Proceedings

of the

Monash Education Research Community
2019 Annual Conference

Linking Education Research to the Real World

Editors:
Maliheh Rezaei, Prasadi H. L. Arachchige, Pashew Nuri

Monash University, Clayton Campus
Victoria, Australia
Thursday, 3 October 2019

Supported by
MERC Organising Committee

Sun Yee Yip  
Maliheh Rezaei  
Tasnim Sammak

Samran Daneshfar  
Tanya Stephenson  
Prasadi H. L. Arachchige

Toni Sanfilippo  
Pasheh Nuri  
Jacky-Lou Maestre

Join the team! Talk to the organising committee about being part of the MERC 2019 leadership team - merc-edu@monash.edu

Acknowledgements

We acknowledge the people of the Kulin Nation as the traditional custodians of the Wurundjeri and Boon Wurrung lands on which we gather today. We pay our respects to their Elders and leaders, past, present and emerging.

‘meeting place’ or ‘sitting down place’

The MERC organising committee is grateful for the guidance and assistance of:

Abstract Reviewers
Dr. Joel Windle, Dr. Lynette Pretorius, Dr. Lauren Armstrong, Dr. Melissa Barnes, Dr. Katrina Tour, Assoc. Prof. Dr. Joseph Agbenyega, Dr. Helen Grimmett, Dr. Anna Podorova, Dr. Raqib Chowdhury

Mentors and Faculty Staff
Associate Dean of Graduate Research Degrees - Associate Professor Jane Wilkinson, Dr. Kate de Bruin, Dr. Scott Buffin

Graduate Research Office
Trudi Brunton, Merci Ikeda, Alice Goenawan, Celeste Parker, Kate Wilson

Education Marketing and Communications
Seshna Maharaj

Student Conference Volunteers
Rini Deddy, Alberto Maringer, Urmee Chakma, Mohammad Jokar, Arlene Roberts, Mehdi Mohrami, Irene Fernandez, Sarah Carpendale, Maliheh Rezaei, Yi Hou (Zoe), Yeni Karlina, Xiaofang Shang, Zainul Yasnii, Shiyao Wang, Lingling Chen, Jing Shi
A Welcome Note from MERC Leaders

Welcome to MERC Conference and to Melbourne.

This year’s conference is here to tackle what our MERC peers in the 2014 conference called a challenge, to bridge the gap between research and practice. Unfortunately, to mention words like ‘gap’ and ‘bridge’ is evidence that there is one. However, we do think that the very end of education research is to improve practice. Meaning, there should not be a gap between education research and the real world. MERC conference 2019 is tasked with that, linking education research to the real world. We hope the conference is yet another attempt to prove that building this bridge is possible.

Collaboration and contribution strengthen education research. With that researchers can help develop a capacity for purposeful questioning of practices and sustained innovation in the field of practice. Hence, the vitality of your contribution to this process. The knowledge and wisdom you share is the way education researchers and practitioners hope to bridge this gap and link research with the real world.

The MERC conference is an annual conference tasked with bringing together graduate research students for an opportunity to present their work to their peers in a supportive environment that fosters constructive feedback, and encourages meaningful discussions with opportunities for building scholarly relationships. In the spirit of our MERC 2010 peers who called the conference a ‘major city intersection’, we do hope you find the conference a place where research students’ paths converge for telling stories of their research journeys.

As the MERC leadership team, we try to provide supportive opportunities and an inclusive environment for our diverse graduate research community at Monash. In addition to the annual conference, we facilitate seminars, workshops and social events throughout the year to encourage engagement and professional relationships.

The MERC Leaders wish you a very warm welcome to the Monash Education Research Community Conference 2019. We hope that this conference drives your ambitions in your research journey and compels you to think about the bridges your research could build for the improvement of educational practices.

MERC Leadership Team 2019

Sun Yee Yip
Maliheh Rezaei
Tasnim Sammak

Samran Daneshfar
Tanya Stephenson
Prasadi H. L. Arachchige

Toni Sanfilippo
Pashew Nuri
Jacky-Lou Maestre
General Information

Registration
Registration begins at 8.00am on the day of the conference in the ground floor foyer of the Learning and Teaching Building, 19 Ancora Imparo Way, 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 near the registration desk in the foyer.

Name Tags
All participants will receive a name tag at registration. In order to facilitate interaction and assist with networking, we suggest you wear your name tag throughout the day.

Conference Presentations
Full details of each presentation are provided in the abstracts section following the outline of the program. Each presentation will be 20 minutes in duration with 5 minutes for questions and feedback.

Meals
Morning tea (10:00-10:30am), lunch (12:30-1:30pm) and afternoon tea (3:30-4:00pm) are all provided during the conference and on the ground floor of the LTB. Please come and join in for meeting people, making friends, and building connections.

Maps and Sessions Locations
There are maps provided at the end of this book that you can use so you can better find your way around the conference area, venue, and rooms.

Participant Feedback
Successive MERC conference organising committees have benefited over past years from participant feedback. Therefore, your comments and feedback this year are equally valued and appreciated. Comments and feedback on the conference can be sent to the MERC leadership team via email merc-edu@monash.edu

In the event of an emergency…
Should the alarms and lights activate please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. We will assemble in the safe space across the road from 19 Ancora Imparo Way.

If you have any questions or concerns, please feel free to approach MERC volunteers at the registration desk.
We are more than willing to assist and are keen to meet you.
8.00am – 8.45am  Registration

8.45am  Welcome by the MERC Leadership Team  Room G.81
Opening by Associate Professor Jane Wilkinson
Keynote address - Professor Shelley Mallett

10.00am – 10.30am  MORNING TEA  LTB, Ground floor

10.30am – 12.30pm  Parallel presentations – morning sessions
                   Education and Culture  G.81
                   Early Childhood and Primary Education  3.02
                   Educational Technologies  3.03
                   Inclusive Education  3.04
                   Teacher Professional Development and Learning  3.05
                   Education and Leadership  3.21
                   Physical and Mental Health in Education  2.42
                   English Language Teaching and Learning  2.43

12.30pm – 1.30pm  LUNCH  LTB, Ground floor

1.30pm – 3.30pm  Parallel presentations – afternoon sessions
                   Early Childhood and Primary Education  3.02
                   Education and Immigration  3.03
                   Language Education and Policy  3.04
                   Vocational Education  3.05
                   Teacher Education  3.21
                   Education and Young Adults  2.42
                   Issues in Higher Education / Education Policy  2.43

3.30pm – 4.00pm  AFTERNOON TEA  LTB, Ground floor

4.00pm – 5.00pm  Panel Discussion  Room G.81
Conference Program

8:00 AM – 10:00 AM  MORNING SESSION – OPENING AND KEYNOTE  ROOM: G81

WELCOME ADDRESS BY MERC LEADERSHIP TEAM

WELCOME ADDRESS
Associate Professor Jane Wilkinson
Associate Dean of Graduate Research Degrees, Faculty of Education, Monash University

KEYNOTE ADDRESS
Professor Shelley Mallett
School of Social and Political Sciences, University of Melbourne

Biography
Shelley Mallett is the Professorial Fellow in Social Policy in the School of Social and Political Sciences at the University of Melbourne and Director, Research and Policy at the Brotherhood of St Laurence. While her research interests are broad including gender and health inequities, and youth transitions, she has particular expertise in homelessness and housing research, especially youth homelessness. A former member of the Victorian Drug and Alcohol Prevention Council and longstanding board member of the Council to Homeless Persons, she currently co-chairs the Australian Bureau of Statistics Homelessness Reference group. She is the author of two books, including Moving Out and Moving On: Young People’s Pathways in and through Homelessness, and the recipient of several research awards, including the DM Myers award, and the VicHealth Public Health Research award.

10:00 AM – 10:30 AM  MORNING TEA  LTB- GROUND FLOOR
## 10:30AM – 12:30PM - PARALLEL PRESENTATIONS – MORNING SESSIONS

### EDUCATION AND CULTURE

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<th>Time</th>
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<tr>
<td>10:30</td>
<td>#1</td>
<td>Xiao HU</td>
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<td></td>
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<td>Ready Student One: Investigating the Effect of Gamification Approaches in Chinese International Students’ Cross-Cultural Adaptation Process at Monash University</td>
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<td>#2</td>
<td>Yiming QIN <em>(East China Normal University, Shanghai, China)</em></td>
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<td>Construction of Cross-cultural Groupness in School Ritual: a Field Study in Shanghai</td>
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<td>Cong LIN <em>(The University of Hong Kong, China)</em></td>
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<td>Multiculturalism in Chinese Societies and Its Future: How School Curriculum and Media Teach about Chinese Identity</td>
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<td>#4</td>
<td>Tanya DAVIES</td>
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<td>Situated Spaces of Intercultural Understanding: Exploring the Rhythms of the Spaces of Everyday Schooling in one Victorian High School</td>
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### EARLY CHILDHOOD AND PRIMARY EDUCATION

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<td>10:30</td>
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<td>Ana Caroline TOFFANELLI</td>
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<td>Relations Between Art and Personality Development in Cultural-Historical Psychology</td>
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<td>Susmita PATNAIK</td>
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<td>Understanding Primary School Teacher’s Causal Attributions of Student’s Challenging Behaviour in West Bengal, India</td>
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<td>Nooshin KARIMI</td>
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<td>Education for Sustainability in Nature-Based Preschools: Review of the Literature</td>
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<td>#8</td>
<td>Deya CHAKRABORTY &amp; Gillian KIDMAN</td>
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<td>Classroom Tensions: Teaching Primary Science in Bangladesh</td>
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### EDUCATIONAL TECHNOLOGIES

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<td>Gabriela GAVRILA <em>(Stanford University, USA)</em></td>
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<td>Applying Machine Learning Techniques to Model the Scope of Internationalization at Universities Around the World</td>
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<td>Joanne WALSH</td>
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<td>Inclusion during Absence: The Place of Digital Technologies in Enabling Students with Chronic Health Conditions to Continue School</td>
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<td>#11</td>
<td>Benjamin ZUNICA</td>
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<td>The Effects of Time Pressures on the Integration of Technology in Mathematics</td>
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<td>#12</td>
<td>Roy ROZARIO</td>
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### INCLUSIVE EDUCATION

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<td>Nadirah MANNAN</td>
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<td>Inclusive Education for Students with Hearing Loss in Malaysia: Policy, Practice and Potential / Possibilities</td>
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<td>11:00</td>
<td>#14</td>
<td>Hannah YARED, Christine GROVÉ &amp; Denise CHAPMAN</td>
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<td>Conceptualising Racial Bias and Racism within a Primary School Context: A Scoping Review and Thematic Analysis</td>
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<td>#15</td>
<td>Rashmi RANGARAJAN, Umesh SHARMA &amp; Christine GROVÉ</td>
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<td>In Search of the Glass Half-Full: Using Strengths-Based and Participatory Approach to Identify Ways to Implement Inclusive Education in India</td>
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<td>12:00</td>
<td>#16</td>
<td>Reema ALPANA <em>(University of the South Pacific, Suva, Fiji)</em></td>
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<td>Examining the Readiness of the Ministry of Education in Implementing their Special and Inclusive Education Policy in Fiji</td>
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### TEACHER PROFESSIONAL DEVELOPMENT AND LEARNING

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<tr>
<td>10:30</td>
<td>#17</td>
<td>Lingyan YAN (<em>East China Normal University, Shanghai, China</em>)&lt;br&gt;Knowledge Production of Teacher Professional Development in China: A Research Based on CiteSpace</td>
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<tr>
<td>11:00</td>
<td>#18</td>
<td>Yeni KARLINA&lt;br&gt;Negotiating an ‘Unrepeatable Existence’ in the Standardising World: English Pre-service Teacher Professional Learning in Indonesia</td>
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<tr>
<td>11:30</td>
<td>#19</td>
<td>Alberto MARINGER&lt;br&gt;Relevance of On-Placement Professional Learning for Pre-Service Physics Teachers and their Mentor Teachers: What Has not Been Achieved Yet</td>
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<td>12:00</td>
<td>#20</td>
<td>Ngo CONG-LEM&lt;br&gt;Connecting the Dots among Educational Contradictions, Emotional Experiences and Professional Responses</td>
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### EDUCATION AND LEADERSHIP

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<td>10:30</td>
<td>#21</td>
<td>Sudeep Shahi&lt;br&gt;Conceptualizing Educational Leadership for Sustainability (ELS) Model</td>
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<td>#22</td>
<td>Zainul YASNI&lt;br&gt;School Leadership: Principal Efforts to School Effectiveness</td>
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<td>11:30</td>
<td>#23</td>
<td>Arlene ROBERTS&lt;br&gt;Victorian Public High School Leaders in A Performative Context: Pursuing a Research Framework to Provide New Realities</td>
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<tr>
<td>12:00</td>
<td>#24</td>
<td>Steven TOWNSEND&lt;br&gt;The Struggling Adolescent Readers: An Examination of Effective Practices in Four Australian Schools</td>
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### PHYSICAL AND MENTAL HEALTH IN EDUCATION

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<tr>
<td>10:30</td>
<td>#25</td>
<td>Alison Ingram&lt;br&gt;Performing Adult Adoptees’ Stories of Pre-Verbal and Cumulative Adoption Trauma</td>
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<td>11:00</td>
<td>#26</td>
<td>Sonia CANN-MILLAND &amp; Penny ROUND&lt;br&gt;Qualitative Case Study on Challenges Recoupled Parents Encounter Raising Step Children with ASD</td>
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<td>11:30</td>
<td>#27</td>
<td>Amarpreet ABRAHAM&lt;br&gt;Imagining Education: Indian Australian Female Domestic Violence Victim-Survivors’ and Professionals’ Understandings</td>
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<td>12:00</td>
<td>#28</td>
<td>Melinda EVANS&lt;br&gt;Five Sources of Boredom: When Researcher Assumptions Met with the Real World in a Year 8 Mathematics Classroom</td>
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### ENGLISH LANGUAGE TEACHING AND LEARNING

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<td>10:30</td>
<td>#29</td>
<td>Zahra ALI&lt;br&gt;Teaching English as an International Language: Voices and Stories from a Postcolonial University Classroom</td>
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<td>#30</td>
<td>Jiajia LIU (<em>The University of Hong Kong, Hong Kong, China</em>)&lt;br&gt;Developing Translanguaging as a Pedagogical Approach to Teaching English for Academic Purposes: A Teacher-Researcher Collaborative Endeavour</td>
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<td>11:30</td>
<td>#31</td>
<td>Jacky-Lou MAESTRE&lt;br&gt;Filipino Adolescents’ Everyday Digital Literacy Practices: Exploring English Language Learning</td>
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<td>12:00</td>
<td>#32</td>
<td>Mehdi MOHARAMI&lt;br&gt;Language and Identity Formation: A Snapshot of Iranian Learners’ Perceptions, Beliefs and Practices about English</td>
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## 1:30 AM – 3:30 PM - PARALLEL PRESENTATIONS – AFTERNOON SESSIONS

### EARLY CHILDHOOD AND PRIMARY EDUCATION

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<td>1:30</td>
<td>#33</td>
<td>Ade Dwi UTAMI</td>
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<td>A Changing of Teachers’ Pedagogical Practices in Creating Children’s Play</td>
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<td>2:00</td>
<td>#34</td>
<td>Samran DANESHFAR</td>
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<td>Cultural-Historical Perspective on Private Speech of Multilingual Learners of English</td>
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<td>2:30</td>
<td>#35</td>
<td>Ha DANG, Tanya STEPHENSON, Sara CARPENDALE, &amp; Kulsum CHISHTI YONZON</td>
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<td>Developing Spatial Reasoning Skills in Preschool Children - Cultivating the Next Generation of STEM Practitioners through Everyday Family Practices</td>
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<td>#36</td>
<td>Shaoru ZENG</td>
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<td>Teaching Intercultural Understanding in Australian International Baccalaureate (IB) primary schools</td>
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### EDUCATION AND IMMIGRATION

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<td>#37</td>
<td>Sun Yee YIP</td>
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<td>Optimising the Professional Adaptation of Asian Australian Immigrant Teachers</td>
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<td>Empowerment Through Education and Upward Social Mobility: A Case Study of Indigenous Minority Chakma Women Immigrants’ Perspectives in Melbourne</td>
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<td>Home-Language Literacy Practices at Home and School among Second-Generation Vietnamese Children in Melbourne</td>
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<td>3:00</td>
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<td>Sally MORGAN</td>
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<td>The Conditions that Enable and Constrain Collective Praxis for University Students Seeking Asylum in Victoria</td>
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### LANGUAGE EDUCATION AND POLICY

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<td>#41</td>
<td>Minlu SHI</td>
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<td>Exploring Opportunities and Constraints around Chinese International Students’ Language Practices in Australian Higher Education</td>
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<td>Yankuai XIAO</td>
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<td>The Transition from Home to School: Supporting Bilingual Development in Chinese-Australian Children in Melbourne</td>
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<td>Yi HOU</td>
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<td>Understanding the Sojourn Experiences of Chinese Study Mothers in Melbourne, Australia: Their English Language Learning and Mothering Practices</td>
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### VOCATIONAL EDUCATION

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<td>#44</td>
<td>Alisan FUNK <em>(McGill University, Montreal, Quebec, Canada)</em></td>
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<td>Balancing Curricular Requirements of Vocational Circus Education in Quebec</td>
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<td>Pamela MIRANDA</td>
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<td>Workplace Education to Support Social Service Organisations Address Societal Problems</td>
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<td>2:30</td>
<td>#46</td>
<td>John MASON</td>
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<td>Giving Voice to Our Givers</td>
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### TEACHER EDUCATION

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<td>#47</td>
<td>Kusum PRAKASH <em>(The University of the South, Suva, Fiji)</em></td>
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<td>An Exploration of the Experiences of Initial Teacher Education Students during Practicum: Teacher Education in the Pacific</td>
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2:00  #48  Tessa BLAIR *(University of Oxford, United Kingdom)*  
Experience Teaches? Using a Research-Informed Framework to Explicate the Role of Experience in Employment-Based Initial Teacher Education

2:30  #59  Daniel PIMENTEL *(Stanford University, Stanford, USA)*  
Exploring High School Science Teachers’ Pedagogical Content Knowledge for Phenomenon-Based Teaching

3:00  #50  Suzanne TATE  
Developing Mentoring Practices as a School-Based Teacher Educator: Bridging the Tensions between the ‘I’ as Teacher and ‘I’ as Mentor

### EDUCATION AND YOUNG ADULTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
</table>
| 1:30  | #51      | Luke MACAULAY  
“Eighteen Just Makes You a Person with Certain Privileges”: The Perspectives of Australian Sudanese and South Sudanese Youths on Transition to Adulthood |
| 2:00  | #52      | Taniela RAICAMA *(University of the South Pacific, Suva, Fiji)*  
Essential ‘Living Skills’ for Tomorrow’s Secondary School Graduates: a Fijian Case Study |
| 2:30  | #53      | Katelyn O’DONOHUE, Emily BERGER, Matthew CARROLL, Louise McLean, & Caroline Gao  
The Psychological Impact of the Hazelwood Mine Fire on Young Adults |
| 3:00  | #54      | Nasser ALMUTAIRI  
Gifted Education Policy in Saudi Arabia |

### ISSUES IN HIGHER EDUCATION / EDUCATION POLICY

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
</table>
| 1:30  | #55      | Edward RUSH  
Changing Perceptions of Plagiarism and Student Morality at Australian Universities and their Implications for Academic Integrity Policy |
| 2:00  | #56      | Mereseini TIKODUADUA *(University of the South Pacific, Suva, Fiji)*  
An Exploratory Study into the Educational Process of Sustaining Indigenous Fijian Medicinal Knowledge: Implications for Learning in Schools and Higher Education |
| 2:30  | #57      | Stephanie WESCOTT  
Education Policy and Practice in the Post-Truth Era |
| 3:00  | #58      | Rick WHITE  
The Democratic Deficit in the Governance of Education |

**EDUCATION AND CULTURE**
**Abstract: 1**

**Time:** 10:30 – 11:00  
**Room:** G81

**Ready Student One: Investigating the Effect of Gamification Approaches in Chinese International Students’ Cross-Cultural Adaptation Process at Monash University**

Xiao HU  
*Monash University*  
xiao.hu@monash.edu

**Abstract**

China is one of the top countries of outbound international students in Australia, therefore it is vital that the cross-cultural adaptation of these students is both optimal and achieved as quickly as possible. This study contributes to an effort that focuses on what Chinese international students can do to optimize their cultural adaptation to university and social life by participating in gamified university orientation programs. This single university qualitative case study research examines the already existing gamified orientation projects in an Australian university, as well as the potential to optimize Chinese international higher education students’ cross-cultural adaptation with the introducing of gamification approaches. By analysing data collected from documents, survey and face-to-face interview, this research explores what adaptation problems Chinese international students encounter the most during their overseas study experience, and how gamified approaches influence their adaptation outcome. Through the preliminary analyses of collected research data, some early stage findings illustrated the gamified orientation programs and Chinese international students’ cross-cultural adaptation difficulties at Monash University. There are three typical gamified orientation programs that have been identified. All three programs have used the component of “team” and “communication” to improve interpersonal communication among participants, as well as introducing “achievements” and “rewards” to keep students’ motivation of participation. The questionnaire result reflects that Chinese students’ major cross-cultural adaptation problem is related to communicational issues such as English language proficiency and cross-cultural understanding. The participation of gamified orientation program can bring positive effect towards improving those problems.

**Keywords:** Cross-cultural adaptation, Chinese international students, Gamification approaches, Australia higher education, Qualitative research

**Bio:** Xiao Hu is a PhD candidate from Faculty of Education, Monash University. His study areas are Chinese international students’ adaptation at Australian higher education context, and the gamification approaches in Australian universities. Combining these two areas, he tries to discover innovative efforts to support Chinese students’ success in overseas context.

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**Abstract: 2**  
**Time:** 11:00 – 11:30  
**Room:** G81

**Construction of Cross-cultural Groupness in School Ritual: A Field Study in Shanghai**

Yiming QIN  
*East China Normal University, Shanghai, China*  
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**Abstract**

In recent years, schools with mixed Chinese and foreign curriculum have begun to emerge in China. The rituals of these schools have the characteristics of both Chinese and Western cultures, and contain rich cultural conflicts and integration. I choose the assembly rituals of a Shanghai international bilingual PYP (Primary Years Programme of International Baccalaureate) school named HCID. I conducted a field research of nearly six months to analyzes the balances and choices between the cultural contradictions embodied in assembly rituals (by participatory observation and written field notes), and the cultural fusion behind this choice based on Geert Hofstede’s culture dimensions theory and ritual theory of McLaren. Students learned to be a member of a class in the assembly undertaken by one’s own class; separated the two concepts of “own class” and “other class”; experienced the difference and integration between “other” culture and “own” culture in the festival assembly. At the assembly, HCID concentrated on displaying the intricate ecological structure of the campus. Students also completed self-identity, school identity and student group identity in this process. They constantly internalized the cultural concepts conferred by the school. After the assembly ritual, the students returned to the original social structure and completed the process of structure-anti-structure-structure ritual and internalized the cultural choices made by school. Assembly in these kinds of school is a good try for students learn to understand each other in cross-culture environment in China.

**Keywords:** Ritual, School assembly, Culture dimensions, Shanghai, Bilingual school
Bio: Yiming Qin, Ph.D. student of Department of Education, Faculty of Education and the National Institutes of Educational Policy Research in East China Normal University. Her research interests are education policy, international education and education culture.

Abstract: 3
Time: 11:30 – 12:00
Room: G81

Multiculturalism in Chinese Societies and Its Future: How School Curriculum and Media Teach about Chinese Identity

Cong LIN
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Abstract

Current discourse regarding multiculturalism and its application in education mainly concentrates on western societies, and other parts of the world (e.g., Asian perspectives) are often neglected. This research explores education in two diverse Asian societies which have been neglected in the literature—Hong Kong and Mainland China—to examine how Chinese perspectives can contribute to multiculturalism through two crucial educational materials: textbooks and online news sources. Hong Kong and China mainly consist of ethnic Chinese, have a partly shared and overlapping history, and are both today troubled by the issue of Chinese identity. At the same time, Hong Kong and China are facing and welcoming different cultures and people from all over the world, which brings both opportunities and challenges to the societies.

This study employs philosophical analysis and qualitative content analysis to explore how curriculum and news media teach about Chinese identity in Hong Kong and China. Empirical arguments are made by referencing qualitative data from textbooks and major online news sources, with a comparative perspective. Initial findings from textbooks demonstrate that textbooks narrate the relationship between groups problematically by emphasizing national identity over local identity. Multicultural content was expressed from the perspectives of members of the Han group in society, while minority perspectives were only included in textbooks when they benefited a majority view. Additionally, Han Chinese often view minority cultures as backward, and see the culture of the Han as advanced and superior. Finally, textbooks reflect an idea of plural monoculturalism which reinforces exclusion and segregation.

Keywords: Multiculturalism, China, Hong Kong, Curriculum, Media

Bio: Cong LIN (Jason) is a Ph.D. candidate at the Faculty of Education, University of Hong Kong. His research interests include civic and citizenship education, philosophy of education, multiculturalism and multicultural education, and identity. His latest published articles (with Liz Jackson) are From Shared Fate to Shared Fates: An Approach for Civic Education (Studies in Philosophy and Education), Politics in History Education in Hong Kong: Towards Critical Political Education (Educational Studies in Japan), Multiculturalism in Chinese History in Hong Kong: Constructing Chinese Identity (Asia Pacific Journal of Education), and Decolonization, Nationalism, and Local Identity: Rethinking Cosmopolitanism in Educational Practice in Hong Kong (Asia Pacific Journal of Education). He is currently working on projects exploring multiculturalism and identity formation in Hong Kong and Mainland China.

Abstract: 4
Time: 12:00 – 12:30
Room: G81

Situated Spaces of Intercultural Understanding: Exploring the Rhythms of the Spaces of Everyday Schooling in one Victorian High School

Tanya DAVIES
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Abstract

Intercultural understanding has been identified as an education priority in Australia and worldwide. Intercultural understanding as a learning capability is formally written into curriculum and policy documents nationally and internationally. Yet intercultural understanding programs, although well intended, often reduce intercultural understanding to celebrations of cultural diversity that reinforce colonial imaginings of national identity by exhibiting who or what we are not. This paper reports on an ethnographic study at one Victorian high school that explored the nature of teachers’ work related to the development of intercultural understanding. The project focused on the experiences of six teachers, and generated data through observational fieldwork in and out of classrooms, alongside semi-structured interviews and focus groups. Drawing on the works of Henri Lefebvre as a conceptual framework, this paper explores the rhythms of teachers’
everyday work to describe how the production of particular kinds of spaces in schools shapes, complicates and interferes with teachers’ intercultural work with young people. I found that the development of intercultural understanding is deeply situated in the interstices between curriculum, pedagogy and place, and thus argues that the spaces of students and teachers’ everyday lives must constitute the foundations for explorations of culture and difference. From this space, pedagogic positioning is pivotal in assisting teachers and students traverse the spaces of discomfort, felt in recognising our own contradictory human behaviour, to explore the possibilities and opportunities from understanding others interculturally.

Keywords: Intercultural understanding, Intercultural education, Production of space, Rhythm, Ethnography

Bio: Tanya Davies is a final year PhD student interested in the social and emotional work of teachers in times of measurement and accountability. Tanya has particular interest in the ways the production of various kinds of spaces, both material and abstract, influence teacher practice and agency.

Early Childhood and Primary Education

Abstract: 5
Time: 10:30 – 11:00
Room: 3.02

Relations between Art and Personality Development in Cultural-Historical Psychology

Ana Caroline TOFFANELLI
Monash University/ University of Maringá (Maringá-PR, Brazil)
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Abstract
This paper aims to present the topic of a PhD research study in the field of Developmental Psychology. The study builds upon the author’s Masters research, which analyzed the meaning-construction process of femininity and masculinity though children’s literature by immersing the researchers in investigations about the historical determinations of personality development through the mediation of an artistic tool. The outcome of this work, plus the personal experience of this author with theatre, brought questions about the role of art in human development. To that sense, the current PhD research investigates how art, in its possibility of establishing new relations with environment and exploring the psychism’s imaginative and creative potential, works as a personality’s developmental tool. This research presents a theoretical framework, which is guided through dialectical materialism, focusing in Vygotsky’s theory and materialistic literature.

Although this research is still in its early stages, is possible to confirm that Art, presented as a rich synthesis of how society and social relations work, can consequently be used as a special tool to be used by educators to guide learners how to comprehend – and, foremost, overcome – social problems such inequality, racism, homophobia that remain in contemporary world.

Reference


Keywords: Art, Cultural-Historical Psychology, Human development, Materialistic literature

Bio: Brazilian, graduated in Psychology by the State University of Maringá (UEM) and Masters in Human Development and Educational Practices by the Graduate Program in Psychology (PPI) of UEM; currently PhD student at PPI in UEM and Visitor in the Department of Education Peninsula, Faculty of Education (Monash University).

Abstract: 6
Time: 11:00 – 11:30
Room: 3.02

Understanding Primary School Teacher’s Causal Attributions of Student’s Challenging Behaviour in West Bengal, India

Susmita PATNAIK
Monash University
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Abstract
Teachers across the globe, have expressed their concerns about teaching children with challenging behaviour in classrooms. Even though most teachers are qualified, they feel inadequately prepared and are often stressed when they have to teach students with challenging behaviour. Challenging behaviour in classrooms can pose risk to teachers and students, disrupt everyday class work and cause obstruction in optimal learning. Behavioural issues, if not managed effectively in schools
can have far-reaching consequences for students, their families and the society. The study investigated about teachers’ causal attributions of challenging behaviour and strategies they identified to address the behaviours, in West Bengal, India. The study took an empirical approach using qualitative method to understand in depth about teachers’ causal attributions. Participants were in-service primary school teachers, who represented government and private schools. The data was collected using semi-structured interviews. The findings of the study revealed that teachers perceived talking and disruption to be the most challenging behaviours. The factors of challenging behaviours as perceived by teachers were categorised into four factors such as student, family, socio economic and school factors. Strategies suggested by teachers were parent-teacher collaboration and focusing on students’ needs. The results indicate that most teachers perceive family environment and students to be responsible for students’ challenging behaviour in classrooms. It is important to examine the results of the study to understand the implications for practice. Learning about teachers’ perception of causal factors, contributing to challenging behaviour can further support the way they can use school, community and home environment to prevent and facilitate appropriate behaviour.

**Keywords:** Teachers’ perceptions, Teachers’ strategies, Challenging behaviour, Causal attribution

**Bio:** Susmita Patnaik is a PhD candidate at Monash University Melbourne in the Faculty of Education. Research interest are teacher education, Teachers’ perceptions about students’ behaviour and inclusive education. Currently working as an intern with Emotion 21 in a research project (employers’ engagement with individuals with Down syndrome and intellectual disability).

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**Abstract: 7**

**Title:** Education for Sustainability in Nature-Based Preschools: Review of the Literature

**Nooshin KARIMI**  
**Monash University**  
**Nooshin.karimi@monash.edu**

**Abstract**

The vital role of nature in effective delivery of early childhood education for sustainability (ECEfS) has been recognised in the literature. However, it has been pointed out that free play in nature is not a sufficient means for achieving the goals of ECEfS and more intentional teaching is necessary. This draws our attention to the potential of nature-based preschools for a high quality delivery of ECEfS. Through regular contact with the natural environment in nature-based preschools, children take advantage of the health and developmental benefits offered by nature. Children also benefit from qualified educators who can assist their further sustainability learning. This presentation offers some initial findings from a literature review into the alignment between nature-based preschools and the goals of the ECEfS. These studies fall within four broad categories. Studies which focus on the impact of nature-based preschools on children’s a) health, well-being and development; b) environmental learning; c) development of affective bond with nature, and d) attitude towards nature. Although all these areas are all closely linked with the aims of ECEfS, they do not separately represent sustainability learning. It appears that research into ECEfS in nature-based preschools is limited. To address this gap, exploration of children’s sustainability learning in nature-based preschools and identification of influential factors that contribute to such learning is recommended for future research. Such studies can provide valuable insight into whether these preschools have a positive impact on children’s sustainability learning and if they do by what means. The possible practical implication of such studies can be implementation of a more effective ECEfS in nature-based preschools and perhaps other early learning centres.

**Keywords:** Early Childhood Education for Sustainability (ECEfS), Nature-based preschools, Sustainability learning

**Bio:** Nooshin Karimi is currently a second year PhD student in the Faculty of Education. Her area of interest is sustainability education in early childhood. She completed Master’s of Environment at the University of Melbourne. She has three years of experience working as an early childhood educator.
Classroom Tensions: Teaching Primary Science in Bangladesh

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Gillian KIDMAN
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Abstract

A new instructional approach was introduced to Bangladesh in 2015 to teach primary science. The use of a mandated textbook remains the same; however, there has been a shift in the instructional approach from content based to activity based. This paper will draw upon the “degree of teacher direction” theoretical lens to explore this shift. The theoretical lens has two variables: locus of control (for teachers) and intellectual sophistication (for students). As part of a larger study, field notes and 12h of video recordings were made in 24 primary science classrooms (8 teachers X 3 lessons) and later analyzed. The student to teacher ratio average is 60:1. The classrooms are crowded and the only space is at the front of the classroom where the teacher lectures. Some of the students responded extremely positively during the lesson to the new activities given in the textbook. The students worked in small groups; they questioned, hypothesized and did the activities with very limited resources. As students’ excitement grew, they neglected the teacher’s lecturing and focused on the activity. The teachers had trouble lowering their locus of control, and thus allowing the students to grow in terms of their intellectual sophistication. In the light of the data, the following implications are offered: 1. In terms of policy, the ministry needs to revise its professional development plan prior to further textbook changes. 2. In terms of practice, in situ support to develop pedagogical expertise and the promotion of professional learning communities with neighbouring schools.

Keywords: Instructional approach, Primary science classroom, Locus of control, Intellectual sophistication, Bangladesh

Bio: Deya Chakraborty is a Ph.D. candidate at the Faculty of Education, Monash University. She received Monash Graduate Scholarship (MGS) and Monash International Tuition Scholarship (MITS) in 2017 to pursue her doctoral studies. Deya holds M.Ed. in Science Education from the Institute of Education and Research, University of Dhaka, Bangladesh.

EDUCATIONAL TECHNOLOGIES

Applying Machine Learning Techniques to Model the Scope of Internationalization at Universities around the World

Gabriela GAVRILA
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Abstract

As universities worldwide clamor to set up international offices, global exchange programs, off-shore campuses, or simply increase the number of international students, faculty and staff on their campuses, it is important to understand whether the trend of internationalization has become a necessity or luxury in global higher education. Our underlying research question is, “Which universities are more likely to internationalize?” This is not a novel question per se, but the methods explored in this study are. Using functionalist and neo-institutionalist theoretical frameworks, we seek to explain the rise of international offices at universities around the world. Based on the literature review, some alternative hypotheses emerged: (H1) Universities increasingly pursue internationalization regardless of location and funding base (public versus private); (H2): Less prestigious or younger universities pursue internationalization to gain global legitimacy; (H3): Meanwhile, higher ranked and highly rationalized universities pursue internationalization to maintain prestige. To explore such hypotheses, we coded the presence of formal structures within universities (i.e. international offices), key internationalization strategies, and the size of their international student body/personnel for a representative sample of 239 universities from 138 countries. We used a “web census” method to collect data directly from universities’ websites; we also relied on external databases (e.g. Europa World of Learning, QS Rankings, etc.) for additional modeling variables. By employing a machine learning method known as k-means clustering, we grouped all universities according to internationalization status. The findings show emerging clusters with respect to the original hypotheses and help refine existing theory around higher education internationalization.

Keywords: Internationalization, Machine learning, K-means clustering, Cross-country sample
Bios: Gabriela Gavrila is a doctoral candidate in the Graduate School of Education at Stanford University, USA. She specializes in International and Comparative Education, with a focus on higher education, and is particularly interested in the role of universities across societies. She uses a mix of both quantitative and qualitative method.

Abstract: 10  Time: 11:00 – 11:30  Room: 3.03

Inclusion during Absence: The Place of Digital Technologies in Enabling Students with Chronic Health Conditions to Continue School

Joanne WALSH
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Abstract

Children with chronic health conditions, who are unable to attend school, are often marginalised from mainstream education in Australia. They may be left with gaps in their education, or disconnected from their mainstream school communities. This can have a negative impact on their educational outcomes and social wellbeing. The research literature suggests that digital technologies can mitigate this impact, by allowing students to connect to school from home or hospital and continue their education. However, teaching and learning in this context presents new challenges for teachers and students, which are not yet fully understood. The primary aim of this research is to understand how digital technologies and other supporting pedagogical tools, work within activity systems of teaching and learning, for the inclusive education of children with chronic health conditions. The findings will be used to provide guidance for teachers. This research will be undertaken as a qualitative multiple-case study, with cases consisting of students with chronic health conditions and their teachers. Cultural historical activity theory (CHAT) will provide a theoretical framework. Its concept of mediated action through tools is relevant for examining digital technologies and inclusive pedagogy. Its concepts of contradictions and expansive learning are relevant for understanding the challenges and learning taking place, as teachers and students digitally connect. This research may have implications for the way mainstream teachers respond to student absence in this context, in terms of inclusivity and teaching methods.

Keywords: Digital technologies, Inclusive education, Chronic health conditions

Bio: Joanne Walsh is a PhD candidate in the Faculty of Education at Monash University and Program Manager for a telepresence robot pilot with the charity MissingSchool. She is a former primary school teacher in the Victorian state system, and has a Master of Education in Digital Learning from Monash University.

Abstract: 11  Time: 11:30 – 12:00  Room: 3.03

The Effects of Time Pressures on the Integration of Technology in Mathematics

Benjamin ZUNICA
Monash University
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Abstract

Mathematics teachers have been encouraged to integrate technology by school systems and leaders. However, it has been found that Mathematics teachers are often reluctant to incorporate technology. A number of barriers to technology integration have been investigated by researchers (for example, Ertmer, 1999). While some barriers have been eliminated, others still exist; however, research into the time pressures teachers’ face in preparing and executing classroom activities does not feature prominently in many debates concerning technology integration.

This study utilized multiple case studies of five Mathematics teachers from independent schools across Sydney and Melbourne. Each teacher was interviewed and observed on multiple occasions, focusing on factors that affect their decision-making around technology integration. Teachers often claimed that technological interventions were more time consuming than analogue methods and was a major consideration in their decision to use technology. They discussed increased time pressures exerted by using technology in three ways: increased time required for planning technology rich lessons; time required to learn new pieces of software and hardware; and class time needed to execute technology rich lessons. These were exacerbated by perceived increases in administrative tasks and curriculum demands, which need covering in preparation for assessments.

Time pressures are a key consideration in moving towards technology integration and it is incumbent on researchers and school leaders to address this issue to assist Mathematics teachers in leveraging digital technology to benefit student
engagement and achievement. Three recommendations are made on how school leaders and teachers can relieve time pressures when employing digital technology.

Reference


Keywords: Digital technology, Time pressure, Mathematics, Lesson planning

Bio: Ben Zunica is currently in his 4th year (part-time) of the Monash PhD programme. In conjunction with completing his doctoral studies, Ben teaches Mathematics and Computer Science at Roseville College on Sydney’s North Shore. Ben is passionate about assisting teachers in the effective teaching of Mathematics with technology.

Abstract: 12  Time: 12:00 – 12:30  Room: 3.03


Roy ROZARIO
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Abstract

Implementing m-learning (mobile learning) technologies in the classroom to achieve various teaching and learning goals is a complex and dynamic task for teachers. The purpose of the study was to understand some facilitating and challenging factors around expert teachers’ successful m-learning pedagogical practices using expansive learning theoretical model (also called third generation activity theory). The study uses some key concepts (activity system, activity structure and expansive matrix) of expansive learning theory to unpack three primary school teachers’ practices involving the use of mobile devices. Data was collected through observations, interviews and artefacts. The use of interpretivist case-study approach situated in qualitative method assisted in unearthing deep interactions between teachers, learners and mobile devices. Thematic analysis of the data revealed that both simple and complex teacher practices dynamically worked together to constitute best teacher pedagogical practices.

The key finding revealed that although m-learning practices in classrooms were exploratory, teachers used a set of simple repertoires of practices to orchestrate teaching learning sequences to attain the desired lesson goal and deep learning. Simple practices, such as, step-by-step instructions, classroom management, time management and device affordances played a significant role in simplifying exploratory learning, enable multiple pedagogies, enrich deep interactions and view challenges as learning opportunities. The paper is significant as it provides examples of how simple teacher practices can be successfully used to overcome m-learning challenges and enable deep learning.

Keywords: Exploratory learning, M-learning, Teacher practice, Expansive learning

Bio: The author is a lifelong learner with several Master’s degrees, M.Phil degree and is currently doing his final stage of PhD. He is the current Vice President for Monash Graduate Association (MGA, formerly known as MPA), current editor for Exchanges peer reviewed journal (Warwick-Monash Alliance) and former MERC leadership member.

INCLUSIVE EDUCATION

Abstract: 13  Time: 10:30 – 11:00  Room: 3.04

Inclusive Education for Students with Hearing Loss in Malaysia: Policy, Practice and Potential / Possibilities

Nadirah MANNAN
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Abstract

Since 1994, Malaysia has made a commitment to implement inclusive education for students with disabilities. Twenty-five years on, the Malaysian Education Blueprint (2013 – 2025) is evidence of progress towards this goal, with the Government of Malaysia aiming for 75% of students with disabilities to be included in mainstream classrooms by 2023. However, challenges and issues to effective implementation persist, as many students with disabilities remain segregated or do not
receive the adjustments they need to support their participation and progress in mainstream schools. This paper presents an analysis of the evolution and development of inclusive education for students with disabilities in Malaysia since the introduction of the Education Act in 1996. Using UNESCO’s four-dimension policy review framework, definitions and concepts of inclusive education are explored in the global and Malaysian context regarding progress towards inclusion as outlined within the United Nations Convention on the Rights of Persons with Disabilities. Discussion is provided regarding Malaysia’s national policy statements and their application in light of the country’s structures and systems and current educational practices for students with disabilities. The discussion focuses on students with hearing loss as a case example. Barriers to their inclusion include a persistent reliance on segregated settings and a lack of transition support into mainstream schools. Facilitators of their inclusion include advancements in hearing assistive technology and positive attitudes by teachers. Recommendations are provided for addressing the identified issues of educational equity and quality for students with hearing loss and students with disabilities in general, and for improving inclusive education in Malaysia.

**Keywords:** Inclusive education, Students with disabilities, Students with hearing loss, Malaysian education, Mainstream education

**Bio:** An Audiology Australia Accredited Audiologist, Nadirah Mannan previously worked at clinical diagnostic settings in both Kuala Lumpur, Malaysia and Victoria, Australia. Her interest to explore beyond the clinical path led her to pursue this postgraduate study in inclusive education for students with hearing loss.

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**Abstract: 14**  
**Time: 11:00 – 11:30**  
**Room: 3.04**

**Conceptualising Racial Bias and Racism within a Primary School Context: A Scoping Review and Thematic Analysis**

Hannah YARED  
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Christine GROVÉ  
Monash University  
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Denise CHAPMAN  
Monash University  
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**Abstract**

Racism and racial bias present widespread challenges in educational settings and the impacts on student well-being are pervasive. A scoping review and thematic analysis of the literature examining racism and racial bias within Australian Primary School contexts yielded four main themes (1) a lack of teacher competency and confidence surrounding racial diversity, (2) white normativity, (3) colourblindness and (4) silencing. Findings suggest students need ongoing discussions about racial issues. However, teachers need supportive leadership and training in order to enact such educational conversations. This review will provide an understanding of how school contexts potentially contribute to the development of prejudicial views in children, finishing with implications for policy, practice and research.

**Keywords:** Australian primary schools, Racial bias, Racism, Inclusive education

**Bio:** Hannah Yared is a Provisional Psychologist, Teaching Associate and MPsych (Ed & Dev)/PhD Candidate at Monash University. Her doctoral research explores racial awareness within Australian Primary School contexts, focusing specifically on the development of teacher, student and parent attitudes. Hannah is supervised by Dr Christine Grové and Dr Denise Chapman.

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**Abstract: 15**  
**Time: 11:30 – 12:00**  
**Room: 3.04**

**In Search of the Glass Half-Full: Using Strengths-Based and Participatory Approach to Identify Ways to Implement Inclusive Education in India**

Rashmi RANGARAJAN  
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Christine GROVÉ  
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**Abstract**

Despite the proliferation of international policies and frameworks to achieve Education for All (EFA), there are over 264 million children and youth out of schools (UNESCO, 2015), majorly in developing nations. One of the reasons identified for the consistent failure in achieving EFA is that not enough attention has been paid to the complex contextual realities
There is a pronounced need to explore and theorise inclusive education in developing countries through robust, participatory, and context-sensitive research (Armstrong, Armstrong & Spandagou, 2011; Carrington & Duke, 2014; Johansson, 2014; Kamenopoulou, 2018; Rose et al., 2014; Singal, 2016).

The focus of the current study is inclusive education in India. Although several previous studies from India offer substantial knowledge regarding shortfalls in the implementation of inclusion, there exists a gap in understanding how existing values, resources, and practices could help strengthen inclusive practices in the country (Kalyanpur, 2011). The current study aims to explore and contextualise inclusive education in remote upper-primary schools of Uttarakhand, using a strengths-based and participatory approach. The study will make use of multiple methods of data collection including, photovoice, semi-structured interviews, and video-based observations. By including the narratives of students, teachers, parents, and school leaders, the study will explore and identify ways in which inclusion can be implemented in the local context by building on the strengths of the system. One of the anticipated outcomes of the study will be to help bridge gaps between policy and practice by taking a bottom-up approach to understanding how existing national policies on inclusive education may be strengthened and improved.

**Keywords:** Inclusive Education, Remote schools, Participatory research, Strengths-based approach, Policy and Practice

**Bio:** Rashmi is a PhD candidate at the Faculty of Education Monash University, Australia. In 2018, she completed her Master’s degree in Human Rights & Humanitarian Action from Sciences Po, Paris, France. She has also previously completed a postgraduate degree in Counselling Psychology from the Tata Institute of Social Sciences, Mumbai, India.

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**Abstract:** 16  
**Time:** 12:00 – 12:30  
**Room:** 3.04

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**Examining the Readiness of the Ministry of Education in Implementing their Special and Inclusive Education Policy in Fiji**

**Reema ALPANA**  
*University of the South Pacific, Suva, Fiji*  
reema.alpana@gmail.com

**Abstract**

The concept of inclusive education is underpinned by a human rights approach to education. In an inclusive system, all learners are able to access quality and equity in education and no child would be left behind or stigmatized based on their disability, race, ethnicity, gender or any other characteristic. In Fiji, the concept of inclusion to a great extent focuses on children with disability. Disability has been one of the major factors that contribute to children being left out of accessing quality education. Hence, disability-inclusive education is the major emphasis of my research study. The Fiji Ministry of Education, Heritage and Arts (FMoEHA) has been working towards developing a series of strategies that provide opportunities for those learners who are either disabled, do not have access to a supportive school environment or are reluctant to attend special schools. This presentation highlights my research study which focuses on examining the readiness of the FMoEHA in implementing its disability-inclusive education policy, also known as the Special and Inclusive Education Policy (SIE). A multiple case study approach was used to gather data along with capturing the experiences of school leaders, teachers, support staff (interpreters and teacher aides) and parents regarding the implementation of the SIE policy, whilst exploring the factors that kept and still keep children with a disability away from school. The talanoa research method, together with semi-structured interviews and document analysis were used as the key research methods. All data obtained are currently being thematically analysed. The emergent themes from this study may provide diverse information about the challenges and achievements of implementing the SIE education policy in six schools in the district of Suva, Fiji.

**Keywords:** Inclusive education, Special and inclusive education, Disability-inclusive education, Case study

**Bio:** Reema Alpana is a doctoral research candidate whose thesis covers the areas of disability-inclusive education, inclusive education policy, planning and inclusive pedagogic practices. Her research interests include special and inclusive education, technology-supported pedagogy, science education and inclusive assessment and evaluation. She completed a Master of Arts Degree in Education, specializing in science education.
## TEACHER PROFESSIONAL DEVELOPMENT AND LEARNING

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<th>Abstract: 17</th>
<th>Time: 10:30 – 11:00</th>
<th>Room: 3.05</th>
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### Knowledge Production of Teacher Professional Development in China: A Research Based on CiteSpace

**Lingyan YAN**  
*East China Normal University, Shanghai, China*  
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**Abstract**

Teacher professional development is increasingly important to education quality. Teacher professional development has become a focus in the field of education research in China for decades. It is urgent to review its knowledge production. The purpose of this study is to do a visual analysis of teacher professional development research in CSSCI (Chinese Social Sciences Citation Index) since 1998.

Based on the literature metrological theory, and by using mixed research method, this research analyses the hotspot evolution of professional development in China and generate a keyword clustering map. Besides, a deeper interpretation is made for better understanding its evolution.

Using CiteSpace, this research generates keywords co-occurrence; the five main keywords are teacher professional development, teacher training, teacher professionalization, teacher education and teacher learning. Meanwhile, there are nine clustering generated, the top five are: empirical study, professional development, novice teacher, network environment and rural teacher. To better understand the knowledge map of teacher professional development over the 20 years, this research generate a time line, and find the main hotspot occurred between 1998 and 2001. The research hotspots shows that the research are always generated with education reform.

By deeper analysis of the literature, this research finds: the researchers of teacher professional development are mainly from higher education institutions, the others are from basic education schools, government and enterprise. The research in the early 21st century were more about statement of opinion, while in recent years qualitative and quantitative research are increasing.

**Keywords:** Basic education, Teacher professional development, CiteSpace, Knowledge map, Literature metrological theory

**Bio:** Lingyan Yan is a PhD candidate in the Faculty of Education at East China Normal University, Shanghai, China. Her main research interests are education policy, teacher management, education research analysis. Her dissertation is about review of method in education research.

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<th>Time: 11:00 – 11:30</th>
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### Negotiating an ‘Unrepeatable Existence’ in the Standardising World: English Pre-Service Teacher Professional Learning in Indonesia

**Yeni KARLINA**  
*Monash University*  
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**Abstract**

Recent educational reforms in many countries have emphasised an increasing role of teacher education to improve the quality of education. In Indonesia the government is currently reforming pre-service teacher education by requiring prospective teachers to participate in a one-year post-baccalaureate professional teacher education program (PPG). These new PPG programs follow standards-based reforms across the world in framing pre-service teachers’ knowledge and skills in terms of pre-catalogued teacher competencies, which can be easily measured with quantifiable data and objective measurements. This recent development promises to have significant implications for pre-service teachers’ identities. Pre-service teachers need to grapple with the tensions between the uniformity of their professional learning and their unique subjectivity in making sense of their learning experiences to be a teacher.

This presentation will specifically provide a critical review of the contemporary literature on the philosophy and practices of pre-service English teacher education in Indonesia that will facilitate the development of the theoretical framework of my study. This presentation draws on an ongoing qualitative PhD research focused on the professional learning of pre-service English teachers in the broader context of standards-based reforms of teacher education programs in Indonesia. Pre-service
teachers’ narratives of professional learning will be generated and analysed using the Bakhtinian concepts of dialogism and Cavarero’s notion of what and who stories. This will shed light on pre-service teachers’ engagement with a variety of discourses (including government and institutional policies) as well as documenting the everyday stories of pre-service teacher becoming in their immediate surroundings.

**Keywords:** English Pre-service teachers, Dialogic engagement, Professional learning, Identity, Narratives

**Bio:** Yeni Karlina is a first year PhD student at the Faculty of Education Monash University Australia. Her PhD research focuses on pre-service teacher professional learning in the context of Professional Teacher Education Program (PPG) in Indonesia.

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**Abstract: 19**  
**Time: 11:30 – 12:00**  
**Room: 3.05**

**Relevance of On-Placement Professional Learning for Pre-Service Physics Teachers and their Mentor Teachers: What has not been Achieved Yet?**

*Alberto MARINGER*
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**Abstract**

The practicum component of teacher preparation courses offers invaluable teaching and learning experiences for pre-service teachers. An important element of the practicum experience is the mentor-mentee relationship, which plays an important role in shaping pre-service teachers’ readiness to teach. However, little is known about the conditions which support or limit physics pre-service teacher learning during compulsory school-based practice, in particular the influence of the mentor-mentee relationship. It is widely recognised that experienced teachers have difficulty articulating their largely tacit professional knowledge of practice, which may influence the quality of mentoring dialogue with pre-service teachers during practicum. Professional knowledge is underpinned by several knowledge bases, which are starting to be articulated in pre-service teacher preparation. For teacher education, the development of pedagogical content knowledge (PCK) is observed as one very significant knowledge base. PCK is described as the specialised knowledge teachers develop about the nature and structure of their specific discipline and how to teach it. This knowledge is highly tacit, and therefore difficult for teachers to articulate and share. This theoretical paper will explore literature related to the development of PCK in pre-service physics teachers and the impact of the mentor-mentee relationship whilst on practicum. Regardless of the relevance of PCK, there are no conclusive findings in the literature on whether or not preservice teachers experience a development of that knowledge during their practicum.

**Keywords:** Teacher professional learning, Teacher education, Pedagogical content knowledge, Physics.

**Bio:** Alberto Maringer is a Physics Teacher, Civil Engineer, and has Master of Education degree. Alberto has been working at secondary schools, at a university in preparing physics teachers, and as an underground water specialist. First year PhD student and very much interested in better preparation of teachers.

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**Abstract: 20**  
**Time: 12:00 – 12:30**  
**Room: 3.05**

**Connecting the Dots among Educational Contradictions, Emotional Experiences and Professional Responses**

*Ngo CONG-LEM*
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**Abstract**

Previous researchers have promulgated educational contradictions, emotional experiences and responses as significant factors influencing teachers’ well-being and professional development. However, in spite of an increasing body of research on these topics, researchers still lack a shared conceptual framework for understanding teacher learning process (Borg, 2006). A review of empirical studies regarding the connection between these factors was conducted to reveal their inter-relationships as well as to propose a unified conceptual framework to further enhance our understanding of teacher learning process. Extensive literature search was carried out on major journal databases with relevant papers extracted and analysed. Findings indicated that educational contradictions, emotions and professional responses are closely associated variables, the interplay among which results in teachers’ professional learning and development. When faced with educational conflicts, teachers tend to respond emotionally before engaging in cognitive acts. Compared to previous models, the newly proposed conceptual framework is believed to be more advantageous in that it takes into account all of the three concerned factors.
Pedagogical implications for teacher training and support comprise raising teachers’ awareness of their own emotional and professional tensions as well as providing them with necessary resources to address the concerned conflicts. Further research is warranted to confirm the validity of the proposed framework and provide more evidence on how professional learning of teachers materialises.

References

**Keywords:** Teacher education, Professional development, Contradiction, Emotional experiences

**Bio:** Ngo Cong Lem is a lecturer at Dalat University, Dalat, Vietnam. He is currently a PhD student at the Faculty of Education, Monash University, Melbourne, Australia. His research interest involves TESOL and teacher education.

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**EDUCATION AND LEADERSHIP**

**Abstract:** 21  
**Time:** 10:30 – 11:00  
**Room:** 3.21

### Conceptualizing Educational Leadership for Sustainability (ELS) Model

Sudeep SHAHIL  
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**Abstract**

It is undeniable truth that educating children about sustainability is beyond just incorporating environmental education in school curriculum. In order to produce active citizens who would create sustainable future, Education for Sustainability (EfS) should be implemented in schools with support of whole school approach to sustainability which advocates for incorporating sustainability in every aspects of schools. For an effective implementation of EfS, educational leadership plays a major role as it provides direction to schools and have major influence upon children. It is also essential that educational leadership exercises transformational leadership practices for the implementation of whole school approach to empower children about sustainability. This paper looks into how transformational leadership nurtures and facilitates EfS; uses a theoretical framework of systems thinking to understand the link between educational leadership and EfS. In taking whole-school approach, I investigate how transformational leadership facilitates EfS and challenges inherent in implementing it. Thus, through systematic review of literature, the Educational Leadership for Sustainability (ELS) model is designed which will act as the framework for understanding the relationship between educational leadership and EfS for future researchers.

**Keywords:** Educational Leadership, Education for Sustainability, Whole School Approach, Transformational Leadership

**Bio:** I am an educator with around five years experience working in leadership position in a school in Nepal. I am interested in social activism and believe in bringing grassroots change in the society where education can play an important role. Currently, I am Master of Education (Research) student at Monash.

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**Abstract:** 22  
**Time:** 11:00 – 11:30  
**Room:** 3.21

### Indonesian School Leadership: Principal Efforts to School Effectiveness

Zainul YASNI  
*Monash University*  
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**Abstract**

School leadership is a central component to achieving school effectiveness. In Indonesia, school leaders are perceived by their wider communities as wholly responsible for their school’s ability to meet school goals. In other words, the search for better school quality in Indonesia typically centres on the practical leadership skills of principals. However, questions remain as to how Indonesian school leaders can best meet school goals. Therefore, this research explored the multifaceted role of Indonesian school principals to better understand how they work to achieve and maintain school effectiveness.

This qualitative research focused on 12 principals of Accredited Schools in Lombok Island, Indonesia. Interviews were conducted with the 12 principals which focused on what they believe about school effectiveness, and how they practice their leadership to strive to obtain school effectiveness. The findings suggested four points for discussion. First, the interrelations between the principals’ understanding of school effectiveness and the school leadership strongly influenced effectiveness within the school. Second, the findings suggested involving teacher and student voices was essential to meet school goals.
Third, the school principals interviewed emphasized on both academic test scores and extracurricular achievement for all students. Fourth, school principals encouraged teachers, staff and students to be fully engaged in school activities. This practice leadership style was essential for school leaders to achieve school goals and increase school effectiveness.

**Keywords:** School leadership, principal, School effectiveness

**Bio:** Yasni is a first year PhD. Student at Monash University. His area of research project is Educational Leadership and Islamic Education.

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**Abstract: 23**  
**Time: 11:30 – 12:00**  
**Room: 3.21**

**Victorian Public High School Leaders in a Performative Context: Pursuing a Research Framework to Provide New Realities**

Arlene ROBERTS  
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**Abstract**

This presentation explores the best theoretical approach to examining organisational leaders (Principals) and knowledge leaders (subject English) in public high schools in Victoria, Australia. Consistent with national (Heffernan, 2018; Niesche, 2013) and global trends (Gillies, 2013; Gunter, 2014) the Department of Education and Training, Victoria (DETV) policies and practices have posited leadership as the key solution to school improvements. Consequently, research on educational leadership, management and administration (ELMA) has surged globally although the approaches within this trend are polarised. Functionalist leadership research, oriented within a neo-liberal paradigm, contends that specific administrative behaviours and actions can lead to school improvements when measured by standardised tests such as NAPLAN, VCE and PISA. Critical leadership theorists, by contrast, argue that leadership now is “by numbers” (Heffernan, 2015) where datafication is a key feature of the current performative context (Niesche, 2013) within Australian schools. Yet, other scholars, within the critical leadership paradigm, present the view that leadership needs to be re-imagined as praxis (Wilkinson, 2018) in order to lead schooling for social justice outcomes (Keddie & Niesche, 2015).

This study will utilise poststructuralist theories and a relational-analysis method (Eacott, 2018) in order to generate alternative realities into how school leaders in a performative context can promote, limit or change the public high school in Victoria, Australia.

This study is currently working towards a relevant theoretical framework for understanding the performative context experienced by Victorian school leaders.

**Keywords:** Principal/subject English leaders, Public high school, Performative context, Post-structuralist theory, Relational method

**Bio:** Arlene Roberts is an experienced English teacher who has been an English Coordinator and Director of Learning and Teaching at a public high school in Victoria.

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**Abstract: 24**  
**Time: 12:00 – 12:30**  
**Room: 3.21**

**The Struggling Adolescent Readers: An Examination of Effective Practices in Four Australian Schools**

Steven TOWNSEND  
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**Abstract**

This study explored four Victorian secondary schools with large enrolments of students with very low reading skills. Despite this, these schools achieved consistent gains of almost double the State average, in student reading from year seven to nine. This, multiple-case study was designed to try and gain an understanding, of why the four schools achieved improvement in student reading with ‘struggling adolescent readers’ (SARs) while across Australia and in the UK and USA, they show little or no progress. Principals, literacy leaders and three to four teachers were interviewed at each school and this data was analyzed using the qualitative content analysis method. This analysis involved individual case and cross case analysis based on eight conceptual categories derived from the literature and theory. This analysis identified very similar policies, practices and processes in each of the case study schools with the, interventions for SARs, the learning environment and leadership,
being identified as the features critical to their success. These findings were viewed from a sociocultural perspective with Vygotsky’s work central to the analysis. The study concluded that successful interventions with SARs require a holistic approach, with the leadership creating a community of practice and culture of knowledge sharing that promotes a learning environment supportive of those adolescents who struggle to read. Without these foundations any intervention is unlikely to improve the performance of SARs. This thesis aims to provide schools with research based evidence that will improve their capacity to meet the needs of adolescents who struggle to read.

**Keywords:** Struggling Adolescent readers, Intervention, Leadership, Learning, Sociocultural theory

**Bio:** Twenty years teaching English and psychology, ten years as a principal and ten years as a researcher, student, tutor, consultant and clinical specialist at Melbourne and Monash universities has provided me with a perspective on adolescent literacy and the will to better understand how to improve the outcomes for this group of students.

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**PHYSICAL AND MENTAL HEALTH IN EDUCATION**

**Abstract:** 25

**Time:** 10:30 – 11:00

**Room:** 2.42

**Performing Adult Adoptees’ Stories of Pre-Verbal and Cumulative Adoption Trauma**

Alison INGRAM  
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**Abstract**

My ‘Theatre and Performance’ doctorate explores the lived experience of mature-aged Australian adoptees. From the early 20th century for more than six decades, ‘closed-record’ legislation, regulated adoptions of so-called ‘unwanted’, ‘illegitimate’ babies. Although the exact figure is unknown, under policies of secrecy, Australian state governments and church authorities systematically removed an estimated 250,000 white babies from their mostly single, unsupported mothers. The trauma inflicted upon mothers is well-documented. The trauma inflicted upon the new-born infant - a ‘pre-verbal’ and thus embodied, psychic trauma - remains socially suppressed by the dominant ideology of adoption as ‘rescue’. I argue adoptees are a subculture without a political voice. As a work of critical, ‘performed ethnography’ (Madison, 2018) my performance project aims to represent the subjects of adoption, through development of an original theatre piece with research participants as the performers of their own stories. Ethnographic data from in-depth interviews, storytelling and intensive theatre workshops are being adapted for the stage. As a theatre practitioner and inside researcher, my findings to date suggest that the adoptee who experiences reunion with their mother is not only re-traumatised by this event but confronted by the irretrievable loss of their ‘self-to-mother relation’ (Klein, 1949).

This arts practice-led research aims to empower adoptees and to educate witnessing audiences. By exploring this embodied ‘history - in the present’ (Mills, 1960), the study also interrogates the ethics of 21st century ‘altruistic’ and ‘commercial surrogacy’ which removes new-born infants from their ‘gestational’ mothers for legal adoption by commissioning couples (Klein, R., 2017).

**Keywords:** Adoption, Performance, Ethnography, Pre-verbal and cumulative trauma

**Bio:** A graduate of Ensemble Studios, Sydney (1983) I worked with several theatre companies and arts education organisations (Sydney and New York City – 2001) as actor, director and teacher. I was employed by Bell Shakespeare Company (2002 – 2004) to implement my own education program/s in disadvantaged schools of South West Sydney and Melbourne’s Western suburbs, producing live Shakespeare performances and short films with Primary/High School students and their teachers. I continued teaching in disadvantaged communities of Sydney and regional Victoria from 2005 to 2012, completing my BA in 2012 (University of Western Sydney) and Honours in 2015 (Griffith, QLD).

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**Abstract:** 26

**Time:** 11:00 – 11:30

**Room:** 2.42

**Qualitative Case Study on Challenges Recoupled Parents Encounter Raising Step Children with ASD**

Sonia CANN-MILLAND  
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Penny ROUND  
Monash University  
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Abstract

The purpose of this study is to address the question, what are the challenges and issues recoupled parents face when raising their step/biological children with autism spectrum disorder (ASD) in a stepfamily environment? Data shows clinicians, community support services, and policy makers are recognising that stepfamilies are the fastest growing family form to date. Research hypothesises stepfamilies will become the norm as the most prominent family form in most western countries. Stepfamilies are distinctly different to the nuclear family in design, origin and function. Ongoing research recognises the importance of understanding parents’ experiences and perspectives of having a child with ASD, and resourcing and managing their child’s everyday needs, behaviour and necessary treatments. Research exploring the parents’ journey of supporting a child with ASD will benefit families and other relevant formal and informal supports involved with that child.

A child with ASD is commonly challenged with communication issues, social interaction, emotional connection challenges and difficulties adapting to change and inconsistencies in their day to day lives. The findings in this study identify that all these challenges previously mentioned for children with ASD are magnified and intensified within a stepfamily form. Children in stepfamilies are constantly needing to adapt on a weekly or daily basis to different home environments, parental expectations and new family members. Stepparents identified issues, such as having less time and less knowledge regarding the requirements of supporting a child with ASD compared to the biological parent. The biological parents were more protective and controlling around decision making for the child with ASD, which resulted in a distancing impact on the relationships between the stepparent-stepchild and the stepparent-biological parent relationship. The relationship between the child and the non-residential biological parent experienced changes often due to different routines and consistency which increased the child’s anxiety. These are just a sample of the differences that impacted the family dynamics and negatively influenced the child’s behaviour, in terms of a potential increase in melt downs and shutdowns at home and at school. The researcher, through a small-scale qualitative case study, interviewed two recoupled parents to gain insights from their own personal stepfamily experiences. This study has substantiated the existing research and highlighted other specific challenges and issues recoupled parents of children with ASD face, such as the impact on the relationship with the new partner and with the child with ASD and other family members. The outcome of this research indicates the need for recurrent parents to have a forum to express their subjective experiences in raising children with ASD. The interviewees articulated the need for further understanding from professional and informal supports when working with children and parents in a stepfamily form.

Keywords: Stepfamily, Autism Spectrum Disorder (ASD), Recoupled parents

Bio: I am a stepmother and biological mother of two children on the autism spectrum. Professionally I have worked in the Social Welfare field for over thirty years. I have met recoupled parents confronting the challenges of raising children with autism. My heart is to bring attention to this topic.

Abstract: 27  Time: 11:30 – 12:00  Room: 2.42

Imagining Education: Indian Australian Female Domestic Violence Victim-Survivors’ and Professionals’ Understandings

Amarpreet ABRAHAM
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Abstract

Since 2012, 280 Indian Nationals have obtained visas under the special family violence provisions of the migration law. Professionals postulate that this is only the tip of the iceberg with many Indian and Indian-Australian women continuing to experience domestic and family violence. In this research, I explore the experiences and understandings of Indian and Indian-Australian women within the frame of Vygotsky’s notion of the More Knowledgeable Others (MKOs). In my inductive case study, I provide a space for participant voice and the telling of their stories. I have undertaken qualitative case studies to gather data, primarily via 14 semi-structured interviews with the victim survivors and the MKOs. Data were analysed thematically, employing the approach of Interpretative Phenomenological Analysis. My initial findings reveal coercive control and exploitation, hegemonic patriarchy, financial, physical, sexual abuse and dowry abuse. These are counterbalanced by the utilisation of personal resources including education. The implications of my research address increasing awareness of the experiences of domestic violence amongst Indian-Australian women, which will inform social attitudes and understanding and political policy, and support agency. Through the sharing of stories, I aim to elevate the possibilities of victim-survivors finding MKOs who understand and recognise the tradition of cultural-historical frameworks in which Indian and Indian-Australian women go through marriage and domestic violence.

Keywords: Domestic violence, Indian – Australian women, MKO, Vygotsky
Bio: Amar is a PhD student at Monash University and holds a Master in Secondary Teaching. Amar’s research interests include domestic violence, Indian – Australian women, MKOs and gendered violence. Amar is a PhD student ambassador and MPA HDR mentor and is also involved in projects with the Victorian Public Service examining forced marriage and dowry abuse within the Indian Australian community.

Abstract: 28   Time: 12:00 – 12:30   Room: 2.42

Five Sources of Boredom: When Researcher Assumptions Met with the Real World in a Year 8 Mathematics Classroom
Melinda EVANS
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Abstract

Many early adolescents disengage from mathematics. Learning activity engagement was explored, using case study methodologies, while a class of Year 8 students engaged (or not) in co-creating an e-learning module on fractions for peers. Expectancy value theory (EVT), self-determination theory (SDT) and control value theory of achievement emotions (CVTAE) formed the theoretical framework. Data collected included exit slips, questionnaires, classroom videos, group and teacher interviews, students’ work and researcher journaling.

In this study the author found that situational hindrances ostensibly stalled e-learning module production, but more so researcher’s assumptions were exposed by classroom reality. Students seemingly disdained teacher-like roles involving judgement of or by known peers. Five apparent sources of student boredom were found: (a) situational (b) content-value related; (c) pedagogical; (d) social; and what appeared to be (e) within-individual (boredom proneness). Some students seemingly diminished self-reported engagement levels to below that observed. The author argues that categorising and identifying sources of expressed boredom by students might help teachers discover and address some situational, pedagogical and content-related boredom and might help students take responsibility for expressing boredom for social reasons. Identifying sources of students’ expressed boredom outside of teachers’ control may reduce potential demoralising effect on teachers.

Further research is suggested to examine links between real world classroom experiences involving boredom and EVT, SDT and CVTAE; avoiding inadvertently disaffecting early adolescents; developing instruments to help identify and therefore address different sources of students’ boredom; developing markers and strategies for boredom proneness; and exploring social effects of expressed boredom.

Keywords: Mathematics, Engagement, Boredom, Middle years, Self-determination theory

Bio: Formerly working in biomedical research, Melinda Evans-Boschma, BSc (Hon1); GradDipEd (Primary), has taught in primary, secondary, tertiary and further education organisations. She has written an online preparatory mathematics course for university entrants, is completing a PhD on Year 8 mathematics engagement and is a teaching associate at Monash University.

ENGLISH LANGUAGE TEACHING AND LEARNING

Abstract: 29   Time: 10:30 – 11:00   Room: 2.43

Teaching English as an International Language: Voices and Stories from a Postcolonial University Classroom
Zahra ALI
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Abstract

Globalisation continues to shift the ways in which English language education is understood and practised across the world. Scholarly discussion regarding this shift has produced alternative conceptions of English, such as World Englishes and English as an International Language (EIL). The literature associated with EIL, in particular, critiques the colonialist aspirations of the English language, and its history of oppressing local languages and identities in postcolonial societies. This EIL literature also explores alternative pedagogies for the teaching of English which address some of the more problematic colonialist potential of English language teaching.
This paper reports on a narrative-based case study which inquiries into the teaching of EIL discourses in a university in postcolonial Pakistan. Central to the study is the construction of a multi-voiced account of the attitudes and experiences of undergraduate students learning about EIL discourses in a series of non-mandatory workshops in that university. In critically analysing the participants’ reflections and stories, the study draws on the concepts of ‘postcolonial theories’, and a range of discourses associated with EIL, along with theories of ‘dialogism’ (Bakhtin, 1981).

The inquiry into the participants’ perspectives and stories reveals the ongoing dominance of colonial discourses of English in various educational domains of Pakistan, which hinders the teaching of EIL discourses. The study concludes by advocating for the value of designing and negotiating alternative education systems in Pakistan in the form of the dialogic pedagogy of EIL that harnesses the power of dialogue to extend and stimulate learners’ thinking, confidence, and autonomy.

References

Keywords: Globalisation, English Language Teaching, English as an International Language, Postcolonialism, Colonial discourses

Bio: Zahra Ali is a final-year PhD candidate at the Faculty of Education, Monash University. She has taught English as an International Language (EIL) units in the Faculty of Arts at Monash University. Her research interest includes EIL, TESOL, and intercultural communication.

Abstract: 30

Developing Translanguaging as a pedagogical approach to Teaching English for Academic Purposes: A Teacher-Researcher Collaborative Endeavour

Jiajia LIU
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Abstract
In recent years, translanguaging has been proposed as a pedagogical approach to facilitating development of academic literacy in English for Academic Purposes (EAP). This could be challenging for teachers given that mainstream EAP usually encourages academic socialization into the dominant academic genres in English discourse, which inevitably marginalizes other languages. Thus, there is a lack of research on how pedagogical translanguaging is carried out in practice.

Drawing on a combination of two theoretical conceptualizations: the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016) and strategies of translanguaging as pedagogy (Garcia & Li, 2014), this paper reports on a design based research study in which an intervention of systematic planning and use of translanguaging was implemented in an EAP course at a university in China. Findings from classroom observation, co-planning meetings, after class debriefings and final interview with the teacher have shown both the teacher’s development of using translanguaging as pedagogy and some challenges she encountered during this collaborative research journey. This suggests that implementing pedagogical translanguaging can be both ideologically and pragmatically challenging for EAP teachers. The paper calls for discussions with teachers on principles that value multilingual speakers’ linguistic repertoire in teaching and learning EAP and investigations of how these principles can be realized through teacher-researcher collaboration in co-developing pedagogical translanguaging approaches.

References

Keywords: Pedagogical translanguaging, EAP, Teacher-researcher collaboration

Bio: Jiajia Liu is a PhD candidate in Faculty of Education, The University of Hong Kong. Her research interests include English for Academic Purposes (EAP), translanguaging, multimodality and intercultural communication. She has given academic presentations at international conferences such as AERA and her article appeared in the journal System.
Filipino Adolescents’ Everyday Digital Literacy Practices: Exploring English Language Learning
Jacky-Lou MAESTRE
Monash University
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Abstract
Despite the rapid development of digital technologies in the Philippines, English language learning is taught through traditional pedagogies in schools. Many classroom activities are textbook-based and teacher-centred. However, research investigating how Filipino adolescents learn English outside of school through everyday digital literacy practices is limited. Informed by perspectives offered by Literacy Studies, which analyses literacy practices within the social and cultural contexts in which they occur, this research investigates Filipino adolescents’ everyday digital literacy practices to explore their informal English language learning experiences and identify sociocultural and socioeconomic contexts that influence these practices. This qualitative, multiple case study, involving eight junior high school students uses semi-structured one-on-one interviews, home observations, a drawing activity and screenshots of students’ digital activities.

The preliminary findings of the study show that Filipino adolescents engage with the everyday digital literacy practices associated with social media such as Facebook, Twitter, Instagram, and YouTube. Other practices include playing online games, reading stories online, and watching videos of anime series. While they engage with digital technologies outside of school, some of their practices are school-related such as discussing homework in their group chat. Filipino adolescents also use multiple languages when they communicate online. The participants believed that some of their everyday digital literacy practices have supported their English language learning. It is anticipated that the findings of this research will be relevant for policymakers, practitioners, and schools for enhancing and developing English language curriculum, policies, practices, and pedagogy in the Philippines to cater the needs of language learners.

Keywords: Everyday digital literacy practices, English language learning, Digital technologies

Bio: Jacky-Lou Maestre is a second year PhD candidate at the Faculty of Education, Monash University. She graduated Master in TESOL at Monash University. Her research interests include everyday digital literacy practices, translanguaging and English as a Second Language (ESL).

Language and Identity Formation: A Snapshot of Iranian learners’ Perceptions, Beliefs and Practices about English
Mehdi MOHARAMI
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Abstract
This paper explores how learning an additional language can shape identity. English is the official foreign language in Iran and is taught in schools and in private educational settings. Over the last two decades, English has gained popularity by playing a significant role in many Iranians’ lives. The globalisation and hegemonic nature of English and its unprecedented prevalence in Iranian society has led to political backlash. Authorities perceive English language learning as detrimental to Iranian Islamic identity. Hence, Iranian authorities have attempted to restrict the learning of English in Iran banning the teaching of English at primary school level since 2018. However, Iranian aspiration for learning English has not changed. The social and cultural impact of learning English on Iranian identity remains largely unmapped in scholarly research. In order to explore Iranian adult language learners’ identity negotiation, I shifted the lens from a global worldview to investigate learning English as a local practice. I employed explanatory mixed methods to examine how Iranian language learners’ cultural practices, perceptions and beliefs mediate their identities. This study analysed 105 adult language learners’ responses to an online researcher-designed survey. I interviewed seven male and seven female purposefully selected language learners, out of 31 volunteered respondents, who had participated in the survey. The interviews explored their experience of learning English in Iran. The findings acknowledge globalisation as an influential factor. However, Iranian language learners’ agency, investment and locality were found to be far more important as learners formed their own unique practices that fed into the language learning ecology of Iran.

Keywords: Learning English, Identity, Practice, Globalisation
Bio: Mehdi Moharami is a PhD candidate in Faculty of Education at Monash University. His research focus is about the influence of English language learning on identity formation and practices of language learners. Along with his dissertation research, Mehdi is interested in culture, TEFL, integrating language learning and social practices.

EARLY CHILDHOOD AND PRIMARY EDUCATION

Abstract: 33 Time: 1:30 – 2:00 Room: 3.02
A Changing of Teachers’ Pedagogical Practices in Creating Children’s Play
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Upon the author’s request, this abstract is not published in the proceedings.

Abstract: 34 Time: 2:00 – 2:30 Room: 3.02
Cultural-Historical Perspective on Private Speech of Multilingual Learners of English
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Abstract: 35 Time: 2:30 – 3:00 Room: 3.02
Developing Spatial Reasoning Skills in Preschool Children - Cultivating the Next Generation of STEM Practitioners through Everyday Family Practices
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Bio: Samran Daneshfar is a first year PhD candidate in education at Monash University. He is an MA graduate in English Language Teaching from the University of Zanjan-Iran. His areas of interest are Applied Linguistics, Language Education, and Cultural-Historical Theory in Language Education.
Abstract

As society becomes more technologically advanced, STEM is considered to be of integral importance to future prosperity. Research indicates correlation between spatial reasoning skills and success in STEM fields. However, what is known about spatial skills has mainly come from studies of primary-aged children, adolescents and adults. Of the small number of studies on pre-schoolers, few involve home observations, usually focusing on one aspect of spatial activities such as puzzle play; none are framed from a cultural-historical perspective. In affiliation with Australia’s first programmatic study being conducted in the Conceptual PlayLab exploring STEM development through conceptual play, this study will draw on cultural-historical concepts to examine the family practices that support preschool children’s development of spatial skills, and whether they differ based on the child’s gender and parental STEM background. Eight 3-year-old children and their families will be observed over 3 years, with 4-6 visits per year, at 1.5-2 hours per visit. Data will be collected via in-home video observations and interviews, and analysed using Hedegaard and Fleer’s (2008) three-layer dialectical and interactive analytical framework. The findings will contribute to insights into how family practices create conditions as well as turning points to support children’s construction of spatial concepts through books, toys, games, imaginative play and other everyday activities, and to the conceptualization of the nature of spatial experiences and skills from a cultural-historical perspective. The presentation will discuss this study and the related support from the PlayLab, as an example of the rich research being undertaken in the PlayLab.

Keywords: STEM, Early childhood, Concept development, Family, Spatial

Bio: Ha Dang, Tanya Stephenson, Sarah Carpendale and Kulsum Chisti Yonzon are PhD candidates and part of the Conceptual PlayLab team who are passionate about advancing Early Childhood STEM Education through evidence based, cultural-historically informed practices.

Abstract: 36  Time: 3:00 – 3:30  Room: 3.02

Teaching Intercultural Understanding in Australian International Baccalaureate (IB) Primary Schools

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Abstract

Intercultural Understanding is listed as one of the seven general capabilities in the Australian Curriculum. A good Intercultural Understanding has a positive impact on young Australians’ social skills and emotional well-being. International Baccalaureate (IB), as an internationally well-recognised education appears to highly value Intercultural Understanding too. IB primary year programme (IBPYP) is targeting primary students and is currently offered by 136 schools in Australia and the number is increasing rapidly. However, literature shows how teachers implement the IBPYP to develop primary students’ Intercultural Understanding is under investigated.

The purpose of this study aims to closely examine how IB teachers teach Intercultural Understanding in Australian IBPYP schools to understand the teachers’ implementation of IBPYP actually going behind the IB system for developing primary students’ Intercultural Understanding.

The study seek to utilise mixed method data collection to investigate the IBPYP curriculum and daily implementation in Australian IBPYP schools in term of teaching Intercultural Understanding. The method of data collection of the study will involve a Qualtrics questionnaire in IBPYP schools Australia-wide and a case study in an Australian IBPYP school with teacher interviews and classroom observations.

The findings of this research will provide valuable insight into how IB education brings a positive impact on teaching Intercultural Understanding at curriculum and practice levels and will contribute to the existing body of literature on teaching Intercultural Understanding in Australian primary years. It is expected that the findings of the study will contribute to further theorisation of Intercultural Understanding as a General Capability in Australian Curriculum.

Keywords: Intercultural understanding, International Baccalaureate, IBPYP, Australian primary

Bio: Shaoru Zeng, an Australian school teacher, research assistant and PhD researcher, combines researching, teaching and studying. Her research areas and interests include Australian Curriculum, IB Curriculum, Asia and Australia’s engagement with Asia studies.
Optimising the Professional Adaptation of Asian Australian Immigrant Teachers
Sun Yee YIP
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Abstract
Australia has a long history of immigration. Its immigrant population constituted 28.0% of the national total and Asian is among the fastest growing immigrant group. This demographic trend is reflected in many facets of the Australian society, including its teaching workforce. Asian Australian immigrant teachers (AAITs) made up close to half of the total proportion of immigrant teachers in schools.

While there have been studies documenting the experiences of migrant teachers in Australia, these studies are now outdated and they do not reflect the current context of the Australia society and the changes in the education landscape since the implementation of the education imperatives in the Asian Century White Paper (Department of Defence, 2012). This study seeks to further the understanding of the professional adaptation of migrant teachers, in particular, the growing number of AAITs in the Asian Century. This qualitative case study explored the professional adaptation experiences of 10 AAITs across different professional life stages and years of residence in Australia through a series of in-depth, semi-structured interviews.

Preliminary findings highlighted the tensions surrounding the professional integration of Asian Australian immigrant teachers, including differences in their views towards education, professional beliefs and dispositions, which in turn shaped their practices in the classroom. In particular, we observed that social structures and professional relationships in schools play a significant role in the integration and professional identities of AAITs. These findings have broader implications for teacher development in immigrant receiving countries.

Keywords: Teacher professional adaptation, Teacher learning and development, Teacher professional identity

Bio: Sun Yee Yip has been an educator for the last 17 years. Her experience spans across school leadership, education policy, staff development and curriculum development. Her last role was an Assistant Principal in a secondary school in Singapore. She completed her Master of Education at Nanyang Technological University, Singapore in 2013. In 2017, she was awarded the Research Training Program Scholarship and the Monash Graduate Excellence Scholarship to undertake doctoral studies at Monash University, Australia.

Empowerment through Education and Upward Social Mobility: A Case Study of Indigenous Minority Chakma Women Immigrants’ Perspectives in Melbourne
Urmee CHAKMA
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Abstract
Education is important for everyone, but for the disadvantaged it is a critical area of empowerment. This is not only because education is an entry point to opportunity but it is the key to reducing poverty and accessing lines of social mobility. This is particularly true for indigenous peoples around the world, especially when they are deprived of even the very basic education, resulting in higher dropout rates in formal education and lower representation in higher education.

However, despite suffering ongoing human rights violations, including ethnocide (Chakma, 2010) and genocide (Chowdhury, 2015), the indigenous Chakma minority in the Chittagong Hill Tracts (CHT) in Bangladesh have shown great resilience in achieving an inspiring 71% literacy rate. In particular, since the early 90s, Chakmas have seen an upward mobility in pursuing higher education in Australia by securing Australian Development Scholarships. Some of these Chakmas later immigrated to Australia, calling it home. This study presents the narratives of four diasporic Chakma women in Melbourne who see themselves as subjects rather than objects as they feel empowered for having a voice.

Using a qualitative approach involving in-depth, semi-structured interviews, these women shared the lived experiences of their spatiotemporal transnational journeys from CHT to Melbourne, and how they became empowered through higher education, gaining agency in achieving their highest personal aspirations and goals. The women displayed a strong and overt
sense of who they are, what they want and what is best for their life both as individuals and as part of the diasporic Chakma community.

**Keywords:** Education, Minority, Immigration, Diaspora, Identity, Empowerment

**Bio:** Urmee Chakma is a second year PhD candidate in the Faculty of Education, Monash University. She has a Master’s degree in English Literature and has been teaching English to international students in Melbourne for 15 years. Her research interests include non-native English teachers’ experiences, indigenous education, diasporic communities, immigration and identity construction.

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**Abstract: 39**

Time: 2:30 – 3:00

Room: 3.03

**From Home to School: Home-Language Literacy Practices among Second-Generation Vietnamese Children in Melbourne**

Thi Minh Thu BUI

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**Abstract**

Investigating family language policy in multicultural contexts has drawn much researchers’ attention recently. While research on language practices among the immigrant families mainly focuses on the spoken aspect of the home language, the investigation of home-language literacy practices is relatively underexplored. This paper discusses how home-language literacy practices take place at home and school among the second-generation Vietnamese children in three Vietnamese immigrant families in Melbourne. Main data collection methods include semi-structured interviews with mothers and children, observations of family language practices and collection of the families’ everyday written documents. Findings show that home-language literacy practices differ among the investigated families. Notably, reading activities have been the focal home-language literacy practices whereas writing activities take place scarcely or only on special occasions. The mothers attributed the lack and neglect of writing activities in the home to the difficulty of writing in Vietnamese and their lack of time. While the parents expected the Vietnamese language school to be a good place for their children to practice their literacy skills in the home language, the children provided unfavourable feedback on the in-class activities and teachers’ uninspiring teaching methods. These findings show the challenges of maintaining literacy practices in the home language in Melbourne in particular and in a multicultural context like Australia in general. This paper calls for Vietnamese language schools’ efforts to update their materials and improve their teaching methods and parents’ greater investment into their children’s literacy practices for children’s better home-language literacy skills and appreciation.

**Keywords:** Home language, Literacy practices, Immigrant families

**Bio:** Thi Minh Thu Bui obtained her Master in TESOL at Monash University and is currently a PhD student at Faculty of Education, Monash University. Her research interests include second and foreign language teaching methodologies, multilingualism and language practices among Asian people in multicultural contexts. She can be reached at Thi.Bui@monash.edu.

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**Abstract: 40**

Time: 3:00 – 3:30

Room: 3.03

**The Conditions that Enable and Constrain Collective Praxis for University Students Seeking Asylum in Victoria**

Sally MORGAN

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**Abstract**

The situation of people seeking asylum in Australia remains politically charged and subject to harsh government policies (Achiume et al, 2017; Henderson, 2014; Refugee Council of Australia, 2018). Little is known about the impacts of educational inclusion of people of asylum-seeking background on the ways in which they narrativise their own identity, belonging and agency within the Australian community. Using the theory of practice architectures (Kemmis et al, 2008, 2014) this study aims to contribute to an understanding of the (cultural-discursive, material-economic and social-political) conditions that enable and constrain individual and collective practices of university students seeking asylum, and that are generative of an increased sense of human agency and social/political participation (Adlong, 2008).
The study will entail Critical Participatory Action Research (CPAR) (Kemmis, 2008; Santos, 2016) with a research group of members of the recently established HOPE Co-Op, most of whom are asylum-seeking tertiary students in Victorian universities. The CPAR project will involve co-designing a course of action based on shared emancipatory goals (Freire, 1994; hooks, 1994; Kemmis & Smith, 2008; Santos, 2016) and the co-construction of narratives of emplacement through connection to social, cultural and physical places/sites. It aims to be transformative for participants in an area they identify as oppressive or unjust, and elucidative for policy makers, educators and academics by including a critical-analysis of a case of collective praxis and social action with and by people seeking asylum.

**Keywords:** Asylum-seekers, Education, Praxis, Practice arrangements, Critical Participatory Action Research

**Bio:** As an early-career researcher at Monash University, Sally Morgan’s ongoing work builds on five years of leading educational pathways initiatives with asylum-seeker background students. Recipient of the Monash Faculty of Education’s Deans Award in 2018, she is also Student Liaison Officer for the Refugee Council’s Refugee Education Special Interest Group.

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**LANGUAGE EDUCATION AND POLICY**

**Abstract:**

**Exploring Opportunities and Constraints around Chinese International Students’ Language Practices in Australian Higher Education**

Minlu SHI
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**Abstract**

The growing population of Chinese international students in Australian higher education offers opportunities for Chinese students to use Chinese with their peers in the English as a medium of instruction (EMI) classroom. These opportunities are understood as scaffolding in bi/multilingual scholarship which increasingly focuses on the use of the multiple linguistic resources for learning. However, Australian educators and educational institutions can perceive these language practices as a threat to learning in formal learning spaces. This paper will propose a conceptual framework to explore the apparent tension between the kinds of monolingual (in English) choices educators and educational institutions make about language use and the theoretical positioning of the linguistic resources of bi/multilinguals as an effective tool for learning. The framework is considered to be a useful conceptual tool because the inclusion of the way students think about their language use and how this use is institutionally positioned is a significant influence on what they actually do with languages, and is therefore a significant influence on their learning in Australian higher education.

**Keywords:** Chinese international students, Higher education, Australia, Language practices, bi/multilingualism

**Bio:** Minlu Shi is a PhD candidate in the Faculty of Education, Monash University. She has a Master degree in TESOL and is a registered English teacher in China. Her research interests include bilingual education, content and language integrated learning (CLIL), and the leveraging of linguistic resources for learning.

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**Abstract:**

**The Transition from Home to School: Supporting Bilingual Development in Chinese-Australian Children in Melbourne**

Yunkuai XIAO
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**Abstract**

Successful transition from home and kindergarten to school is a key factor in children’s later success at school. For Chinese-Australian families, this transition period is also important in supporting the bilingual development of their children. Despite this, there have been few studies conducted about bilingualism in this important transition period. This paper introduces my research project that centres on the experiences of three Chinese-Australian families as their children make the transition to school, with particular reference to the different perspectives about bilingualism from children, parents and school educators. It focuses on the transition needs of the Chinese-Australian children as well as language practices used at home and school to support children’s bilingual development and the maintenance of heritage language.
My qualitative case study is informed by the combination of Family Language Policy, Sociocultural Theory and The Third Space Theory. Pivotal to this framework is the notion of shifting cultural contexts, creation of new knowledge, development of new identities and growth of more inclusive perspectives about bilingualism and heritage language maintenance. Data will be drawn from interviews with the parents and their children, from observations of the episodes of parent-children interactions at home, and from interviews with each child’s teacher and principals in order to understand this complex phenomenon.

The study will contribute to the current literature about supporting children’s bilingual development as they transition from home and kindergarten to school. It will also provide participant families with an opportunity to understand the bilingual development of their children, and for both parents and school teachers to develop practical strategies to help children adjust to the complex changes of language and culture experienced in the transition to school.

**Keywords:** Bilingualism, Transition, Language policy, Chinese-Australian children, Heritage language

**Bio:** Yunkuai Xiao is a PhD student from the Education Faculty of Monash University. He has a master degree in Education and experiences and publications in qualitative research.

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**Abstract:**

Understanding the Sojourn Experiences of Chinese Study Mothers in Melbourne, Australia: Their English Language Learning and Mothering Practices

**Yi HOU**

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**Abstract**

With an increasing number of Chinese international students studying in Australian schools, a number of Chinese mothers have decided to become ‘study mothers’. This special household arrangement involves the mother and the children staying in Australia while the father remains in China to provide financial support for the family. Australian visa requirements restrict these mothers from undertaking paid work; this may reinforce their conventional maternal role. Substantial research has been conducted on the transnational experiences of immigrants among immigrant-receiving countries (Chee, 2003; Norton, 2013). However, there is a paucity of research that examines Chinese study mothers’ experiences, who, as transient sojourners, will return to China once they complete their ‘mission’ as caregiver, or return to cater for the needs of other family members. This paper outlines a proposed qualitative study, exploring how Chinese study mothers experience and make sense of their English language learning and mothering practices while in Australia. Using the frameworks of ‘identity’ and ‘investment’, this study focuses upon the impact of factors such as the mothers’ beliefs about language learning, schooling, and English education. It also focuses on how these mothers relate to each other and form relationships around the experience of migration, English language learning and mothering. This proposed study seeks to inform Federal government policy that regulates the working conditions of Chinese study mothers, school policies around the inclusion of international families, SLA (Second Language Acquisition) theory, and TESOL (Teaching English to speakers of other languages) pedagogy for adult migrant women, particularly as sojourners, in an Australian context.

**References**


**Keywords:** Chinese study mother, Sojourner, English language learning, Mothering practice

**Bio:** Yi HOU is a first year PhD student in the Faculty of Education at Monash University, Melbourne, Australia. She received her Master Degree in TESOL from Monash University before beginning her PhD earlier this year. Her research interests include TESOL and sociology of education.
Balancing Curricular Requirements of Vocational Circus Education in Quebec

Alisan FUNK
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Abstract

Most circus performers now come from degree-granting circus schools. Quebec has two post-secondary circus schools. Both of these circus schools offer two parallel programs, with the same ostensible objective of developing circus artists, whose students are intermixed. The DEC (diplôme d’études collégiale) program culminates in a college diploma, while the DEE (diplôme d’études de l’établissement) does not include academic core classes or academic accreditation. I investigated whether the learning objectives of degree-granting circus programs in Quebec are considered the same as learning objectives in non-degree (certificate) programs by asking: how do students, circus instructors, teachers, and administrators in Quebec circus schools describe and experience the coexistence of academic and kinaesthetic objectives with regard to their institution’s program objectives? Four focus groups were held in each school, and participants were divided into groups according to their roles in the school: administrators, academic teachers, circus trainers, and, together, students in the DEC and DEE programs. Three theoretical fields were used to create research questions and analyse responses: curriculum studies, sport psychology, and circus education studies.

All participants believed the goal of circus school is to develop circus artists. However, many participants differentiated circus ‘artists’ from circus ‘technicians’ due to their approach to performing. Additionally, when describing their experience of the curriculum, most participants saw the ‘circus’ curriculum and the ‘academic’ curriculum as parallel, non-integrated trajectories. Participant responses reveal that we must both question how circus arts programs can fit into accredited academic structures AND how academic content can fit into the goals of circus education towards the development of artists and innovation within circus arts.

Keywords: Performing arts education, Curriculum, Circus education, Circus studies

Bio: Alisan Funk is a Montreal circus coach, performer, and creator currently pursuing her PhD in Education at McGill University. She earned an MA from Concordia University studying circus education and also researches technical and creative aspects of contemporary and classical circus performance.

Workplace Education to Support Social Service Organisations Address Societal Problems

Pamela MIRANDA
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Abstract

Although both Australia and the United Kingdom are relatively rich countries, not all their people are thriving. Increasingly there is an understanding that the many challenges and problems facing modern society cannot be met without social innovation (Howaldt and Schroder 2017, Howaldt and Schwarz 2017). Barriers to social innovation in social service contexts have been identified as funding challenges, lack of skills and knowledge (Heales, Solley et al. 2017, Howaldt 2017) which workplace education can address.

Through a constructivist and qualitative multi-case study approach guided by Stake (2006), this research explores the workplace education activities of two Australian and two United Kingdom (UK) social service organisations. A conceptual framework was developed by integrating four theories, these being organisational learning theory (Argyris and Schon 1996, Zack 1999, Beebay and Booth 2000, Kirkpatrick and Kirkpatrick 2006), social innovation typology (Howaldt and Hochgerner 2017), dynamic capabilities theory (Teece 2007) and institutional theory (Scott 2014). Methods used were interviews, focus groups, and document analysis. Qualitative analysis was conducted utilising Nvivo software and guided by inductive and deductive coding strategies outlined by Bazeley (2013).

Findings will be presented as to how social service organisations acquire and share knowledge, how they alter their knowledge base in response to changes in their environment, and how they understand successes and failures of their
workplace education efforts. Further, drawing on the theory utilised in this study, a new framework will be proposed to support workplace education at social service organizations.

References


Keywords: Workplace education, Dynamic capabilities, Social innovation, Social services

Bio: Pamela Miranda is a PhD candidate in the Education Faculty of Monash University and is passionate about the difference that formal and informal learning can make. With extensive professional experience leading learning & development in social service organisations, she seeks to build staff capacity to deliver the best services possible.

Abstract: 46  Time: 2:30 – 3:00  Room: 3.05

Giving Voice to Our Givers

John MASON
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Abstract

Increasing demand for rural fire services in Queensland is occurring simultaneously with significant declines in volunteering rates. Recent research suggests high attrition amongst new volunteers has strong links with on-boarding experiences. In developing understanding of volunteer experience, the Queensland government (government) garners mostly quantitative data, painting a broad picture of the sector. Although qualitative volunteerism research is now common in other states, little recent peer-reviewed qualitative work is available in the Queensland context. My study investigated the lifeworld of twenty rural fire volunteers active in regional Queensland. I employed constructionism in my ontological considerations and used interpretivist approaches to provide an epistemological position leading to empathic understandings of volunteer experience. My methodological orientation was inductive using a phenomenological outlook employing Heidegger’s interpretative traditions. Concerning study method, a combined case study approach involved a series of interviews to elicit participant experience during induction, training and brigade enculturation. For data analysis, I used Interpretative Phenomenological Analysis and focus group sessions in exploring participant meaning. Super-ordinate themes include acceptance of new recruits by brigade peers as a vital educational and cohesive element. Participants describe their brigade functioning like a tribal unit, with leaders sometimes denying access to advancement training for certain members. Themes also include desire for increased training flexibility and immediate up-skilling of volunteer educators. Findings are useful to government by indicating better matches for recruit expectations will result from a detailed understanding of future roles and responsibilities. Equitable access to professionally delivered context-specific training may also assist in retaining volunteers.

Keywords: Rural fire, Volunteerism, Brigade, Tribal unit, Training flexibility

Bio: My long teaching career encompasses work in the remote communities of the NT and PNG. Recent involvement with Queensland’s rural fire service has created an interest in improving volunteer retention through qualitative research. As a committed rural fire volunteer, I enjoy insider status and have the trust of research participants.
**TEACHER EDUCATION**

**Abstract: 47**

**Time: 1:30 – 2:00**

**Room: 3.21**

**An Exploration of the Experiences of Initial Teacher Education Students during Practicum: Teacher Education in the Pacific**

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**Abstract**

Initial Teacher Education (ITE) students gain rich experiences during teaching practice. This study aimed at examining the effectiveness of teaching practice by studying the students’ experiences. This study aimed to explore what competencies ITE students acquired during their teacher education degree. It also investigated the extent of support given by the school mentors. Finally, the study tried to find out what aspects of teaching practice had been most challenging for ITE students.

A mixed method of qualitative and quantitative investigation was used to collate data and involved a questionnaire survey that helped design the interview questions which was then followed by documentary study of the students’ assessment reports and their reflective journals.

The findings suggested that ITE students needed to be more closely monitored so that they faced fewer challenges like managing pupil behaviour in the classroom and time management whilst teaching so that the lesson could be completed as planned. It further revealed the mentors’ attitude towards ITE students needed to be more positive and that the teacher education providers needed to better prepare the Associate Teachers for the mentors’ roles. The findings also revealed that the relationship between the teacher education providers and mentor schools should be stronger and that the supervising lecturers needed to make more frequent visits to the schools to nurture and guide the ITE students.

**Keywords:** Practicum, ITE students, Associate teachers, Supervising lecturers

**Bio:** I have taught in schools from 1982 till 1997. Then I joined Fiji College of Advanced Education as a Lecturer and was promoted as Senior Lecturer and Head of School of Languages and Literacy. Thereafter, I worked at Fiji National University and joined USP in 2011. At USP I coordinate Practicum.

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**Abstract: 48**

**Time: 2:00 – 2:30**

**Room: 3.21**

**Experience Teaches? Using a Research-Informed Framework to Explicate the Role of Experience in Employment-Based Initial Teacher Education**

Tessa BLAIR  
*University of Oxford, United Kingdom*  
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**Abstract**

At a point when government policy in England had rapidly extended employment based initial-teacher education (Whiting et al. 2018), this study focused attention on the nature and sources of the knowledge that beginning teachers (BTs) draw on to make sense of their experience in the classroom.

The study, a form of ‘Close to Practice’ research (Wyse et al. 2018), draws on the Orientations to Learning from Experience Framework (OLEF) (Hagger et al. 2008), which uses five dimensions to describe the dispositions of BTs to learning from experience. A participatory action research approach was adopted to explore whether, and, if so, how, this research product – OLEF – could be used by mentors and BTs to enhance participants’ learning. In this paper I will share accounts of the approaches of two BTs to their learning, focusing on two dimensions of the framework: Intentionality and Frame of Reference. The resultant findings contribute to discussion about the nature of teachers’ knowledge, learning and reflective practice. Practical implications for BT learners and their mentors are offered.

**References:**


**Keywords:** Teacher knowledge, Employment-based initial teacher education, Close-to-Practice research

**Bio:** I am currently completing a part-time DPhil at the University of Oxford, alongside work as a senior leader in London secondary schools. Previously I completed an MSc in Educational Research (University of Bristol). My research focuses on the learning of beginning teachers, with a particular interest in mentoring conversations.

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**Abstract: 49**  
**Time: 2:30 – 3:00**  
**Room: 3.21**

**Exploring High School Science Teachers’ Pedagogical Content Knowledge for Phenomenon-Based Teaching**  
Daniel PIMENTEL  
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**Abstract**

With the release the Next Generation Science Standards (NGSS Lead States, 2013), many teachers are working to adjust their pedagogy to align with a new vision for science education. Among the many shifts promoted in these reform documents is the use of phenomenon-based teaching to engage students with disciplinary core ideas, cross-cutting concepts, and scientific practices (National Research Council, 2012). Phenomenon-based teaching is a form of problem-based instruction, where students are tasked with constructing explanatory models of real-world events or processes (Penuel, Turner, Jacobs, Horne, & Sumner, 2019). While there is currently work being done to study the development of phenomenon-based curriculum and assessment, there is a need to understand teachers’ pedagogical content knowledge (PCK) for phenomenon-based instruction and how it develops over the course of professional development (PD) (Buell, Furtak, Deverel-Rico & Henson, 2019; Penuel et al., 2019). In this study, I examine teachers’ PCK for phenomenon-based teaching before, during, and after PD focused on the use of phenomena in science instruction. Twenty-two secondary science teachers from low-income urban schools completed surveys to measure their PCK for phenomena-based instruction before and after participating in PD. Participants were also video-recorded while planning a phenomena-based learning sequence in small groups during the PD session. These data are currently in the process of being analyzed, using content analysis and video analysis. The findings from this study will provide insight into how teachers are currently conceptualizing phenomenon-based instruction and how these understandings develop, or not, as a result of PD.

**Keywords:** Science education, Phenomenon-based instruction, Pedagogical content knowledge

**Bio:** Daniel Pimentel is a doctoral student studying Learning Sciences and Technology Design with a specialization in Science Education at Stanford. He holds a B.S. in Biology and an M.Ed in Secondary Education from Boston College. Daniel spent five years teaching middle school science and high school chemistry in Brooklyn, NY.

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**Abstract: 50**  
**Time: 3:00 – 3:30**  
**Room: 3.21**

**Developing Mentoring Practices as a School-Based Teacher Educator: Bridging the Tensions between the ‘I’ as Teacher and ‘I’ as Mentor**  
Suzanne TATE  
Monash University  
Suzanne.Tate@Monash.edu

**Abstract**

This presentation will explain my proposed self-study research project exploring the realities of mentoring PSTs (Pre-Service Teacher) as a School-based Teacher Educator (SBTE). By developing understanding of my mentoring practice, for the improvement of both PST and student learning, this research aims to have a practical impact on Initial Teacher Education. My experience as a SBTE highlights the divided responsibilities that impact the role. SBTEs are torn between their responsibility to the PST under their care, and their primary responsibility to the learning and care of their students. There is a lack of literature relating to researching this issue, and mentoring practice in general, from the perspective of practicing SBTEs. My research aims to address that gap by looking at what aspects of research-based PST mentoring practice can be most effective in maximising PST outcomes and also supporting student learning, and how tensions and divided responsibilities within the role of the SBTE can be navigated and addressed.
My research, drawing on existing mentoring research and considering the constraints that impact the work of SBTEs will be undertaken in a cyclical structure. Based on my review of the literature and my own experience and tacit knowledge, I will design a personal mentoring approach to be applied during my work with PSTs. I will collect data such as personal narrative and critical-friend discussions during the practicum. I will then use a combination of Dialogical Self Theory (DST), and Situated Learning Theory (SLT) to consider the data and discover my ‘Living Theory’. DST allows us to use different aspects of the ‘self’ to construct an internal dialogue, for example between ‘I as teacher’, and ‘I as mentor’. This will be useful in studying the divided responsibilities within the SBTE role. SLT posits that learning occurs through authentic activities and context, and is therefore relevant in the study of the practicum learning of PSTs. I will then refine my mentoring plan, making changes before applying it to working with a new PST in the next cycle. Living theory is referred to within the field of self-study, and relates to the ‘theory’ that can discovered within one’s own practice, that is constantly evolving and specific to one’s own context. This research will increase the voice of SBTEs and produce a ‘living theory’ that demonstrates how my practice negotiates the conflicting demands on SBTEs, while fulfilling learning outcomes for myself, the PSTs and my students.

**Keywords:** ITE, Mentoring, Self-study, PST.

**Bio:** Suzanne Tate is an Art and Technology Teacher who has shown interest in Initial Teacher Education for many years, through her mentoring of pre-service teachers during their practicum placements. Completion of a Graduate Certificate in Educational research in 2016 led to starting her part-time PhD journey in 2018.

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**EDUCATION AND YOUNG ADULTS**

**Abstract:** 51

**Time:** 1:30 – 2:00

**Room:** 2.42

“Eighteen Just Makes You a Person with Certain Privileges”: The Perspectives of Australian Sudanese and South Sudanese Youths on Transition to Adulthood

Luke MACAULAY

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**Abstract**

Conceptualisations of the transition to adulthood can be influenced by a variety of factors, including geographic context and socio-cultural belonging. This paper reports on one aspect of a larger qualitative study designed to better understand the transition to adulthood as experienced by Australian Sudanese and South Sudanese youths in Melbourne. Employing a voice-centred relational methodology (VCRM) approach, which places the voices of participants at the centre of the research, the aim of the research presented in this paper was to gain a better understanding of the conceptualisations held by Australian Sudanese and South Sudanese youths regarding adulthood and the transition to adulthood. This study adopted a multi-site case design, where participants were recruited from two Melbourne based non-for-profit community organisations. All data were analysed using VCRM strategies and examples of findings are presented via VCRM pronoun poems to better understanding the voices of participants relative to the narratives they present.

The findings of this study suggest that Australian Sudanese and South Sudanese youths conceptualise adulthood and the transition to adulthood based on internal individualistic criteria, although, for the participants in this study, there is evidence to suggest that several key cultural considerations underpin these conceptualisations. How these conceptualisations of adulthood become operationalised in Melbourne, Australia, is reported to be influenced by a variety of variables that have the potential to impede a smooth transition to adulthood. In recent times, young people from these communities have been receiving high levels of negative public and political attention in Australia regarding their socio-cultural belonging. Placing their voices at the centre, this paper aims to contribute to a better understanding of the experiences of these youths regarding the transition to adulthood, which can subsequently contribute to the formation of policies and practices aimed at supporting these young people as being more culturally receptive to their needs.

**Keywords:** The transition to adulthood, Australia, Sudanese and South Sudanese, Belonging, Identity

**Bio:** Luke Macaulay is a PhD Candidate in the Faculty of Education at Monash University. Luke’s doctoral research is with Australian Sudanese and South Sudanese youths in Melbourne, Australia and focusses on their experiences of becoming adults.
English Language Learning Strategies: Perspectives and practices of EFL teachers and learner

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Abstract

This research study focuses on strategies for infusing tomorrow’s ‘living skills’ such as creativity, innovation, applicability, adaptability, life-long learning, information management and problem-solving into the Fiji secondary school curriculum. These living skills which focus largely on creative, economic, culture, ability to work collaboratively and information management, find support in the multiple agendas of schooling: cognitive, vocational, cultural and citizenship. In the current situation these are categorized as academic or formal education and vocational education. Currently, they exist as separate systems such as academic education and technical vocational education and training education programs. It is necessary, therefore, to find ways to integrate academic and vocational education so that together they equip tomorrow’s secondary school graduates with essential living skills. A research approach that aims to understand the concept of integration in this way finds support in the phenomenological and qualitative research literature. Largely a qualitative case-study approach will be adapted for this study. In particular, participant-observation, in-depth interviewing, documentary analysis and workshops will be used as data-gathering strategies in five secondary schools which offer academic and technical or vocational courses like all other secondary schools in Fiji. This study is expected to provide policy makers and practitioners with relevant information and insights that may contribute to the effective management of the concept of integration. In addition, it will also provide valuable information on the preparedness of current high schools’ graduates to live, learn and perceive their real world’s occupational opportunities.

Keywords: Living skills, Integration, TVET

Bio: Taniela Raicama is an Assistant Lecturer in Technology Education based at Laucala Campus, Fiji. His work experience includes teaching secondary schools around Fiji. He received his Bachelors and Master’s Degree from The University of the South Pacific. His research interest includes Technical & Technology Education and Curriculum.

The Psychological Impact of the Hazelwood Mine Fire on Young Adults

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Abstract

Young adulthood is characterised by transitions and challenges, as well as high prevalence of mental illness and less help-seeking behaviours (Kessler et al., 2007; Gulliver et al., 2010). Despite these vulnerabilities, the needs of young adults’ are often overlooked after disaster events (Forbes et al., 2012). This research aimed to explore the psychological impacts arising from exposure to the Hazelwood mine fire that occurred in Victoria in 2014. This mine fire burned for over 45-days, with residents in Morwell and surrounding communities exposed to poor air quality, with levels of particulate matter exceeding national standards (Emmerson et al., 2016). A cross-sectional survey of 3,094 Morwell adults was administered approximately two-years after the event, including exploring distress associated with the mine fire (Impact of Events Scale-Revised: IES-R) and general distress (Kessler Psychological Distress Scale: K10). Regression analyses are currently being undertaken to explore age differences in both mine fire-related and general distress, as well as risk factors that may contribute to psychological outcomes. Preliminary analyses are indicating that young adults’ (18-34) experienced greater general distress after the event compared with other adults (35-49, 50-64 and 65+), however, they did not experience greater distress attributed to the mine fire. The presentation will explore these findings, through consideration of the role of other factors.
such as prior mental health and traumatic exposures. The findings will have implications for understanding the mental health of young adults after disasters and help in the identification of those young adults most vulnerable after disaster events.


**Keywords:** Disasters, Mine fire, Young adults, Psychological distress

**Bio:** Katelyn O’Donohue is a PhD candidate in the Faculty of Education at Monash University and is undertaking a combined Master of Educational and Developmental Psychology and Doctor of Philosophy program. Katelyn’s main research and practice interests are in working with and understanding the psychological wellbeing of young people.

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**Gifted Education Policy in Saudi Arabia**

Nasser ALMUTAIRI

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**Abstract**

In Saudi Arabia, gifted education policy has not been explored especially after establishing gifted schools in 2010. In this paper, I intend to answer the following research question:

What are the current gifted education policies at (a) the level of the Ministry of Education, (b) the level of gifted schools in Saudi Arabia? This is a qualitative case study that employed semi-structured interviews and document analysis to explore gifted education policies in Saudi Arabia. The researcher focused on two secondary schools based gifted education to explore the reality of gifted education policy and practices. Saudi gifted education policies and practices are being analysed, in particular the identification, gifted programs, personnel preparation and program management, from three perspectives: policymakers, linkers (supervisors in districts) and adapters (teachers and principals). Thus, the intention is to utilise this information to provide recommendations for developing the gifted education policy in Saudi schools. This research is being guided by “A Guide to State Policies in Gifted Education” published by National Association for Gifted Children in 2016. Initial findings indicate that the main criterion of identifying students to schools based gifted education is the ability to score among the top 1% in a national cognitive test designed by Qiyas, a Saudi organisation for national assessment. However, there is a lack of programs evaluation at the ministry and schools levels. In addition, teachers seek professional development in meeting students’ needs at these schools. Participants emphasised the importance of providing gifted schools with a special curriculum that create a challenge for students when adopting a grouping strategy.

**Keywords:** Gifted education policy, Gifted schools, Identification, Gifted programs, Saudi Arabia

**Bio:** Nasser Almutairi is a PhD candidate at Monash University. He has studied a master’s degree in Jordan in teaching gifted students. He has worked as a teacher and trainer for gifted students in Saudi Arabia. He has taken part in some training programs in special schools for the gifted in Jordan and Saudi Arabia.
Changing Perceptions of Plagiarism and Student Morality at Australian Universities and their Implications for Academic Integrity Policy

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Abstract
The goal of this paper is to problematise a contemporary narrative that students enrolled at Australian universities are becoming increasingly dishonest. Research published in 2017 suggests that 6% of the nation’s 1.3 million students now engage in ‘contract cheating’, a variant of plagiarism. In response, the Federal Government is drafting a law to jail or heavily fine those who sell essays to students on the basis that this action will protect the reputation and integrity of Australia’s universities. While there is wide support for this policy innovation, preliminary discourse analysis of Australian research about academic integrity published since the 1980s suggests a need for caution. In particular, the claim that student plagiarism is increasing is partially the result of an uncritical large-scale recycling of unconvincing prior claims. Drawing on the frameworks of Moral Panic and Moral Regulation theories, it is suggested that the moralisation of the behaviour of subordinates (e.g., students) so that they appear ‘unethical’ is an effective strategy for securing the introduction of policies which may in time appear unwarranted or unduly punitive. The potential utility of this research therefore lies in its capacity to expose to wider examination the contemporary moralisation of student behaviour. For the Moral Regulation theorist Alan Hunt (1999, p. 220), facilitating this kind of scrutiny is an important check against the tendency to “intransigent authoritarianism” which he argues is a hallmark of contemporary moralisation.

Reference

Keywords: plagiarism, Contract cheating, Policy, Moral panic, Moral regulation

Bio:
Edward Rush retrained as an ESL teacher after an early career in Australian metropolitan print journalism. He taught in university departments in Asia from 1997-2012 and has worked in vocational and pathways education institutions in Melbourne since his return. He is a PhD student at Monash University under the supervision of Jennifer Bleazby and Melissa Wolfe.

An Exploratory Study into the Educational Process of Sustaining Indigenous Fijian Medicinal Knowledge: Implications for Learning in Schools and Higher Education

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Abstract
Traditional herbal medicinal knowledge (THMK) has been seriously eroding over the past decades indicating challenges for its restoration. The overarching theme of the research is to investigate the educational process of transmission of traditional herbal medicinal knowledge (THMK) and its practices among the indigenous people of Fiji. Education is deemed vital in the itaukei world. It is envisioned that education through the teaching of health education and science will assist in the sustainability of THMK. THMK is relevant to the itaukei community. It is their way of life because of culture and their identity. Through education in schools and higher education, this knowledge should be sustained so it gives a sense of ownership to the Fijian community.

Aims and Objectives: The study aims to: explore itaukei’s epistemological knowledge and perceptions on traditional herbal medicinal knowledge?

Research Objectives: To document Indigenous Fijian perceptions of traditional herbal medicinal knowledge and its educational process of sustainability

Research Questions: 1) What is traditional herbal medicinal knowledge in the Indigenous Fijian context? 2) What are the processes of transmission of traditional herbal medicinal knowledge?
Methodology: The research will use a qualitative approach will be used for this research because it is a relevant approach to be used when conducting a study that enquires about the Indigenous Fijians’ perception about THMK, the Indigenous Fijians’ knowledge and tradition and how this knowledge is passed on to the younger generations. It will use interpretive and phenomenological paradigms because this paradigm examine the perspectives of individual participants. It will also use the Vanua Framework that works well with the Vanua.

Keywords: Traditional herbal medicinal knowledge, Indigenous herbal practitioners, Herbal medicine, itaukei

Bio:
Mereseini Tikoduadua: Assistant Lecturer – USP (School of Education since 2017), a PhD student

Abstract: Education Policy and Practice in the Post-Truth Era
Stephanie WESCOTT
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Abstract
The educational policy landscape in Australia has undergone significant transformation in recent years, requiring teachers to adapt their practice to new reforms. Recent policies construct an atmosphere of distrust—doubt and uncertainty about teachers’ capacities around practice and performance—remedied by greater accountability, increased imperatives to support claims about performance with evidence, national standards, mechanisms for global comparisons and university-school partnerships. The improvement agendas of schools now require sophisticated collection and interpretation of data, and increasingly, teachers are required to make ‘diagnoses’ of their students’ learning this way using quantitative measurement.

This research considers the development of the education policy landscape in Australia against the background of the post-truth movement; the emerging social-political trend where objective facts are demoted in favour of personal belief. It observes the emergence of global education trends in Australian policy texts and in teachers’ daily practice. Drawing on a corpus of texts, such as Victorian education policy and associated documentation, and case studies of two Victorian teachers, it explores the relationship between post-truth, as an emerging discursive movement and existing political trend, and educational policy, themes and discourses. This paper presents initial findings about the impact of recent education policy initiatives on teacher autonomy and daily practice, draws on recent teaching experiences within the current climate, and offers a theoretical and methodological framework for the study. This study considers the impact education research into teacher practice can have on the daily, real world practice of Australian educators.

Keywords: Education policy, Educational politics, Post-truth

Bio: Stephanie Wescott is a former English teacher currently completing her PhD at Monash University Faculty of Education. She works as a teacher educator and research assistant, and edits an online zine dedicated to publishing teachers’ writing.

Abstract: The Democratic Deficit in the Governance of Education
Rick WHITE
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Abstract
This paper discusses how a distinction between governance and government can facilitate critical insights to a set of issues that educators currently face in the ‘real world’. It argues that the concept of governance, which refers to the broad collection of actors and interactions that influence social arrangements, is more suitable than the concept of government for the task of meaningfully theorising the complex network that directs our contemporary educational systems.

It applies this distinction to the analysis of a set of interrelated educational issues, which are explored within the context of Victoria, Australia. These issues include the emphasis that is placed upon education to facilitate economic outcomes, the growing importance of measurement in the practice of education, and the significant influence upon education by an administrative culture focussed on management and performance.
It then outlines a research proposal that will contribute to educational theory by seeking to explain why these issues have intensified, and by considering the implications that this may have for any form of response. This includes a description of the methodological considerations underpinning the research, including an explanation of the philosophical method of affirmative dialectics, which refers to the progression of an argument from an affirmative position to a negative position. Next, it describes the concept of a democratic deficit, which is argued to be a factor in the persistence and intensification of these educational issues. Finally, it discusses the concept of universality and queries the insights that this idea may facilitate on these matters.

**Keywords:** Educational theory, Governance, Democratic deficit, Affirmative dialectic

**Bio:** Educational researcher and primary school educator from regional Victoria, Australia. Research interests include educational theory, continental philosophy, educational governance, emancipatory politics, and individual freedom

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### 3:30 PM – 4:00 PM  
**AFTERNOON TEA**  
**LTB GROUND FLOOR**

### 4:00 – 5:00PM  
**PANEL DISCUSSIONS AND CONCLUDING SESSION**  
**LTB GROUND FLOOR**

**Topic**
In-line with the conference theme, MERC 2019 conference has invited practitioners from schools around Melbourne to touch upon the real world of education and research in practice. All conference registrants are welcome to attend a one-hour panel discussions on topics revolving around how evidence and research have made a real and tangible difference in practice.

**Panel Members**
Debra Gibson, Doveton College, Principal  
Raymond Trotter, Wooranna Park Primary School, Principal  
Colin Dobson, Monash Children's Hospital School, Principal  
Sarah Asome, Bentleigh West Primary School, Assistant Principal  
Matthew Hyde, Parkville College, Principal

**Panel Moderator**
Kate de Bruin Panel, Monash University, Faculty of Education
Map and Session Locations