. Rather such practices encompassed the acquisition for students of refugee background of habits, feelings, normative convictions, and self-understandings that in turn became a crucial part of how they came to know how to go in this new world of their host nation.

Significantly, the notion of leading as a pedagogical practice of love enacted at the case study school was ultimately a political act for it focused on *transforming* rather than *taking* power. For students of refugee background who have so frequently been subjected to this ‘taking’ of power, these leading practices created space for new reparative practices that recognised and responded to difficult legacies of historical trauma, loss, and suffering beyond tropes of victimhood, suffering and pity.

Presentation

--Individual Paper--

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

Abstract

As the numbers of refugees and displaced persons worldwide continues to rise, it is inevitable that the number of refugee students in Australian education will increase. There is an undeniable

need for educators to create enduring spaces for refugee background students by reconceptualising learning as a holistic process that extends beyond classroom walls and builds on the resilience and assets these students bring to learning (Naidoo et al., 2015). The scholarly literature strongly attests to the significance of being able to access forms of tertiary education for people from refugee and asylum seeking backgrounds (Naidoo, 2015; Stevenson & Baker, 2018). Education offers hope and opportunity, often disrupting the bleak daily experience of waiting for settlement, or the radical disruption of early settlement. However, while education is known to be important, there is concern that the educational systems and structures in settlement contexts like Australia lack the flexibility needed to fully respond to the needs of newly arrived students who are culturally and linguistically diverse (Baker et al., 2018; 2019).

This paper suggests how we might reframe research into an ‘ethics of care’ for those from forced migration backgrounds. For Foucault, a critical attitude and its allied virtues – refusal, curiosity and innovation – form the building blocks of ethical conduct (O’Farrell, 2005, p. 116), which requires ‘taking care of the self’ (Sidhu & Naidoo, 2018, p. 172). When read through a feminist ethics of care lens, there is a clear moral conflict at play when higher education institutions accept students with particular needs, but do not consult with students as to what they need, nor adjust their practices and structures to accommodate those students.

In this paper, we use Tronto’s (2010) 3-part typology of what constitutes ‘good care’ in institutional contexts — the purpose of care, the politics of care, and the particularity and plurality of care — to probe universities’ responses to the needs of students from refugee backgrounds. Exploring higher education through the lens of a student from a refugee background helps us to resist the assumptions that universities often make about who our students are, what they can do, what they bring, what they need, and what they desire. When viewing higher education experiences from the eyes of a refugee student, we are forced to unpack paternalistic assumptions about our students’ prior educational experiences, about cultural and linguistic diversity, about ethnicity and religious background, about experiences of trauma, displacement and conflict.

Presentation

--Individual Paper--

642 -

Refugee Resettlement and Education Policy Responses in Australia, 1990s-2010s: African Youth in Focus

Tebeje Molla

Deakin University, Melbourne, Australia

Abstract

Starting from the 1990s, the number of African refugees settling in Australia has considerably increased. However, as it is documented in official reports, the community live in enclaves at the margin of society, with limited social opportunities. Drawing on document review, and population census and higher education enrolment data sets, this paper problematizes the relevance of equity policy provisions to educational needs and aspirations of African refugees. Specifically, the paper maps trends of resettlement and higher education participation of the refugee youth. The findings show that the group remains invisible in equity policy discourses, and is underrepresented in the Australian higher education system. It is also evident that the existing equity instruments do not adequately recognize the intersectional factors of educational disadvantage. Viewing policy silences and inactions as structural factors of inequality, the paper highlights how low educational attainment (coupled with the pervasive racial bias toward black Africans) reproduces the marginal position of the refugee youth and weakens social cohesion in general.

Presentation

--Other--

Feature Symposium E

Time: 13:30 - 15:00

Date: 5th December 2019

Location: N519 Lecture Theatre

111 -

Experiencing internationalisation from international and domestic student and homestay family perspectives in Australia

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