2013: Breaking New Ground: How does educational research contribute to the profession?
MERC Annual Conference, Friday, 5 July 2013
2013: Breaking New Ground: How does educational research contribute to the profession?
Proceedings of MERC Annual Conference, Friday, 5 July 2013

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Acknowledgments

The MERC Conference 2013 Organizers would like to take this opportunity to express our sincere gratitude and highest appreciation to:

- **Professor Marilyn Fleer** (Inaugural Address)

- **Professor Neil Selwyn, Dr. Marc Pruyn, and Dr. Leonie Kronborg** (Panel Discussion)

- **Dr. Andrea Reupert, Dr. Raqib Chowdhury, Dr. Anna Podorova, Dr. David Zyngier, Ms Robyn Babaeff, Dr. Corine Rivalland, Dr. Hilary Monk, Dr. Helen Grimmett, Ms Rosamund Winter, Dr. Avis Ridgway, Lorraine White-Hancock, Liang Li** (Reviewers)

- **Ms Rosamund Winter and Raqib Chowdhury** (Reviewer and staff-in-charge of 2013 MERC conference)

- **Mr David Lau** (Welcome speech and conference logistics)

- **Research Degrees & Induction Committee** (Support and patronage of MERC)

- **Marketing Team**, in particular **Samantha Bennett** (Designing and printing the MERC conference proceedings and certificates)

- **Bronwyn Dethick** (Teaching/Technology Learning Centres)

- **All conference participants**

We also would like to thank all other faculty members and student volunteers who were willing supported and helped MERC make this event successful.
Welcome from MERC Convenors

MERC Annual Conference 2013

**Breaking New Ground:** How does educational research contribute to the profession?

Message from the Clayton Convener

Essentially research at a higher research degree level should seek to communicate new knowledge. This new knowledge needs to be disseminated to a range of stakeholders in the educational field such as policy makers, practitioners and participants, or in schools for teachers, principals or students. It is through the dissemination of knowledge that the implication of research has the potential to inform best practice and equate to quality in education.

MERC called upon the HDR community for abstracts that consider the practical implications of research in a variety of educational contexts, posing the challenge:

"How does your educational research matter?"

Under this theme and with the high quality work produced by the Faculty’s HDR students the MERC 2013 Conference is destined to be amazing, and one of great relevance to all attendees; providing a snapshot into the inimitable research developed by our HDR community.

On behalf of the MERC Community we would like to thank you for your ongoing support, particularly with regards to MERC events, such as seminars, workshops and the key occasion on our calendar: The Winterschool Conference. It is fantastic to work together as a community and engage with such a professional network.

MERC would like to wish all HDR students the best in their professional journey; and we hope you thoroughly enjoy today's conference.

Warm regards,

Christine Grove, MERC Convenor 2013
Welcome from MERC Convenors

MERC Annual Conference 2013

Breaking New Ground: How does educational research contribute to the profession?

Message from the Peninsula Convener

Research is to see what everybody else has seen and think what nobody else has thought

(Albert Szent-Gyorgyi)

It is the diversity and uniqueness of our thought that drives us to break new ground in Educational research. Equally important is the implementation and dissemination of research for the benefit of the wider community. We are looking to share with and learn from others about these aspects of research at the 2013 MERC conference.

In the words of Sir John Monash “Equip yourself for life, not solely for your own benefit but for the benefit of the whole community”. Through the HDR community at Monash University we strive for excellence with our research and are fortunate to be part of a vibrant, collective research community where we have the opportunity to present and discuss what is important to us through the annual MERC conference.

Whether you are participating as an audience member, a presenter, or an organiser we welcome you with open arms and thank you for your participation.

Megan Adams, MERC Convenor 2013
MERC Annual Conference 2013
Friday, 5 July 2013

**Breaking New Ground:** How does educational research contribute to the profession?

- General Information -

Registration
Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Education Building 6 (Clayton Campus). Throughout the day, last minute sessions, time and/or venue changes, as well as other relevant announcements, will be posted on a message board by the registration desk in the foyer. There is a dedicated space in ground floor room G19 for meeting, greeting, retreating and taking refreshment tea/coffee in between sessions.

Name Labels
All participants will receive a name label at registration. To facilitate interaction please wear your label throughout the day.

Parking
Parking will be free of charge for the entire day to all conference participants in the campus blue areas. No permits need to be displayed. The nearest blue car parks are situated to the east of the education building (Building 6).

Poster Display
Participants are invited to view the poster presentations on display all day at the TLS Foyer, Level 1 (building 6). One poster will be accompanied by a presentation at 4:30pm. Authors of the posters will be available after this time to answer individual questions.

Conference Lunch
A mouth-watering conference lunch will be served in the TLS on Level 2. Food is also available on campus at various outlets and at one licensed bistro within the Campus Centre, and another below the Matheson Library.

End of Conference Prize Draw
Upon registration all participants are invited to enter their name in the prize draw which will occur at the end of day Plenary and summary session. The winners of the draw must be present to collect their prize. If the winner is not present subsequent draws will be made.

Participant Feedback
Successive MERC conference organising sub-committees have benefited over past years from participant feedback. Likewise, your comments and feedback this year are equally valued and appreciated. A feedback form will be made available in the conference packages or at the registration desk. Please take some time at the end of the conference to fill it in and return it to a box located on the registration desk.

If the fire alarm goes off...
Should the fire alarm go off, please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. Assemble in designated area outside the Rotunda Building.

*If you have any further questions or concerns, please feel free to approach MERC volunteers – we are more than willing to assist.*
MERC CONFERENCE OPENING

9:00am - 9:15am
Room G 23

Inaugural Address: MERC Convenors and Mr. David Lau

MERC KEYNOTE PRESENTER

9:15am - 9:45am
Room G 23

Speaker: Professor Marilyn Fleer

Professor Marilyn Fleer holds the Foundation Chair of Early Childhood Education at Monash University, Australia, and is the President of the International Society for Cultural Activity Research (ISCAR). Her research interests focus on early years learning and development, with special attention on pedagogy, culture, science and technology.

Abstract

I have been asked to re-present a paper that I gave to both the Monash University early childhood postgraduate community and to the International Society for Cultural Activity Research (locally in Melbourne and in Seville) because it is viewed as breaking new ground. In doing so I hope to make transparent how this research contributes towards new theory and practice and what this means for the education profession.

Old thinking: The dominant views on play in early childhood education appear to adopt a more universal and biologically determined perspective on play.

New thinking: In drawing upon cultural-historical concepts this presentation will re-theorises play giving educators and researchers new ways of thinking about their practices and data gathering. How digital tablet technologies create new kinds of affordances in play have not yet been theorized adequately in the play literature. Put simply, digital tablet technologies did not exist when Vygotsky first put forward this theory of play.

Breaking new ground: In citing examples from a study of children’s play (n=53; range of 3.3 to 4.4; mean of 3.8 years; 232 hours of video observations), this presentation will introduce the concepts of digital placeholders and pivots in meta-imaginary situations to give new possibilities for children’s development and expand Vygotsky’s (1933/1966) original theorization of play.
Essentially research at a higher research degree level should seek to communicate new knowledge. This new knowledge needs to be disseminated to a range of stakeholders in the educational field such as policy makers, practitioners and participants, or in schools for teachers, principals or students. It is through the dissemination of knowledge that the implication of research has the potential to inform best practice and equate to quality in education. Panel members will discuss their own research journeys and will consider the practical implications of their research, responding to the challenge:

"How does your educational research contribute to the profession?"

PANEL CHAIR

Professor Neil Selwyn

Neil Selwyn is a professor in the Faculty of Education, Monash University. His research and teaching focuses on education, technology and society. Neil has written ten books and over 250 articles. Most relevant to this panel discussion is the fact that Neil has spent all of this career working as a university researcher.

PANEL MEMBERS

Dr Marc Pruyn

Marc Pruyn is a Senior Lecturer in the Faculty of Education at Monash University. His areas of expertise include curriculum, pedagogy, educational foundations and research methodologies. Marc worked as a bilingual primary school teacher in Los Angeles for nine years and earned his PhD from UCLA. Before moving to Melbourne in 2010, he was a faculty member for fourteen years at New Mexico State University.

Dr Leonie Kronborg

Dr. Leonie Kronborg is Coordinator and Senior Lecturer in Postgraduate Studies of Gifted Education, Faculty of Education, Monash University. She established the Postgraduate Certificate of Education (gifted education) course in 1996 and teaches subjects in gifted education in the Master of Education and Master of Education specialising in gifted education courses as well as supervising research students in gifted education. She also teaches pre-service teachers in gifted education at Clayton campus. Leonie is the re-elected Australian representative on the World Council for Gifted and Talented Children (2013-2017).
**MERC Annual Conference 2013**

*Breaking New Ground*: How does educational research contribute to the profession?

**Friday, 5 July 2013**

Education Building (6), Monash University, Clayton Campus.

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**1.00 - 2:15pm – SUPERVISOR AND STUDENT LUNCH**

**Staff Room (224)**

*David Lau welcome HDR students and supervisors*

**Discussion Panel:**

“Breaking New Ground: How does educational research contribute to the profession”

**Chair**

*Professor Neil Selwyn, Professor, Faculty of Education*

**Panel members**

*Dr. Marc Pruyn, Senior Lecturer, Faculty of Education*

*Dr. Leonie Kronborg, Senior Lecturer, Faculty of Education*
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From Seed to Song: What is Collaborative Composition?

Claire HOLLINGSWORTH

Monash University, Victoria, Australia

Music is an integral part of being human; it is capable of making us think and feel to a capacity far greater than that which is possible in its absence. Yet, music is diminishing in Western education systems. This has been attributed partly to constraints imposed by education policies (Gould, 2012; McMillan, 2009). These key concerns drive this research project.

While children may not be producing (or even playing) music today, they are still consuming it. There are exciting new technologies for music, however they are not being used to their potential. Music is currently under-utilised in schools and over-utilised by advertisers, leaving children in a position where they are deprived of creative music education, with little opportunity to use music to empower their lives.

To examine this gap in research and practice and to see what other musical options there are for children, this case study was designed to explore the question of how children develop original musical stories in collaborative composition with an adult mentor.

Two girls (aged three and five) wrote and recorded a collection of songs with the researcher-participant over three two hour sessions, undertaken in the home. Interviews, journal entries, video and audio recordings are used to reflect on the process of collaborative composition. Selected compositions will be presented and discussed. Current findings suggest that collaborative composition can change our understanding and experience of music education, allowing children and adults to connect through music in an entirely new way.

Bio
Claire Hollingsworth is a musician, educator and the pioneer of Songs from Afield. She completed a psychology and education degree at UWA and is now completing a research masters exploring the question of how children develop original musical stories in collaborative composition with an adult mentor, under the supervision of Dr Avis Ridgway and Dr Peter de Vries.
families, and teachers). This paper explores an alternative model for co-constructing and co-evaluating innovative learning programs with these students in inclusive secondary schools. A case study is presented in which students learn via individualised video-based instruction on hand-held tablets. They, along with their parents and teachers, are actively engaged in setting their own goals as well as evaluating their learning and its impact on their social/academic participation. The study draws on the Deleuzian concepts of the rhizome and assemblages, resisting both the deterministic approach of prior intervention research as well as any attempt to obtain a “true” picture of student learning. The findings of this project are thus mosaic-like, assembling experimental research data as well as the diverse perspectives of students, families and teachers voiced through observations, blogs, conversations, artefacts and photographs. The paper concludes that while there are complexities in conducting research this way, the value is infinite both in terms of the richness of the information obtained and the mutually respectful research ethos it embodies. The paper contributes to the ongoing wider debate about the kinds of evidence that count in the movement for evidence-based practices in education.

Bio
Catriona de Bruin is a PhD candidate in the Faculty of Education at Monash University. Her research interests include adolescents, diversity, inclusive education and children’s rights. She is completing her PhD on using mobile technology to support students with autism in inclusive high schools. Prior to her PhD she was a high school English teacher.

11:30am-12:00pm
Teaching children with autism name writing through video modelling and chaining
PuiTzan CHAN, Professor Dennis MOORE, Dr. Angelika ANDERSON

Monash University

Children with autism not only struggle with impairments in social interaction and communication but some also find cognitive and academic tasks just as challenging. Early intervention techniques to teach children with autism a variety of skills have utilized the framework of Applied Behaviour Analysis. One such intervention is video modeling, an established evidence base practice. This presentation seeks to provide attendees information on the application of video modeling in an area that has not been explored before, handwriting.

Academic skills are complex and encourage students to use many cognitive skills simultaneously. Handwriting is a core academic skill and is reported by many authors to be a complex process. This study aimed to teach four children with autism how to write their name using video modelling combined with chaining and reinforcement techniques.

Four children aged 4 – 7 years old were recruited. A multiple baseline across behaviours design was used, where each letter of their name served as a target behaviour. During intervention sessions, children were presented with videos detailing how to write their name via an iPad 2 and token economies were used as reinforcement.

At the conclusion of the study, all participants were able to write their name independently. This study was able to successfully utilize a new teaching method to teach handwriting. This study has contributed to the literature by providing an additional teaching method which may be more effective in teaching children with autism complex skills such as handwriting. The use of technology can be incorporated not only at home but may be a potential way to teach children in school.

Bio
PuiTzan Chan is currently in her final year of her combined Masters/PhD in Counseling psychology. She is under the supervision of Professor Dennis Moore and Dr. Angelika
Anderson. PuiTzan has worked as an ABA therapist with children with autism for four years and assisted Fourth Year Psychology students with their research projects.

12:00pm-12:30 pm

**Breaking new ground: Using a developmental framework to support children of parents with a mental illness**

*Stella LALETAS*

*Monash University, Melbourne, Australia*

Repeated research has shown that parental mental illness has the potential to impact negatively on children and on family dynamics (Hosman, van Doesum, & van Santvoort, 2009). Additionally, there is evidence that highlights the importance of targeted interventions in the early years of a child’s life for improving parental functioning and preventing adverse outcomes in children (Beardslee, Chien, & Bell, 2011). However, little research has considered the risk and protective factors from a developmental perspective. Developing an intervention framework for families is essential, given the different needs of infants, children and youth. The objective is to provide a developmentally integrative theoretical framework that informs best practice and guides targeted intervention. Relevant studies were identified from a review of databases using key search terms. Only English language, peer reviewed papers were sourced, that differentiated between the developmental needs of children whose parents have a mental illness. Research regarding treatment and intervention has identified some significant developmental themes for children. While there is evidence to support the need for a preventative approach to address the vulnerabilities of children with mentally ill parents, this systematic review highlighted the lack of interventions that employ a developmentally theoretical framework. This presentation will break new ground by outlining a theoretical framework that integrates the established theory-based knowledge of child development alongside the themes highlighted in research for children whose parents have a mental illness. Recommendations will be made for clinicians and policy makers to support these families across these important developmental milestones.

**Bio**

Stella is a provisional psychologist, researcher and teacher with over 20 years of experience in education. She has completed a Master of Psychology (Educational/Developmental) and is currently completing her PhD in the area of intervention and supports that address the developmental needs of children of parents with a mental illness.

12:30 pm-1:00pm

**Interventions for children of parents with a mental illness (COPMI): Children’s experiences and outcomes.**

*Christine GROVE*

*Monash University, Australia*

Prevention and early intervention programs have been found to impede the transmission of mental illness in families. Evidence supports psycho-education, parent focused interventions and peer support programs for their impact on young people. However, it is unclear how and what these approaches offer to the children in these families. This presentation outlines the evidence for the specific impact of these 3 approaches on child wellbeing and highlight those studies aimed at determining how and what occurs for children during and following intervention. This paper examines the differential impact of prevention interventions for children and examines the "active" ingredient/s that makes interventions effective in
promoting positive change for COPMI. Key search terms were used to identify relevant studies relating to interventions and supports for children. The literature highlighted evidence to support the three types of prevention interventions for their impact upon children, however how interventions are perceived and experienced by children has not been adequately addressed. Preliminary data regarding an educational approach will be presented from a mixed method study with 47 child participants. Data from this study was shown to have an important impact on children; including improved change in knowledge, misconceptions and understanding about parental mental health. However, no change in children’s external help seeking behaviours was found.

Acknowledgment: This study was contracted by the ‘The Children of Parents with a Mental Illness (COPMI) national initiative’ which is funded by the Australian Government.

Bio
Ms Grove is a Provisionally Registered Psychologist and has experience working with young children in educational, emotional and behavioural assessment, child clinical intervention and in crisis support. She is currently completing a combined Master of Psychology (Educational and Developmental)/PhD degree. Her PhD is in the area of intervention and supports for Children of Parents with a Mental Illness (COPMI).

3:00 pm-3:30pm

Luke, Buzz and The Princess: An examination of enduring stories, family shared imaginary situations and the conditions for child development
Sue MARCH
Monash University, Melbourne, Australia

The research reported here is part of a larger PhD project which seeks to illuminate the conditions for child development created through a cultural-historical approach to creating and sustaining a fairy tale storyworld. This paper specifically reports on the rich and multi-faceted experience (perezhivanie) of two brothers participating in a fairy tale event in their childcare centre, whilst in their family home the Star Wars story and superhero play predominated. Cultural-historical theory views the social situation as the source of development and offers a rich system of dialectically related concepts for understanding the conditions which support children’s development; these concepts include perezhivanie, the zone of proximal development and subject-positioning theory. A key aspect is the relationship between imagination and play development in which fairy tales and enduring stories play an important role (El’koninova, 2001, 2002). A visual case study methodology (Hedegaard & Fleer, 2008) was employed, consistent with the cultural-historical approach of this study. The data were gathered in an occasional care setting in Australia, with twenty five children between the ages of 1.8 and 5 years (median age = 3.7) in regular attendance on one day per week over a seven-week period. Three families also participated in the study in their family homes. Systematic video analysis has revealed a rich tapestry of shared imaginary situations, emotional tensions and relationships.

In this paper I argue that both the multi-aged setting and the structural features of the enduring stories in the boys’ lives are instrumental in creating the conditions for their development.

Bio
Sue March is a Research Assistant and current PhD Candidate in the Faculty of Education, Monash University. Her thesis focuses on a study of fairy tales as a source of child development in early childhood education. Her research interests include: Early childhood development, fairy tales, play, multi-age groups, early childhood science and technology and cultural-historical theory.
A study on knowledge sharing strategies in an interdisciplinary research team

Sharimllah Devi RAMACHANDRAN, Paddy O’TOOLE

Monash University, Victoria, Australia

Organisations must “know what they know” and must share this knowledge in order to learn how to cope and perform their activities effectively (Elayne, 2006, p. 580). This calls for sharing of not only explicit knowledge but the tacit aspects of knowledge as well. It is noted that working in a single disciplinary research team can be limiting, and this more often than not create artificial barriers that confine the type of questions that can be asked (Frost & Jean, 2003). Thus, by bringing together knowledge (knowledge sharing) across different disciplines, new and innovative forms of research are stimulated both across and within disciplines (Frost & Jean, 2003, Wilson, 1998, cited in Rhoten, 2004). In the same vein, current research stresses the need to incorporate support for individual-to-individual knowledge sharing when designing knowledge management systems in order to facilitate the sharing of complex, context-specific knowledge (Brown et al., 2006).

The aim of this study is to examine knowledge sharing mechanisms in an interdisciplinary research team, in an institution of higher learning (IHL) in Victoria, Australia.

The Constructive Grounded Theory Method (CGTM) will be used for analysis as it can potentially provide a unique insight into the successful process of knowledge sharing (Alony & Jones, 2011). The data sources for CGTM in this study will come mainly from observations and interviews, which will be solicited with the aid of cognitive ethnography.

Bio

Sharimllah Devi Ramachandran has taught in both private and public sectors of Higher Education in Malaysia and is currently pursuing her second PhD at Monash University. Her area of interest is higher education and knowledge management. She has published in conferences and several journals, namely, the International Journal of Educational Management, International Journal of Innovation and Learning and Campus Wide Information System.

Dr Paddy O’Toole came to academia from the corporate sector where she held various training and management positions the resources and finances sector. Paddy is a Fellow and former State President of the Australian Institute of Training and Development (AITD). Her research interests include collective memory in organisations and communities, and she has conducted research in higher education, defence and corporate organisations. She teaches in the areas of research methods and organisational change and development.
Moving from an L1 to an L2 setting: Exploring parents’ reasons for wanting their children to be bilingual
Novi Rahayu RESTUNINGRUM
Monash University, Melbourne, Australia
There are many reasons for parents wanting their children to be bilinguals, including parents’ beliefs in the academic and cognitive advantages. Although studies have suggested that there are several more common reasons, transformation on parents’ reasons that is affected by geographic relocation has not been explored in any previous study.

This explanatory paper explores the change in parents’ motivation for wanting their children to be bilingual. Emerging from my personal experience, the paper presents an explanatory discussion about how I changed motivation for raising my children bilingually, which is due to the change in geographic setting that I experienced. The discussion is supported by additional data from two other participants with similar experience.

Using auto-ethnographic approach, I discuss the shifts of motivation that implicate especially in the preferences for relative emphasis on L1 and L2, in corresponds to the change in the sociolinguistic set-up which is due to the different settings I have moved to. The early reason why I wanted my children to be able to communicate well in two languages emphasizing L2 shifted a little prior to my departure to Australia to continue my study. I finally have different reason why I want my children to be able to speak well both languages – with the emphasis on L1 – while I live in Australia.

This paper is expected to enhance the discussion in the field of bilingualism, especially about parents’ motivation for children bilingualism, which extends the discussion in other research.

Keywords: bilingual, reasons, parents

Bio
As a PhD candidate, Novi Rahayu Restuningrum is doing research on “Raising Children Bilingually” in Melbourne, Australia at the Faculty of Education, Monash University. She is a lecturer at YARSI University, Jakarta, Indonesia.

‘I am an Indonesian but ...’: A contested identification between parental education and peer pressure among young Australians of Indonesian origins
Ahmad BUKHORI-MUSLIM
Indonesia University of Education, Bandung, Indonesia

For migrant families, identification with their ethnic group is one of basic goals of their life, including among Australians of Indonesian origins. Parents want to socialize their ethnic identity to their children such as speaking the ethnic language, imposing the parental expectations and exposing them to the cultural practices. In the Australian context, the identification process among young people of major ethnic groups such as Chinese, Vietnamese, and Indian have been frequently studied, but not for a minor group like Indonesian as this study focuses.

The study explores the socialization of Indonesian ethnic identity among twelve young people (aged 18-26) which include the use of Indonesian language, parental expectations and exposure to the cultural festivals. A qualitative interpretative study, data was obtained
through semi-structured interviews, photo discussions, and observations. The findings suggest that parental ethnic identity education is contested with social influence. Parents want to socialize their Indonesian identity to their young people such as speaking Indonesian and observing religious practices. On the other hand, influenced by peers and wider environment, the young people are more inclined to the Australian values. They speak English more fluently than Indonesian and are more familiar with Australian popular culture. They identify themselves as Australians who can speak Indonesian, are familiar with Indonesian culture and more open to different culture.

Bio
Ahmad is a teaching staff in the department of English Education at Indonesia University of Education. He earned a Master degree from School of Education Boston University in language and literacy and is currently a PhD student at Monash University. His research interests include language development, identity and language maintenance.

11:30am-12:00pm
“Do you know I’m Australian?” A cultural historical view of identity in children, families and teachers transitioning internationally
Megan ADAMS
Monash University, Melbourne, Australia

In our global communities we are seeing an increasing trend towards the movement of families across countries (Thomas & Kearney, 2008). This has drawn attention for the need to conceptualise studies of children and families in transition. There is limited research that captures the complexity of everyday settings at home, school and in afterschool activities as families move countries. This paper explores the formation of identity in young children and the shifting identity of parents and teachers throughout their everyday lives in transition using Vygotsky’s (1987) theoretical concepts of cultural tools and the social situation of development. A dialectical-interactive (Hedegaard and Fleer, 2008) methodology has been used to exemplify the complexity of forming and shifting identities of seven expatriate families transitioning to and from Malaysia. Preliminary findings reveal that identity during transition is dynamic and that cultural tools in the home help to maintain a child’s identity while an evolving identity is under formation in the new environment. Further findings reveal that positioning by others affects the identity of the child, parent and teacher and that some parents position themselves to maintain a guest like identity. It is argued that Vygotsky’s (1987) theoretical framework is valuable for understanding identity formation during international transitions and that by using this particular lens, a different perspective on transition is highlighted. This research has the potential for wider application in regard to identity studies, families transitioning with children and stake-holders in the early education field.

Bio
Megan Adams is a Teaching Associate and current PhD student at Monash University. Her supervisor is Professor Marilyn Fleer. Megan is an experienced classroom teacher (K-12) and has a Masters in Early Childhood Education. Her current teaching interests are play and pedagogy and her research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions, play, home/school pedagogy and gifted children.
Iraqi Muslim Immigrant Women’s access to women-only English classes in Australia: 
A case study
Hassan Abdilah
Monash University, Victoria, Australia

It is recognised among policy makers, language courses providers and linguists that English competency can empower non-English speaking immigrants by enabling them to interact successfully in the Australian community, participate effectively in Australian social life and access employment opportunities (Murray, 2000 and Rida & Milton, 2001). For Muslim women and particularly those who are from Iraqi backgrounds, access to English classes is not easy. Some recent studies (e.g. Abdilah and Chowdhury, 2013 and Taylor, 2005) have reported that they lack access to English classes due to sociocultural, identity and religious barriers. In response to that, some language teaching institutes in Victoria started basic English literacy programs designed only for immigrant women who face difficulties in coping with mainstream English classes. The present study aims to explore the access of Iraqi Muslim women to basic English literacy programs offered by some language teaching institutes in Melbourne. It will firstly explore the range of such programs and investigate the language and ethnic groups who make use of them. It also aims to examine the factors that influence their successes within these programs. Phase One of the study involves the collection of data in the public domain, whilst Phase Two will be a qualitative case study. Participants in the study will be Eight Muslim immigrant women from Iraq. Questionnaire, in-depth interviews and focus group will be used to collect data for Phase Two of the research. Policy makers, curriculum developers, course coordinators as well as the immigrants themselves can make good use of the information that will be presented in this study to enhance their English learning process in Australia.

Bio
Hassan Abdilah is a PhD student at Faculty of Education, Monash University. He had a bachelor of education from university of Basra, Iraq in 1998 and a Master in applied Linguistics for Language Teachers from Monash University, Australia in 2011. Hassan is an English language teacher and had taught English at secondary schools in both Iraq and Jordan for eight years.

Exploring MoE in English classroom of Indonesian high schools: advantages and challenges
Sitti FATIMAH
Monash University, Melbourne, Australia

Despite the facts about Drama inclusion in the primary and secondary school curriculum in English speaking countries and the availability of textbooks for using Drama in English instruction, “research on investigating the strong connections between Drama pedagogies and second/foreign/additional language learning is very limited” (Yaman Ntelioglou, 2011, p. 183). This study aims to see the effectiveness of Drama-based approaches to learning emphasized on ‘Mantle of the Expert’ (MoE) approach in engaging EFL students to learn English. MoE has been implemented mainly in primary and secondary classroom instructions of English speaking countries. However, studies on MoE application with EFL learners have been very rare.

The research methods involved classroom implementation by teacher participants, classroom observation by the researcher, semi structure interviews with the teacher
participants and questionnaire by the student participants. The findings include a range of students’ engagement in the learning process, teachers’ enthusiasm in preparing and explaining the lessons and challenges of implementing MoE. Three main points drawn from the data are first, almost all of the teacher participants found it hard to be in role together with their students; second, although students’ vocabulary was very limited, most of them became more engaged; finally, it was difficult for the teachers to integrate MoE and to set up a whole activity which can cover the materials.

Bio
Before becoming a PhD student at Monash University, I had been teaching English to Indonesian tertiary students for about 13 years. My research interest covers the use of literature and drama education in English language teaching.

3:00 pm-3:30pm
Curriculum development for English language teacher education in Australian and Vietnamese universities
Minh Hue NGUYEN
Monash University, Melbourne, Australia

Development of the curriculum is fundamental to second language teacher education reform. While there has been a large body of theoretical discussions on what should constitute the content of second language teacher education, empirical research on curriculum development remains scant in the literature. Drawing on a framework for the knowledge base of second language teacher education, this paper contributes to breaking this new ground by examining the curricula for English language teacher education in two universities, one in Australia and the other in Vietnam. Specifically, it analyses, compares and contrasts the structures of the two curricula, and examines how the development of the curricula was shaped by distinctive contextual factors. Data include relevant literature, policy and curriculum documents, and interviews with curriculum developers from the two universities. Findings revealed great variation across and within the two curricula in terms of structure and content and specific contextual factors that influenced the development of the curricula. Although the findings are specific to the two teacher education institutions under research, the study suggests that curriculum development for second language teacher education needs to account for the context of teacher learning and offer substantial opportunity for preservice teachers to develop key domains of knowledge.

Bio
Minh Hue Nguyen is a PhD student at Monash University and a lecturer at Vietnam National University. She has worked as a teacher educator and curriculum developer in TESOL programs. Her research focuses on sociocultural and activity-theory perspectives on pre-service language teacher professional learning, TESOL curriculum development, and researcher development.
Do teacher education students really want to be teachers?

Anne SURYANI
Monash University, Melbourne, Australia

This presentation discusses students’ motivations for entering teacher education programs and their intention to become teachers in the Indonesian context. The study refers to the Factors Influencing Teaching Choice framework (FIT-Choice; Watt & Richardson, 2007) which has been empirically validated and applied by researchers in Australia, the United States, the Netherlands, Germany, Norway, Croatia, Switzerland, Turkey, and China.

The presentation examines the validity and reliability of an adapted and translated teaching motivations (FIT-Choice) scale in the Indonesian context and describes students’ motivations for entering into teacher education. Eight hundred and two final-year teacher education students (M = 21.61 years; SD = 2.31; 83.16 % women and 16.70% men) at two public and two private universities in Jakarta and Yogyakarta, Indonesia, participated in the main study. The instrument was back-translated into Bahasa Indonesia and a pilot study was conducted. Confirmatory Factor Analyses (CFAs) and model fits were performed using AMOS 20 and internal consistency estimates were calculated using SPSS 20. The adapted FIT-Choice scale displayed good construct validity and reliability in the Indonesian setting. Making a social contribution and prior teaching and learning experiences were the main motivations. The majority (81.92%) planned to become a teacher after study completion, 11.72% planned to teach temporarily then switch career, 4.86% intended to pursue non-teaching occupations and 1.50% did not respond. The findings contribute to the international and national literature, particularly on the comparisons of motivation for choosing a teaching career across different countries.

Bio
Anne Suryani is a PhD Candidate and a Research Assistant at the Faculty of Education, Monash University. She holds a Master of Education by Research (Monash University) and Master of Science in Communication (University of Indonesia). Her research interests include teaching motivations, new media and learning, and cross-cultural communication.
In recent decades inclusive education movements have brought many marginalised groups under various social and economic development programmes. Like in many other countries, in Bangladesh inclusive education initiatives have historical links to disability and are seen to emphasise on children with special needs rather than on other marginalised groups. The present study aims to explore one of these less focused marginalised groups from Methorpotti (hereditary sweepers’ colony) which was established during the British colonial period. Over centuries, this Hindu dalit caste has only been employed to do essential cleaning services and were segregated from others in the society within the confines of what has been known as the ‘sweeper colony’ or Methorpotti. In recent times, along with the expansion of cities, many Methorpotties have gradually been merged into the city area. Nonetheless, education for the children remains mostly confined within the schools inside the Methorpotti segregated from mainstream schools. Given that sense of belonging to the school is one of the principle measures of inclusive education (Ainscow, 2008; Voltz, Brazil & Ford, 2001), the present paper particularly aimed to explore how students from Methorpotti perceive and experience belonging to their schools. Using a case study approach, a Methorpotti school was selected from Narayangunj and a focus group (N=6) and individual interviews (N=2) were conducted with the students. Findings reveal students’ dichotomous feelings for their school – they simultaneously showed a strong sense of belonging to their community school while also having a fear of alienation by being stigmatised as students of Methorpotti. Such views are likely to leave adverse effects on their attendance, participation, bonding, and most importantly performance in school.

Bio
Md. Ahsan Habib has been teaching educational psychology and counselling at the Institute of Education and Research (IER) of University Dhaka since 2005. Currently he is a PhD student in the Faculty of Education, Monash University. His research interests include school belonging, student voice, inclusive education and audio-visual use in reflective practices.
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11:30am-12:00pm
Learning interactional competence through online cartoon clips in an EFL context
Huong Quynh TRAN
Monash University, Melbourne, Australia; Hanoi National University of Education, Hanoi, Vietnam

English teaching innovations, such as the application of Information and Communication Technology (ICT), have been implemented not only in English education at all school levels but also in English teacher’s training programs in Vietnam. In order to help English teachers at primary schools be qualified in accordance to the requirements of the National Foreign Language 2020 project, pedagogical universities in Vietnam have offered a variety of training and re-training programs with the integration of ICT in English language teaching. Language educators have attempted to apply modern technologies to teaching language components and skills. However, they seem not to sufficiently utilise the power of these teaching aids in speaking lessons for developing interactional competence. This study investigates a framework of using online cartoon clips for children such as a series of programs in the ABC for Kids channel in speaking lessons from learner autonomy and collaborative learning perspectives in order to develop interactional competence for pre-service primary teachers of English in an English-as-a-Foreign-Language context in Vietnam. In this qualitative case study, data were collected through observations and interviews with six pre-service primary teachers of English over a 12-week semester at a university of education in Vietnam. Through hands-on activities with online materials, the participants could experience not only the methodological integration of ICT in English Language Teaching but also the benefits and problems which their future students may encounter with this learning approach.

Bio
Huong Quynh Tran is currently a PhD student in the Faculty of Education. She is an EFL teacher trainer at Hanoi National University of Education, Vietnam, with over 10 years’ teaching experience. Her research interests include conversation analysis to issues in EFL learning, innovative methodology and blended learning in EFL contexts.
Inclusive education in Bangladesh: Stumbling blocks on the path from policy to practice
Masud AHMMED
Faculty of Education, Monash University, Australia

Inclusive education (IE) is an established paradigm in the education field worldwide. Like many countries, Bangladesh has introduced inclusive education reform policies, acts and programmes to educate all children in its mainstream education system, irrespective of students’ individual differences, abilities and disadvantage. Consequently, classrooms are becoming heterogeneous with increasing numbers of diverse students. Past studies showed that teacher attitudes, teaching efficacy and perceived school support for IE are important factors in understanding the progress and challenges of IE. This study examined the levels of teachers’ attitudes, teaching efficacy, perceived school support for implementing IE, and also levels of teachers’ behavioural intentions to include students with disabilities in their classes. The study also investigated teachers’ views towards the inclusion of students with disabilities and factors possibly underpinning their intentions toward inclusion. A total of 738 in-service primary school teachers in Bangladesh’s Dhaka division completed a survey and 22 participated in focus group interviews. Analysis of the survey data showed teachers’ attitudes towards inclusion ranked close to neutral, teacher efficacy was moderately positive, perceived school support was clearly negative, and teachers’ intentions to include students with disabilities was lower than ‘somewhat positive’ towards inclusion. Thematic analysis of the interview data found teachers were simultaneously sceptical about the success of full inclusion, yet supportive of inclusion from social and professional perspectives. The results also identified a number of environmental factors impeding teachers’ plans towards implementing IE practices in their classes. Directions for future research, apparent consequent to this study, are proposed.

Keywords: Inclusive education; teacher attitudes, teaching efficacy, perceived school support, teachers’ views towards inclusion; primary education in Bangladesh

Bio
Masud Ahmmed is a PhD student in the Faculty of Education, Monash University. His doctoral research focuses on inclusive education and is supervised by A/Professor Joanne Deppeler and Dr. Umesh Sharma. Prior to this doctoral research, he completed his M. A. in Special Education Needs from Roehampton University, U.K., Fontys University, the Netherlands, and Charles University, Czech Republic. He is the author of a number of research articles and books.

Inclusive Early Childhood Education in Thailand: An analysis of early childhood teachers’ beliefs, knowledges, and practices
Sunanta KLIBTHONG
Monash University

Inequality in Thailand’s early childhood education system is a long standing issue engineered by cultural beliefs systems, the lack of compressive inclusive policy and inadequate knowledge of teachers on how to teach children with disabilities/additional needs (Umparoung, 2004; Vorapanya, 2008). Currently Thailand’s education policy contexts are promoting inclusive schools transformation through including children with disabilities and additional needs in mainstream schools. However, Thai policy makers and early childhood teachers have very limited contextualized research to guide their effort in response to these
policies. The main problem this study is investigating is: what is the nature of early childhood inclusion in Thailand?

This study conceptualises inclusive early childhood education as equity and social justice imperatives. It aligns with international policy contexts and pedagogical practices that value, respect, include and engage all children and their families. The purpose of this study is to critically examine and analyse early childhood teachers’ beliefs, knowledges, and practices to gain a better understanding of early childhood inclusive practices in Thailand. The study utilises Bourdieu’s concept Capital, Field and Habitus derived from Critical Social Theory to illuminate complex concepts of inclusion, methodology, data analysis and discussion of findings. The initial findings demonstrate that the majority of the teachers have limited understanding of inclusive practice. This is impact negatively on children with disabilities learning effectively in the inclusive classrooms.

Bio
Sunanta Klibthong is a Teaching Associate at Monash University, Australia. She is completing a PhD on a study that investigates Thai early childhood teachers’ and special education policy makers’ beliefs, knowledge, skills and practices of inclusion. Her research and teaching interests focus on issues of child development and early childhood teachers’ professional knowledge for supporting and practicing inclusion.

3:00 pm-3:30pm
Impact of professional development on inclusive practice: Exploring the change in secondary teachers’ instructional behaviours in Bangladesh
Hosne Ara BEGUM
Faculty of Education, Monash University

“Why is professional development not very effective in changing teacher practices?” – is a long-standing question in the context of teacher professional learning in Bangladesh. The existing literature (both national and international) demonstrates minimal evidence regarding this question.

This paper examines the impact of an inclusive practice professional development (PD) program (conducted by the Ministry of Education of Bangladesh Government) on participating secondary teachers’ changed practices in Bangladesh followed by an analysis of the PD design and implementation strategies. The implications of this study are discussed for future PD programs.

Within a pre-post design, the video recordings of 14 secondary teachers’ inclusive instructional practices were analysed quantitatively using a structured Inclusive Practice Classroom Observation Scale. Moreover, the documents relating to the PD program were analysed.

The results suggest that the PD was designed and implemented based only on few occasional visits and informal interactions with teachers or stakeholders instead of any systematic regarding teaching practices. The participants demonstrated significant change in a number of their inclusive behaviours (e.g., variety of instructional strategies; cooperative learning) while there was insignificant change in some essential practices (e.g., sharing learning criteria, effective feedback).
The findings imply that the PD had some impact on teachers’ inclusive practices yet substantial improvements are needed in teacher instructions for addressing all students’ learning. Therefore, the Ministry of Education needs to develop future PD programs based on the results of rigorous research. The outcomes of this research emphasise on reconstruction of prevailing thoughts (e.g., of PD providers, researchers) in support of effective PD on inclusive practices.

Bio
Hosne Ara Begum is a PhD student in the faculty of Education, Monash University. Research area: Professional development impact on secondary teachers’ beliefs and practice in Bangladesh. Supervisors: A/Prof Joanne Deppeler and Senior Lecturer Umesh Sharma. She is also an academic staff in the Institute of Education and Research at Dhaka University, Bangladesh.

3:30pm-4:00pm
‘We’re not bottom feeders at Thompson High’: Zoning for class at the local public school
Emma ROWE
Monash University, Melbourne, Australia

Geography of education has generated scholarly attention in other parts of the world, but how it intersects with school choice remains relatively underdeveloped in Australia, despite the extensive practicing of school zoning. Enrolment zones are only enforced by non-government schools when demand exceeds supply. This presentation draws on both quantitative and qualitative data from a longitudinal ethnographic study, to explore the significance of school zones for choosers of Thompson High, a non-government school in Melbourne, Victoria. Primarily, this presentation seeks to investigate the commodification of geography via school-of-choice, and how a non-government, or ‘freely accessible’, public school is framed via these located processes of choice.

Bio
Primary school teachers’ interpretations of mathematics curriculum: A critical analysis
Deborah MICHELS
Monash University, Melbourne, Australia

This research examines Victorian teachers’ interpretations of new mathematics curricula within the context of national curriculum reform initiative. How teachers receive and interpret delivered curricula is crucial to the ultimate efficacy of curriculum plans and implementation. Underpinning this whole process is the way in which teachers use language to talk about mathematics. By framing curriculum use as an interpretative process, researchers can make visible the ways that teachers’ meaning making processes shape the intended curriculum (Stein et al., 2007). Research studies concerning the ways in which teachers interpret curriculum are rare and generally are “incorporated into studies of how curriculum is enacted in classrooms” (Stein et al., 2007, p. 340). This research addresses this oversight and breaks new ground by exploring how teachers receive and enact curricula. Without the understanding of teachers there can be no effective implementation of curriculum change. My research seeks to address this gap in the research via a qualitative survey that was distributed to 20 primary school teachers. The survey sought common understandings of curricular terms related to the mathematics curriculum. My initial findings identified a wide range of interpretations reflecting different ontological and epistemological beliefs about knowledge and learning. Such confusion must influence the efficacy of curricula. This initial research provides a frame for the next stage in the research which will be a phenomenological case study that focuses on teacher engagement with a changing mathematics curriculum. Ultimately this innovative research will argue that curriculum reform initiatives must be accompanied by ample opportunities for teachers and school communities to deeply engage with critical curricular issues and content.

Bio
Deborah Michels is a Ph. D. candidate in the Faculty of Education at Monash University. Her research interests include mathematics teaching and learning, educational policy, critical pedagogy, giftedness in marginalized populations and ethnomathematics. She completed Master degrees in International and Intercultural Education and in School Leadership and Administration. Deborah has taught in bilingual primary and secondary school programs for 25 years and looks forward to resuming her career upon completing her degree.

Can I really teach without my magic cane?
Md. Saiful MALAK
PhD Researcher, Faculty of Education, Monash University, Melbourne, Australia

Over the years, teachers concern about student behaviour has been of interest to educators and researchers worldwide. Previous research exploring classroom practices suggests that student misbehaviour can adversely affect teachers (Hastings & Bham, 2003), students (Austin & Agar, 2005) and learning environment (Little, 2003).

To deal with misbehaviour, both proactive and reactive techniques are used by teachers though it is evident that reactive or punitive approaches have no positive impact on student behaviour (Sugai & Horner, 2003).
In Bangladesh, student behaviour is not an area well researched as corporal punishment has been recognised as a means of responding to students who misbehave. However, in recent years, corporal punishment has been banned in all educational institutions. This paper reports on how primary school teachers are responding to student misbehaviour after the adoption of the government policy that has abolished corporal punishment. A qualitative research design was used to conduct this study. Semi-structured face-to-face interviews were conducted with purposively selected 22 teachers from six public primary schools in Bangladesh. Both inductive and deductive techniques of thematic analysis were used to analyse data. Majority of the teachers reported to use reactive approaches to responding to misbehaviour. It was also found that teachers were largely unaware of positive strategies to deal with misbehaviour. Teachers appeared to be conveying a significant degree of concerns about teaching since the abolition of corporal punishment. This paper concludes with suggestion for teacher education institutes to include significant units of behaviour management in the existing curricula of pre-service and in-service training programs.

Bio
The author is Assistant Professor of special education at the Institute of Education and Research (IER), University of Dhaka. Currently, he is pursuing Doctoral studies in Monash University. His research interests include special and inclusive education, disability studies, teacher education, and student behaviour.

11:30am-12:00pm
Teachers’ self-efficacy, goal orientations, and relatedness with students: An interaction analysis
Sindu GEORGE
Monash University, Melbourne, Australia

Teacher self-efficacy, the confidence teachers hold about their individual capabilities to influence student learning, is considered as a key motivation belief influencing teachers’ professional behaviours and student learning. Although literature highlights self-efficacy as a strong predictor of teachers’ classroom behaviours, criticism exists on the uncertainty of using self-efficacy research in teacher education, as the mechanisms through which self-efficacy beliefs might influence teachers’ actions and decisions are not investigated in detail. This paper attempts to interpret these unexplored mechanisms in terms of different goal orientations of teachers using Expectancy-Value Theory as an overarching theoretical framework.

This paper discusses how the three facets of teachers’ self-efficacy (self-efficacy for classroom management, self-efficacy for student engagement, and self-efficacy for instructional strategies), and different goal orientations (mastery, relational, and work-avoidance) influence the teachers’ relatedness with students.

Quantitative data were collected from 257 Australian primary (n=115; 44.7%) and Secondary School Teachers (n= 132; 51.4%) using online and paper survey. Teacher Self-Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 1998), Teacher Goal Orientation Scale (Butler, 2012), and Teacher Style Scale (Watt & Richardson, 2007) were employed to collect data.
The paper presents the findings from the regression analyses. The moderation effects of different goal orientations on the predicted relationships between their self-efficacies and relatedness are discussed in this paper.

The study contributes to the research on teachers’ goal orientations which require more empirical studies to investigate the consequences of teachers’ different goal orientations on classroom behaviours.

Bio
Sindu George is a third year PhD student at the Faculty of Education, Monash University, with Assoc. Prof. Paul Richardson and Assoc. Prof. Jeffrey Dorman. She possesses nine years teaching experience in secondary and tertiary education sectors in Australia, U.K., and India. Her current research focuses on teacher motivation.

12:00pm-12:30pm
Deconstructing the barriers to reflective practice; the case of secondary teachers from Bugis ethnic
Andi Armawadjidjah MARZUKI

Makassar State University, faculty of English Education (Lecturer), South Sulawesi, Indonesia and Lembaran Mulia (education foundation), District Facilitator (DF) of Decentralized Basic Education (DBE) Project of United State Aid for International Development (USAID)

Reflective Practice (RP) is Western based discourse (Calderhead, 1989; Winc, 2006; Van Woerkom, 2011) and is part of teacher professional development that has been discussed, debated and reviewed extensively across continents, but rarely in an Asian context. This paper explores how reflective practices are negotiated, contested, and applied within a non-western based tradition in South Sulawesi, Indonesia where is a continuously monitored teacher professional development program and was delivered within the Decentralized Basic Education (DBE) program as a partnership between USAID and Government of Indonesia. Fundamental to the implementation of RP is the discursive concept of knowledge and identity (Colin and Karsenti, 2011; Colin, 2011; Musanti & Pence, 2010). Therefore social cultural theory is important to the study in which I was District Program Facilitator.

Indonesia is a country with a multi ethnic’s background. However, the diversity of the cultural background of teachers is dismissed from the discourse of reform in education. I argue that to have a more sustainable teacher professional development program, diversity of teachers’ ethnicity be accommodated. Through ethnographic study, I explore how teachers within Bugis community learn to be reflective. Data was collected from 10 teachers through in-depth-interviews and observation that were digitally recorded. The study is in progress and the data is currently being analyzed. The study is expected to contribute to a more local based approach of RP which will be considered by the local education district management.

Bio
Andi Armawadjidjah Marzuki is a Phd student in Education faculty and she is from Bugis ethnic and a teacher educator. Within her foundation “Lembaran Mulia” and her role as a District Facilitator she actively encourages teachers to be more professional through various trainings and workshops.
**12:30pm-1:00pm**

**Neil Postman’s thermostatic view of schools and its implications for music education**  
*Adam YEE*  
*Monash University*

Neil Postman and Charles Weingartner’s justly famous *Teaching as a Subversive Activity* has had enormous influence since it was first published in 1968, when it became a key manifesto in the radical reform of schools. In his 1979 book *Teaching as a Conserving Activity*, Neil Postman further challenged teachers by asking them to adopt a dynamic, countercyclical role vis-à-vis the societies in which they operate.

Central to his argument was the belief that no other societal institution is capable of ‘putting forward the case for what is not happening in the culture’. Postman identified five major problems facing schools and proposed a set of bold solutions, many of which illuminate critical issues in contemporary music education. Issues to be considered in this non-empirical position paper include the influence of mass communication and commercial culture on learning, the radical reappraisal of what might be truly ‘relevant’ in education and a call to rehabilitate elitism as a positive force. An overall intention of this paper will be discussion of the potential implications of this philosophical position to inform the development of a model to underpin further research.

**Bio**

Adam Yee is a composer and teacher. He is a graduate of the VCA, Melbourne University and the RMIT Spatial Information Architecture Laboratory. He has been a contributor to VCE curriculum development since 2005. He is currently Head of Music at The King David School in Malvern.

**3:00pm-3:30pm**

**Innovation: Transgressive movements when working with knowledge**  
*Lorraine WHITE-HANCOCK*  
*Monash University, Melbourne, Australia*

In Australia and globally, governments identify collaborative knowledge building and innovation as key to national economic prosperity and wellbeing in a rapidly changing world (Cutler 2008). Breaking new ground and disseminating new knowledge are critical to the Government’s innovation agenda. Government policy focuses narrowly on innovation in science and technology yet it is also evident in the arts.

I use the concept of boundary work that supports transgression to understand innovation. I report on the conceptual framework informing a study of innovation where artists engage in cross-disciplinary projects, revisiting literature that frames my analysis. Case study methodology highlights work practices, terms and conditions enabling knowledge sharing and innovation through collaborative work. In this paper, I explain the meaning of ‘innovation’ in government policies, critiquing its organisational orientation. Policies affirm collaborative work and knowledge sharing because it is believed to support innovation, without explaining how this occurs. Policies fail to clarify the character of the workforce that generates innovation or support growing collaborative engagement and knowledge building across disciplines.
My research matters because it addresses these policy limitations and shows how some practices disrupt dominant, established knowledges, moving ways of thinking and doing in new directions (Haraway 2008). I draw from research illustrating transgressive movements in workplaces that identify practices enabling collaborative knowledge building and innovation. I argue that transgressive activities and knowledge building are generated through diverse cross-disciplinary collaboration but only realise innovation when endorsed and disseminated; first, we have to get past the ‘gate-keepers’.

Bio
Lorraine White-Hancock is a PhD candidate in the Faculty of Education at Monash University, Melbourne, Australia. She has a background as an artist, designer and TAFE teacher.

3:30pm-4:00pm
A story from my PhD journey: or how I tackled my methodology chapter
Penelope GOWARD
Monash University, Melbourne, Australia

Background: There is this ‘thing’ called a PhD journey. We all talk about it, and we say we are on it, but what do we mean by it? This presentation is a vignette that describes how I wrote my methodology chapter and where I realised that this is the stuff of PhD journeys.

Objective: This paper will describe how I changed my methodology and came to understand my ontological and epistemological positions more deeply over a period of time.

Methods: The approach I used to change my methodology involved a combination of reflexive reading, thinking and writing. It was a slow and thorough process through which I considered widely the choices I was making. Through an iterative process of writing, reading and talking, and then re-writing I was then able to establish a position or standpoint from which I felt more comfortable to write my thesis. I felt more able, for example, to explain clearly how I interpreted my data.

Findings and Conclusions: As I read and wrote and delved into the methodological theories I came to understand myself ontologically in a new way. I could see how I had moved significantly from a positivist view of static bodies of knowledge creation to a paradigm involving a more dynamic knowledge creation. Correspondingly, I was able to change my methodology, and in the course of the process I learnt and grew as a person and as a researcher. I understood my values, assumptions and beliefs about the world much more clearly. I also became much more aware of my own PhD journey, and how I was developing personally and how my identity was evolving. This paper will be useful for those who are embarking on their PhD journey and attempting to critique and rethink their methodological approaches.

Bio
Penelope Goward, is a final year PhD student. Her PhD topic is the ‘Impact of the English language on the Tamil community in Chennai, India and Melbourne, Australia.’ Her research interests are in academic education and learning support, cross-cultural ethnographic studies, and identity.
Lesson study: In search of ideal teachers’ professional learning among English as a Foreign Language (EFL) secondary teachers of Yogyakarta, Indonesia

Eko PURWANTI
Monash University Australia

Lesson study is a continuous professional development for teachers by which a group of teachers collaboratively plan, teach, observe, and debrief research lessons. Initially originated in Japan, lesson study has been implemented in Indonesia for more than a decade. Since its establishment, lesson study is regarded as important in improving teaching practice in Indonesia. Lesson study which is initially aimed to strengthen education in Mathematics and Sciences is now also implemented in other subjects such as English and Indonesian language in secondary schools in various regions in Indonesia. However, the success of this in improving teachers’ knowledge and pedagogy has not been broadly researched. A thorough investigation on the implementation of lesson study and its impacts in teachers’ knowledge and pedagogy now warrants further investigation.

This study seeks to investigate the implementation of lesson study in improving English teaching among secondary school teachers in Yogyakarta, Indonesia. The study focuses on the impact of lesson study towards teacher development in terms of teachers’ knowledge and teachers’ pedagogy.

This study employed qualitative methods using focus group discussion as the data collection technique. Four secondary school teachers who were involved in a lesson study program for more than three years became the respondents in this study.

The findings showed that, according to their perception, teachers’ knowledge and teachers’ pedagogy improved significantly due to the implementation of lesson study. Thus, lesson study can be expected to be one of the vehicles for better education in Indonesia.

Bio
Eko Purwanti, graduated from State University of Yogyakarta in 1995 and got her Master degree from Gadjah Mada University, Yogyakarta, Indonesia in 2005. She has been teaching in Muhammadiyah University of Yogyakarta, Indonesia for more than 10 years. She is now pursuing her doctoral degree at Monash University, Victoria.

Novice EFL teachers in tertiary education: Towards professional development in Vietnam

Thi Giang Lam HOANG and Thi Ha NGUYEN
Monash University, Melbourne, Australia

The globalization of English has widely spread its significant impact in many non-English speaking countries in Asia in the past decades. Indeed, English language teaching has witnessed considerable rise in the number of young teachers and learners in Vietnam in recent years. These novice teachers are commonly known to be energetic, enthusiastic, and creative who can inspire learners with positive attitude towards their learning process. However, these teachers are often not ready to convert their knowledge, experience and confidence into potential strength in their professions and careers. To date, little research has been conducted to study this concerning issue of professional development among young teachers particularly at the tertiary level in Vietnam. In response, this study aims to
investigate some of the major reasons why Vietnamese novice teachers of English are often not motivated in professional development and wish to stimulate them towards thinking about such support particularly during their early years of teaching practice. This study involved in-depth interviews with three EFL novice teachers in the Faculty of English at a leading university of Education in Vietnam. The findings revealed that the young teachers' awareness about professional development is rather limited, they are not confident enough to engage themselves in professional development and that in reality few opportunities toward professional development are offered to these novice teachers. The research concludes with some recommendations about what novice teachers should do to maximize their potential and skills as teachers through professional development in their teaching career in this EFL context.

**Bio**

Thi Ha Nguyen is a lecturer of English at the Faculty of English, Hanoi National University of Education, Vietnam. She is currently a PhD student in the Faculty of Education, Monash University in Melbourne. Her research interests include teaching English as a foreign language and L2 writing assessment.

Thi Giang Lam Hoang is a lecturer of English at the Faculty of English, Hanoi National University of Education, Vietnam. She is currently a PhD student in the Faculty of Education, Monash University in Melbourne. Her research interests include teaching English as a foreign language, teacher education and teachers' language alternation.

**11:30am-12:00pm**

**Motivation to attend professional development: Perspective on self-determination theory**

*Basikin*

Along with the increase in the perceived importance of teachers and the teaching profession, and the challenge due to societal development (Elchardus, 1994; Hargreaves, 1994), teacher professional development (PD) programs have become crucial not only as an effort to improve the quality of teachers but also education in general (Guskey, 2002a). It is also considered an opportunity to help enhance teachers’ knowledge and instructional practices (Borko, 2004). However, in the Indonesian context where initiatives of most PD come from the government, levels of motivation and engagement could be problematic. This is because such a top-down initiative is often viewed as negative and is not a good predictor for the success of a PD program (Deci, Koestner, & Ryan, 1999).

Using both quantitative and qualitative data collected from 210 school English teachers, this paper aims at examining the English teachers’ levels of self-regulation with respect to an externally driven attendance and engagement in a PD program. Discussion is framed using the self-determination theory proposing that externally driven PD could results in different types of motivation -intrinsic, extrinsic or even amotivation -depending on the levels of self-regulation within the participants.

Though findings suggest that motivation is relatively high, perspectives on teachers’ self-regulation indicate that most teachers still consider attending PD program a means to an end. Such findings implied that there are things need to be done to make attendance to a PD more internally teacher-driven.

**Bio**

My name is Basikin. I am a Ph.D. student working on teachers’ motivation and intention regarding their professional development. My research interests include teachers’ motivation, self-efficacy beliefs, and teacher professional development.
ELLT and the identification of ‘teachers as moral guides’ in Vietnam: issues and challenges
Linh, LE

Faculty of Education, Monash University, Australia

The idea of ‘teacher as moral guide’ is a core motif among teachers in Vietnam. However, what counts as morality and the moral code of teachers in contemporary Vietnam is constantly challenged and reconstructed by processes of globalisation, the international status of English, the country’s exposure to different values brought about by its open-door policy, and its ambition to integrate globally. This paper, drawing on a qualitative case study with 19 student teachers and 10 teacher educators of English, examines the way the English language teaching and learning process interrupts the formation of Vietnamese teacher identities. The richness and diversity of data help to examine their perceptions over a period of time and context, and more specifically to look into changes or negotiations (if any) in the participants’ conception of ‘teachers as moral guides’ and the construction of their professional identities. The findings indicate tangible problems encountered by the student teachers in becoming teachers. Apart from biographical elements, knowledge and learning environment provided in teacher education and experiences in practice, these include pragmatic issues, tensions and senior teachers' moral influences. I argue that this complex interplay of factors and reasons create dilemmas which student teachers navigate as they develop their particular understandings of ‘the teacher as moral guide’. The outcomes of this study will contest the currently dominant views of “teachers as moral guides”, and how teacher morality constructs and is constructed within, the core identity of Vietnamese teachers, in today’s fragmented and changing world.

Bio
I have been a lecturer at the Faculty of English, Hanoi National University of Education in Viet Nam since 1999, and currently a PhD student at Monash University. My research interests cover the fields of language and teacher identity, English language education and Teacher Education, and the professionalisation of English Language Teaching.

In the work of a teacher: Narratives of three Indonesian teachers
Isti GANDANA

Monash University, Melbourne, Australia; Indonesia University of Education, Bandung, Indonesia

This study aims to provide an insight into how the personal and professional dimensions interweave in the work of a teacher. Drawing on the life experiences of three Indonesian university teachers involved in the area of language and culture pedagogy, this case study looks into the identity work of these teachers, inquiring into their values, beliefs and classroom practices. In seeking to understand the interrelationship among these elements, I have particularly drawn on interview data, focusing on the discourses and narratives through which the teachers expressed themselves. Analyses of their ‘significant moments’ revealed the complexity of their enacted professionalism, re-asserting the fact that tensions and dilemmas are part of the ongoing work for professionals. The teachers’ agency, as they indicated, was often undermined by institutional demands, policy imperatives and sociocultural structures that reward compliance and conformity. The teachers’ stories
illustrate how various forms of negotiations, appropriations and resistance are played out all at once within their professional spaces. But the teachers’ stories also confirm that teaching is not only inherently an intellectual endeavour but it is also filled with moral considerations. In effect, to create vital spaces for education improvement, teachers need to be supported to develop a strong sense of agency and autonomy that would foster their professional growth and development. They need to be given the space to innovate and to be curriculum developers not merely implementers.

Bio
Isti Gandana is a PhD student at Faculty of Education, Monash University. She is currently researching issues on teacher identity and the teaching of culture within the English language education context in Indonesian university settings. She teaches at the English Department of Indonesia University of Education.

3:00pm-3:30pm
Pre- and post-practicum perceptions of the ideal English teachers: a case study for preservice teachers in Riau University Indonesia
Afrianto AFRIANTO
Faculty of Education, Monash University Australia

Teaching practicum plays a strategic role in preparing qualified English teachers. It is not only a crucial milestone hoping to engage pre-service teachers in the real life of the school community as a ‘community of practice’ (Wenger, 1998), but it is also a place of transit where pre-service teachers construct the very foundations of their professional identities. The provision of a strong sense of professional identity is central for teachers’ professional learning and development.

This presentation is aimed at spelling out some of findings from my ongoing PhD research on pre-service English teachers’ identity formation during teaching practicum at Riau University, Indonesia. This will specifically discuss how the pre-service English teachers understand the notion of a professional English teacher before and after the teaching practicum.

Using a selection of pre-service English teachers of Riau University who did their teaching practicum in some secondary schools in Indonesia as participants, data of this qualitative study were gathered by using in-depth interviews, pre- and post-teaching practicum.

The preliminary findings show that the pre-service teachers’ conceptions on the notion of a professional English teacher did not significantly change before and after they conduct teaching practicum. Most of participants confirmed that an ideal English teacher is someone who has pedagogical competence, linguistic competence, social competence, and personal competence. However, most of the participants reported that not all of the ideal concepts really worked well in their class due to some inter-related factors. Therefore, they proposed that a professional English teacher also needs to be flexible in regard to their beliefs on ideal teaching strategies during the lessons.

In terms of professional teacher’s roles, the participants emphasises the importance of being an educator and a role model who transfers values to the students, in addition to be a knowledge transmitter.

Bio
Afrianto has been teaching English for more than 10 years in Indonesia, ranging from primary school to university level. Currently he is teaching at English education department, Faculty of Teachers Training and Education, Riau University Indonesia.
3:30pm-4:00pm

Cultivating success: Learning spaces, transformative learning and identity
Jennifer K MILES

Monash University, Clayton, Victoria, Australia.

My Master's research explored storytelling and perspective transformation in adults returning to study, and uncovered knowing that the journey to individual success in learning begins with the journey to self. The point of departure for my recently commenced PhD research draws examination of the intersection between learning spaces, transformative learning and identity into the domain of teacher education. My experience as an educator of Vocational Education and Training practitioners reveals that when teacher/learners join other practitioners in learning spaces underpinned by Critical Pedagogy and Transformative Learning Theory, they have the opportunity to traverse their own journey to self through the collective, critical examination of experiences, influences and assumptions about learning and teaching.

My research proposes that before we can contemplate supporting the success of another’s learning, we must interrogate and establish our own authentic knowledge of learning and teaching. The presentation introduces the beginnings of my research around the intersection between learning spaces, transformative learning and identity, exploring teaching for learning and teaching, not about teaching and learning. Feedback will be invited on discussion of the following points:

- Learning spaces and environments … both internal and external … and their impact on learning
- Critical pedagogy and transformative learning - cultivating critical consciousness within learning spaces to expose assumptions
- Grouping of people and the challenges … disorienting dilemmas … that emerge through this grouping.
- How this examination might benefit the establishment of more authentic and effective teaching practices

Proposed qualitative research model and methodology will be discussed

Bio
Jennifer K Miles has worked over many years to facilitate the learning and development of VET practitioners. Founding her practice in critical pedagogy and transformative learning, her current PhD research interests focus on the construction and transformation of teacher identity, using storytelling to support transforming perspectives of self and environment.
10:00am-10:30am

W(a/o)ndering with a hundred languages and a thousand plateaus in artmaking for understanding early childhood pedagogy

Corinna PETERKEN

Faculty of Education, Monash University, Melbourne

In early childhood education there is scope for children to access ‘a hundred languages’ in learning (Malaguzzi, in Vecchi, 2010). The traditions of the academy lead to research that is more structured and bound. Deleuze and Guattari (1987) use ‘a thousand plateaus’ to philosophise using the structure of a rhizome. In using an open way of thinking and doing and becoming-child (Deleuze and Guattari, 1987) I can generate knowing and present understanding for early childhood pedagogy.

As an artist/researcher/teacher (Irwin, 2003) I am in transit using ways to think and know that include making and doing along with writing in many forms to embark on, and be in transit with/in, an emergent living inquiry. The way art is used to think and to present thinking by children can have great power. In this self-study arts based educational research I aim to experience and make some understandings of striated, smooth (Deleuze and Guattari, 1987) and sacred space that affect children and teachers. In doing so I have developed a methodology of wandering, wondering, pondering and making that in using these processes accesses openings and has become known as ‘w(a/o)ndering’.

The striated, smooth and sacred spaces are traversed in a concentration camp museum and two galleries in Europe. My experiences are analysed through making, including a carpet bag presenting images and stitching as a way to explore sacred space.

The thesis is becoming an “assemblage with the outside” (Delueze & Guattari, 1987, p.23), where I am mapping through doing about making to think. This has points which lead to lines of flight (Deleuze and Guattari, 1987) to shoot off from, breaking new ground, and allowing space in between for provocations about teaching and young children and becoming-academic.

Bio

Corinna Peterken is a PhD student in early childhood education using arts-based research to consider the generation of knowledge through moving and making. She has taught students from birth to Year 12 in varied settings and schools in remote, regional and metropolitan Australia with a focus on the arts and experiential pedagogy.

10:30am-11:00am

An exploration of students’ perception of teachers’ classroom behaviour and its impact on their foreign language anxiety and achievement

Diana HASAN

Monash University, Melbourne, Australia; Bung Hatta University, Padang, Indonesia

Foreign language anxiety has been reported to negatively impact students’ achievement. Earlier studies have identified various sources of this anxiety. However, no published studies have examined whether increases or decreases in students’ anxiety levels were related to how students perceived teachers’ classroom behaviour. This study investigated the influence of teacher’s classroom behaviour on foreign language anxiety and achievement of senior secondary school students in learning English as a foreign language in Indonesian context. In addition, the study also compares students’ and teachers’ perception on teachers’
classroom behaviour. This quantitative study involved Year 10 and 11 (N=340) students and 8 of their English teachers from two public schools, International Standard School (ISS) and non-International Standard School (non-ISS). The students completed the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et.al 1986 at two timepoints; and Students Response to Teacher Style (SRTS) by Watt and Richardson (2007); teachers completed Teacher Style Scale (TSS). Students’ achievement was measured using Preliminary English Test. The result indicated that students’ level of anxiety was significantly different across two time points, at the beginning of the semester and ten week after that. It was revealed that students who perceived their teacher positively exhibited low anxiety and better achievement. A comparison between teacher and students’ perception about teachers’ showed discrepancies. Teachers perceived themselves to be more structured, have better relatedness, and clearer expectations than what their students perceived. This finding provides input for English teachers on how teachers’ classroom behaviour and how students’ perception of teachers’ behaviour may positively or negatively impact students’ achievement.

Bio
Diana HASAN is a Ph.D student at Faculty of Education, Monash University. She is currently researching students’ motivation, students’ language anxiety, teacher’s classroom behaviour and teachers’ efficacy in teaching EFL. She teaches at English Department, Bung Hatta University Indonesia.

11:30am-12:00pm
The effect of teachers’ job satisfactions on students’ mathematics achievements in intermediate schools in Jeddah, Saudi Arabia
Khaled ALZHRANI
Monash University

Saudi Arabian student achievement in TIMMS studies is very low; studies from 2003, 2007, and 2011 indicate poor academic achievement in Mathematics among grades four and eight. My research examines teachers’ levels of satisfaction in teaching Mathematics at school as a factor that may influence teachers’ performance in the class and their relation to students’ achievement in Mathematics in Intermediate schools in Jeddah, Saudi. This research aims at improving the working environment that may contribute to the improvement of teaching practices.

It is widely accepted that satisfaction at work including work-type, payment, promotion, co-workers, and the nature of the job (Kayastha & Kayastha, 2012) is one of the most reasons behind influential employee productivity. Teachers are in close contact with their students for more than half a day. They are the facilitators of knowledge and the degree of satisfactions that they hold may affect students’ attitudes towards Mathematics. All departments of education around the world promote improved learning environments for teachers because that would reflect positively on the high quality of education (Briones, Tabernero & Arenas, 2010). This study is a mix methods study that includes a survey and semi-structure interviews. Results from the study will identify elements of dissatisfaction in teachers’ working. Moreover, it will offer education policy makers in Saudi Arabia an understanding of how to best improve teachers’ working environment in Saudi Arabia in order to enhance student outcomes.
Khaled Alzhrani is a PhD student at Monash university faculty of Education. Prior to his PhD he taught Math for ten years in Intermediate Schools in Saudi Arabia. He was granted his Master degree in Mathematics education in 2011 from Monash. His area of interest is curriculum design and teaching methods.

12:00pm-12:30 pm
How do sole parents in postgraduate education negotiate intelligibility and give an account of themselves in Australian universities?
Genine HOOK
Monash University, Clayton, Victoria, Australia

The work of Diana Leonard (2001), Louise Morley (2013) and Penny Jane Burke (2010) have contributed to educational research on how gendered constructions operate in university contexts to (re)produce unequal access to and engagement with higher education institutions. To explore the gendered constructions of the ‘ideal’ student and the ‘ideal’ parent this research draws from a collective case study of 10 sole parent postgraduates from Australian universities.

This research investigates agency, identity and highly gendered regulatory schemas through which sole parent postgraduates’, ‘acts are not self-generated, but conditioned’ (2004, p. 16). A Butlerian framework is utilised to explore gender performativity understood not as a singular act, but a repetition and a ritual that has the effect of naturalising the body. Butler argues that it is impossible to provide an account of oneself, because we are constituted as ‘part of a dynamic map of power in which identities are constituted and/or erased, deployed and/or paralyzed’ (Butler, 1993, p. 79).

By facilitating a broader understanding of how postgraduate education is experienced by sole parents, this research contributes to the multiple calls for widening participation in higher education. The Bradley Review (2008) aims for 20% of all university students to come from disadvantaged backgrounds. I argue that this target will remain unattainable until educational research explores how universities foreclose on and engage with such students. By demonstrating the complex negotiation of intelligibility by sole parent postgraduates this research aims to contribute to the equitable engagement discourse in relation to higher education in Australia.

Bio
I am completing my final year as a Doctoral candidate at the Education Faculty of Monash University. My research investigates - How sole parents experience post-graduate education in Australian universities. This research is a collective case study and utilises a Butlerian framework to theorise gendered constructions.

Publications include:

Sole Parents and Higher Education: Participation and Experience, peer reviewed paper at the ‘Enabling Wider Participation in Higher Education at the University of South Australia, Dec 2011.
Owing to an increasing world business and economy, now English has become the biggest and most important business lingua franca, is playing an important role in multilingual settings. English as a business lingua franca (EBLF) is now largely unquestioned and firmly established. It is argued that in the interactions of English as a lingua franca (ELF) speakers misunderstanding are not frequent because ELF speakers are creative and innovative. For effective communication they use innovative strategies of communication. This presentation looks at different verbal and nonverbal communication strategies that compensate communication breakdown of the business management engaged in communication in the Ready-made Garments (RMG) business located in Bangladesh, the third largest exporter in the world.

Based on a qualitative study in 29 Ready-made garments (RMG) industries in Bangladesh, this presentation shows how professionals in the RMG sector use strategic skills to overcome difficulties when communication breakdown happens due to limitation of one or more competences. This presentation describes these strategic skills under seven themes such as compensatory strategies, time-gaining strategies, self-monitoring strategies, interactional strategies, backup strategies, speech strategies, and precaution-steps strategies. Drawing some insights from this study of strategic skills used in the RMG sector in Bangladesh, I identify some conclusions for university education. University may include such strategic skills in business English curriculum.

Bio
Mohammod Moninoor Roshid is a PhD student at Monash University, Australia under MGS and MIPRS scholarships. Before commencing his journey as a PhD researcher, he worked as an Assistant Professor at the Institute of Education and Research (IER), University of Dhaka, Bangladesh. He was also involved as an English language trainer in government and non-government organisations including British Council in Bangladesh. He has a number of publications in the area of language education. His areas of interest are English language related to globalisation, employment, communication skills development, economics of language and workplace learning.
those I judge to exemplify the capacity to simultaneously ‘break new ground’ in one’s own discipline while contributing ethically to larger issues. Through unpacking the qualities of these examples I explain how I synthesized Aristotle’s theory of ‘invention’, the judging and action theories of Arendt and Bourdieu’s notion of ‘field autonomy’ to develop a new discourse and conceptualization of ethical, inclusive and effective activity I name ‘encompassing initiative’. This activity encompasses the ‘standpoint’ of the soul of the world in its motivation, design and implementation while engaging with matters closer to disciplinary home. The examples recounted illustrate that as an aspiration it is humanly possible and demonstrably plausible.

**Bio**

Sue Plowright’s recently completed PhD explores the nexus between higher education and existential matters like climate change. Prior to doctoral student life she was a senior manager in the Faculty of Education at Monash University, a manager of state-wide homelessness assistance projects and a primary school teacher, among other lives.

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**3:30pm-4:00pm**

**An investigation into the development of creative awareness in improvisation**

*Leon de BRUIN*

*Monash University*

This is a position paper prepared at the commencement of research into improvisational practice and learning. Although situated in music, improvisation underpins all aspects of human activity and interaction. Virtually all current teaching texts used in secondary and tertiary educational institutions that purport to address improvisation deliver to instrumental music students exactly the same stylistic dead-ends that the student was seeking respite from.

A survey of the research literature confirms that research concerning improvisational techniques has “not been embraced in instrumental music teaching pedagogy and research in anything but the most meager of ways” (McMillan, 1992, 1994). Contemporary performers and educators Werner (1996) and Pilc (2013) identify that a teaching platform that promotes improvisation through induction and influence can lead to the creation of personal expression and avoid the imitative and stereotypic.

Driving this study are three research questions: How can improvisation assist in the creative development of musicians? What improvisational model supports this creative development? How can this improvisational model best be communicated to other musicians and educators? This paper reports on the essential pedagogical elements delivered by current improvisational methods and contemporary personal research based improvisational practices. This paper offers an initial Model of Improvisation Model that will be introduced to a group of 6-8 tertiary music students in their early stages of their studies.

This trial will be collaborative and dialogic and seek to confirm and/or modify the proposed model. This study will take the form of a qualitative phenomenological case study that employs self reflective questionnaires, recordings and discussion over four learning and teaching modules. The data will be thematically analysed and findings explored in depth. This study also aims to produce an Improvisational Model that can be delivered by instrumental and classroom music teachers to more effectively develop improvisers and their understanding of the improvisational process education systems.

**Bio**

Leon de Bruin is a Masters of Education candidate at Monash University. He has been a professional trumpet player and educator in both jazz and classical music fields for over 20 years.
years. His research interests are classical and jazz trumpet performance, improvisational practices and phenomenology in music performance.

**TLS: Poster Presentation**

**4:30 – 5:00pm**

**Self-efficacy of early career teachers: a longitudinal study**

*Sindu GEORGE*

*Monash University, Melbourne, Australia*

Bandura’s theory of self-efficacy supports the claim that teacher self-efficacy is most malleable in the early years of teaching. However, not many studies have reported the changes in teachers’ self-efficacy during their early career years. This presentation discusses results from longitudinal self-efficacy data collected from teachers in the early career stage.

This presentation evaluates the pattern of change in the three facets of self-efficacy (self-efficacy for classroom management, self-efficacy for student engagement, and self-efficacy for instructional strategies) of early career teachers in a period of five years.

Quantitative data were collected from 74 Victorian school teachers using the widely accepted Teacher Sense of Efficacy Scale (TSES, Tschannen-Moran & Woolfolk Hoy 2001), at two time points in five years (2007 and 2012).

The teachers rated themselves high in the three dimensions of self-efficacy. The results from the paired sample t-test emphasised the statistically significant difference in the reported self-efficacies at Time 1 and Time 2: for classroom management with $t(69)= -7.442$, $p<.001$; for student engagement with $t(68) = -5.551$, $p<.001$; and for instructional strategies with $t(69)= -8.360$, $p<.001$.

Although Bandura (1997) proposed that self-efficacy once established will be relatively stable, researchers have noted varying results for the change in self-efficacy across stages of a career. The current study observed an increase in self-efficacy as the teachers gained more experience during the early years of teaching, suggesting that the early career teachers are not unrealistic concerning their self-efficacy beliefs, as criticised by previous researchers.

**Bio**

Sindu George is a third year PhD student at the Faculty of Education, Monash University, with Assoc. Prof. Paul Richardson and Assoc. Prof. Jeffrey Dorman. She possesses nine years teaching experience in secondary and tertiary education sectors in Australia, U.K., and India. Her current research focuses on teacher motivation.
“The boots and the baby” negotiating play with a new friend: A cultural historical perspective of an international transition

Megan ADAMS

Monash University, Melbourne, Australia

World trade has led to globalization of communities this has increased the trend towards the movement of families across countries (Thomas & Kearney, 2008) and has resulted in a need to conceptualise studies of children and families in transition. Limited research exists that explores the intricacy of everyday settings at home, school and in afterschool activities as families transition countries. This poster explores the formation of friendships and the importance of a positive social situation of development through a child’s everyday life in transition. Vygotsky’s (1987) conceptualisation of culture and play have been used to aid theorization of a child’s social learning and development while in transition. A dialectical-interactive (Hedegaard and Fleer, 2008) methodology has been used to exemplify the complexity of forming and maintaining friendships for children while in transition into Malaysia. Preliminary findings reveal that Western parents place a high priority on forming and maintaining friendships during the initial transition period. Further findings reveal that for a child to feel a sense of belonging in the new school and community, a connection with one special friend aids this process. It is argued that Vygotsky’s (1987) theoretical framework is valuable for understanding friendship formation during international transitions and that by using this particular lens a different perspective on transition is highlighted. This research has the potential for wider application in regard to social development in young children, families transitioning with children and stake-holders in the early education field.

Bio

Megan Adams is a Teaching Associate and current PhD student at Monash University. Her supervisor is Professor Marilyn Fleer. Megan is an experienced classroom teacher (K-12) and has a Masters in Early Childhood Education. Her current teaching interests are play and pedagogy and her research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions, home/school pedagogy and gifted children.

Student and teacher collaboration: a practical strategy for integrating ICT

Bianca CUMINE-GROZA

Monash University, Melbourne, Australia

Schools today are under significant pressure to: stay up-to-date with technology advancement, meet the evolving needs of ‘digital natives’, bridge the home-ICT/school-ICT gap, and fulfill expectations set out by both public opinion and educational ICT policy. Yet despite their efforts, technology use often remains on the sidelines, somewhat peripheral to teaching and learning. Perhaps the solution does not lie in creating ICT infrastructures that provide more devices than teachers know what to do with; but rather, in working collaboratively with the ultimate end-users - the students. This poster suggests a strategy to bring together students and teachers to collaboratively design and implement ICT integrated solutions that aim to increase technology use in classrooms, and target barriers hindering ICT integration within the school context.
Bio
Bianca Cumine-Groza has been working in the primary school setting for just under 10 years as a classroom teacher and the school’s Performing Arts Co-ordinator. Her degrees in both Computing and Education, have fuelled her passion for seeing students and teachers alike, working with technology in productive and powerful ways. She has recently stepped into the role of ICT Integration Specialist at her primary school and is in the process of developing her PhD research study, which analyses the role of student and teacher collaboration in improving ICT integration.

Gaining knowledge about parental mental illness: How does it empower children?
Christine GROVE
Monash University, Australia

This study examined the utility of a DVD intervention called ‘Family Focus’ designed to support families where a parent has depression and/or anxiety. This study focused on children’s experiences only. The DVD provided children with age-appropriate explanations and developmentally appropriate information about parental depression and anxiety. The DVD also provided coping and help seeking strategies for the child. This poster is to investigate the impact of a DVD on children. More specifically, it is to examine the process in which the DVD was used within the family setting. In this study, twenty nine children completed pre and post DVD exposure questionnaires on mental health knowledge and help seeking, and post DVD exposure, 18 were interviewed about their experiences and use of the DVD. The study finds out that post DVD, children’s knowledge of mental illness significantly improved and children reported that the DVD challenged mental health misconceptions. Interestingly, no significant changes in help seeking were found. Most children preferred watching the DVD with a parent. This poster argues that the DVD provides children with ways to manage and cope with their parents’ mental illness. How children utilize information about mental illness is presented and the clinical implications of this intervention are reported.

Acknowledgment: This study was contracted by the ‘The Children of Parents with a Mental Illness (COPMI) national initiative’ which is funded by the Australian Government.

Bio
Ms Grove is a Provisionally Registered Psychologist and has experience working with young children in educational, emotional and behavioural assessment, child clinical intervention and in crisis support. She is currently completing a combined Master of Psychology (Educational and Developmental)/PhD degree. Her PhD is in the area of intervention and supports for Children of Parents with a Mental Illness (COPMI).

Innovation synapses: Learning in cross-disciplinary workplaces
Lorraine WHITE-HANCOCK
Monash University, Melbourne, Australia

In Australia and globally, governments identify innovation and collaborative knowledge building as key to national economic prosperity and wellbeing in a rapidly changing world (Cutler, 2008). Government policy focuses narrowly on scientific and technological innovation yet it is also evident in the arts. Policies also affirm collaborative work because it is believed to support innovation, without explaining how this occurs. Policies fail to clarify the character of the workforce that generates innovation or acknowledge growing collaborative engagement across disciplines.
The concept of ‘transgression’ sheds light on practices of innovation. Research on collaboration, boundary-crossing and transgression addresses policy limitations. Research illustrating transgressive movements in workplaces identifies practices enabling collaborative work that generates innovation. Studies show that some practices disrupt dominant, established knowledges, moving ways of thinking and doing in new directions, breaking new ground (Haraway, 2008).

I report on a study of innovation where artists engage in cross-disciplinary projects. Case study methodology highlights work practices, terms and conditions enabling innovation.

I argue that a particular kind of praxis employed in the arts involving transgression and knowledge sharing across boundaries generates innovation. I also argue that transgressive activities are generated through diverse cross-disciplinary collaboration but only realise innovation when they are endorsed. This research is not only about breaking new ground and generating innovation, it also breaks new ground by filling a gap in the literature and shows how innovation can be supported or constrained in the context of changing work patterns.

**Bio**
Lorraine White-Hancock is a PhD candidate in the Faculty of Education at Monash University, Melbourne, Australia. She has a background as an artist, designer and TAFE teacher. Her Supervisor is Professor Terri Seddon.
MERC Team 2013

Megan Adams  MERC Convenor, Peninsula
Christine Grove  MERC Convenor, Clayton
Feiyen Chen  MERC Convenor, Clayton
Peter Schnieder  MERC Convenor, Gippsland
Nicole McHenry  MERC Convenor, Berwick
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Thank you to the following volunteers who created a fantastic and successful conference.

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