MERC CONFERENCE 2020

EMBRACING THE 3Rs: Resilience, Relearning and Regeneration

Monash Education Research Community (MERC) Annual Conference

Wednesday 30 September, 2020
Embracing the 3Rs: Resilience, Relearning, and Regeneration

Editors:

Pasheh Nuri
Danielle Hradsky
Jacky-Lou Maestre
Samran Daneshfar
Tanya Stephenson
Tasnim Sammak
Yi Hou

Monash University, Australia
Wednesday, 30 September 2020
MERC Organising Committee

Danielle Hradsky
Jacky-Lou Maestre
Pashew Nuri
Samran Daneshfar
Tanya Stephenson
Tasnim Sammak
Yi Hou

Join the team! Talk to the organising committee about being part of the MERC 2021 leadership team - merc-edu@monash.edu

Acknowledgements

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

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

Abstract Reviewers
Dr. Glykeria Fragkiadaki, Dr. Joel Windle, Dr. Katrina Tour, Dr. Lauren Armstrong, Dr. Lynette Pretorius, Dr. Melissa Barnes, Dr. Prabhat Rai, Dr. Raqib Chowdhury

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Seshna Maharaj

Student Conference Volunteers
Deya Chakraborty, Hannah Richardson, Irene Fernandez, Jannatul Mawa, Lydia Wan, Sweta Vijaykumar Patel, Xiaojing Yan, Yu Li, Yuwen Ma
A Welcome Message from MERC Leaders

Dear participant,

Welcome to the 2020 MERC Conference.

As student researchers, we live in unprecedented times. It has been a while since the 'normal' way we used to work has completely changed, and it may stay so for a while longer! The challenges we face in the times of the ‘new normal’ are unique. We are obliged to rethink and relearn our daily researcher habits, while also remaining resilient to new challenges. We are left with no option other than ‘making changes by introducing new things’. In other words, innovation! From the hardest times the greatest learning and ideas can occur. As researchers, we are used to facing challenges: to quote Dr Katrin Gerber from the University of Melbourne, “we are used to operating within a realm of rejection: we plan, adjust, review, re-run, revise and resubmit”. Researching in these times proves our resilience, gives us unique opportunities to relearn what is known about the world, and perhaps to regenerate new ideas altogether.

It is with the same spirit of relearning, regenerating, and resilience that we are launching the MERC 2020 Conference. The MERC Conference is an annual conference that brings together graduate research students at Monash University for an opportunity to present their work to their peers in a supportive environment. This environment fosters constructive feedback and encourages meaningful discussions with opportunities for building scholarly relationships.

We hope you find the conference a place where research students’ paths converge for telling stories of their research journeys during these pandemic times.

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 2020. We hope that this conference supports your ambitions in your research journey and compels you to think and rethink about the ways research is conducted. We also hope it provides you with a space where you strengthen your resilience towards these new challenges.

Thanks for being a part of the MERC Conference 2020.

MERC Leadership Team 2020
Danielle Hradsky, Jacky-Lou Maestre, Pashew Nuri, Samran Daneshfar, Tanya Stephenson, Tasnim Sammak, Yi Hou
General Information

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.

Sessions Zoom Links
The MERC team has prepared an online program on Google docs. There you can find details of the program such as zoom links to each session, session times, and presentations. You can access the program by Clicking Here.

Participant Feedback
Successive MERC conference organising committees have benefited over past years from participant feedback. Your comments and feedback this year are equally valued and appreciated. To help us with your feedback to the MERC 2020 conference, please fill out this form, Click Here.

If you have any questions or concerns, please feel free to approach MERC team by emailing merc-edu@monash.edu. We are more than willing to assist you.
MERC Conference 2020
Program Overview

To access program Zoom links [Click Here]

09:00 am  Welcome by the MERC Leadership Team
09:10 am  Opening Remarks by Professor Viv Ellis
          Dean of Faculty of Education at Monash University
09:25 am  Keynote Speech: Associate Professor Anne Harris

PANEL DISCUSSIONS
Topic: Lockdown-friendly Research Methodologies

10:00 - 11:00 am  Panel Members
                  Dr. Katrina Tour, Dr. Marc Pruyn, Dr. Rosie Welch, Prof. Umesh Sharma
                  Moderator: Dr. Kate de Bruin

11:00 - 11:15 am  MORNING BREAK

PARALLEL PRESENTATIONS – MORNING SESSIONS

11:15 am - 12:45 pm  Digital Literacies and Social Media
                      Student Learning and Development
                      Education and Immigration
                      Early Childhood Education
                      Language and Culture

12:45 pm - 01:45 pm  Lunch Break

PARALLEL PRESENTATIONS – AFTERNOON SESSIONS

01:45 pm - 03:45 pm  Education Policy and Educational Leadership
                      Teachers Professional Learning
                      Research Methodologies
                      Teaching and Pedagogical Practices
                      English as a Foreign Language Learning and Teaching
                      Change and Transformation

03:45 pm - 04:00 pm  AFTERNOON BREAK

04:00 pm - 05:00 pm  CLOSING SESSION
                      An interactive session with Professor Richard Pringle
Conference Program

To access program Zoom links Click Here

9:00 AM – 10:00 AM OPENING AND KEYNOTE

WELCOME ADDRESS BY MERC LEADERSHIP TEAM

WELCOME ADDRESS
Professor Viv Ellis
Dean of Faculty of Education at Monash University

KEYNOTE ADDRESS
Associate Professor Anne Harris

Biography
Anne Harris is an Associate Professor and Principal Research Fellow at RMIT University. Anne’s research focuses upon the intersection and impacts of creativity, performance and digital media at both practice and policy levels, its effects and affects within youth cultures and among and upon cultural, sexual and gender diversities, and on performance and activism. Anne is an international expert in creativity, video methods, performance ethnography, creative and practice led research, and gender and sexuality research. She is an Adjunct Professor at Monash University Faculty of Education (Australia), and an Honorary Research Fellow at Nottingham University (UK).

10:00 AM – 11:00 AM PANEL DISCUSSIONS

Panel Topic: Lockdown-Friendly Research Methodologies

Panel Members

Dr. Katrina Tour,
Dr. Marc Pruyin,
Dr. Rosie Welch,
Prof. Umesh Sharma

Panel Moderator: Dr. Kate de Bruin

11:00 AM – 11:15 AM MORNING BREAK
### Digital Literacies and Social Media

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
11:15     | #1           | Filipino Adolescents’ Everyday Digital Literacy Practices: Exploring English Language Learning - Jacky-Lou Maestre |
11:45     | #2           | Tertiary Students’ Digital Literacy Practices in Sri Lanka: Exploring English Language Learning in Everyday Life - Disna Nanayakkara |
12:15     | #3           | Exploring the Significance of Wechat On Students' Social Media Practices in Australian Higher Education Field - Xingyu Meng |

### Student Learning and Development

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
11:15     | #4           | Research into Girls’ Lived Experiences of STEM Education in The Transition from Primary to Secondary School - Tabetha Spiteri |
11:45     | #5           | Student-Mothers in Higher Education; Maintaining Resilience Whilst Caring for Autistic Children - Narrissa Wheatley |
12:15     | #6           | Where Are the Students’ Voices? Connecting Student Experience to Our Understanding of Inclusive Education Initiatives: A Systematic Literature Review - Emma Wray |

### Education and Immigration

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
11:15     | #7           | Educational Achievement and Culture Maintenance in Diaspora – Chakma Indigenous Minorities from Bangladesh In Melbourne - Urmee Chakma |
11:45     | #8           | Responding to Architectures of Exclusion: Cultural-Discursive, Material-Economic and Social-Political Arrangements Shaping the Agentic Practices of Australia’s Asylum-Seeker Legacy Caseload. - Sally Morgan |
12:15     | #9           | Empowerment Through Informal Education - A Case Study of Garo Migrant Women in Dhaka, Bangladesh - Jannatul Mawa |

### Early Childhood Education

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
11:15     | #10          | The Development of Children’s Agency in Early Childhood Educational Settings from the Cultural Historical Perspective - Yu Li |
11:45     | #11          | Exploring Experiences and Expectations of Immigrant Early Childhood Educators in Early Childhood Settings in Victoria - Sweta Vijaykumar Patel |
12:15     | #12          | Analysing Children’s STEM Developmental Trajectories in Conceptual Playworlds: A Cultural-Historical Study in Australia And China - Yuwen Ma |

### Language and Culture

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
11:15     | #13          | Teaching Intercultural Understanding Through International Baccalaureate Primary Year Programme (IBPYP): Teachers’ Collaborations and Concerns - Shaoru Zeng |
11:45     | #14          | The Transition from Home to School: Supporting Bilingual Development in Chinese-Australian Children in Melbourne - Yunkuai Xiao |
12:15     | #15          | Linguistic Landscape of Four Schools in Liangshan Yi Autonomous Prefecture: The Case of An Ethnic Minority Group in China - Jiazhou Yao |

### Education Policy and Educational Leadership

**Time**  | **Abstract**  | **Title**                                                                 |
---       | ---          |----------------------------------------------------------------------------|
01:45     | #16          | Found in Translation: Enactments of English Education Policies in Bangladeshi Schools - Mosammet Nelema Akhter |
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<td>02:15</td>
<td>#17</td>
<td>Shaping the Present: A Genealogical Analysis of Kurdistan Region K12 Education Policy - Pashe Nuri</td>
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<td>#18</td>
<td>Education on A Finite Planet: An Immanent Critique of Victoria’s Education Policy - Rick White</td>
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<td>03:15</td>
<td>#19</td>
<td>The Role of The Principal in Implementation of Sustainability Within A School Through “Vision and Infrastructure” - Sudeep Shahi</td>
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**Teachers Professional Learning**

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<tr>
<td>01:45</td>
<td>#20</td>
<td>Cultural Historical Activity Theory (CHAT) for Teacher Professional Learning Research: An Analytical or Explanatory Framework? - Ngo Cong-Lem</td>
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<td>02:15</td>
<td>#21</td>
<td>How Professional Development Motivates Teachers to Create Conditions for Supporting Children’s STEM Learning In A Conceptual Playworld - Yuejiu Wang</td>
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<td>#22</td>
<td>Chinese Early Career Teachers Professional Learning and Teacher Competence Development - Xiaojing Yan</td>
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<td>03:15</td>
<td>#23</td>
<td>English Teacher Use of Facebook For Professional Learning - Helen Woodford</td>
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**Research Methodologies**

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<tr>
<td>01:45</td>
<td>#24</td>
<td>A Novel Perspective to Explore Transformative Learning in A Makerspace Using 360-Degree Video Data and Virtual Reality - Roland Gesthuizen</td>
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<td>02:45</td>
<td>#26</td>
<td>Story Constellations: A Narrative Approach to Contextualising Participants’ Educational Decision-Making Towards Secondary Vocational Education - Jing Shi</td>
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<tr>
<td>03:15</td>
<td>#27</td>
<td>Relearning Search: Finding and Accessing Scholarly Literature as Amaterial-Discursive Practice - Anne Melles</td>
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**Teaching and Pedagogical Practices**

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<td>#28</td>
<td>Out of The Art Room: A Transdisciplinary Approach to Learning Programming Within an Arts-Based Pedagogy - Mark Ammermann</td>
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<tr>
<td>02:15</td>
<td>#29</td>
<td>Using Expansive Learning to Understand Expert Teachers M-Learning Practices in Resilience, Relearning and Regeneration - Roy Rozario</td>
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<tr>
<td>02:45</td>
<td>#30</td>
<td>Embracing Drama Pedagogies to Engage with First Nations Concepts and Content in Education: A Systematic Literature Review - Danielle Hradsky</td>
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**English as a Foreign Language Learning and Teaching**

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<td>01:45</td>
<td>#31</td>
<td>Iranian Adults’ Perceptions of Learning English and Its Impact on Identity Negotiation - Mehdi Moharami</td>
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<td>02:15</td>
<td>#32</td>
<td>The Position of Language and Culture in Australian Higher Education - Mobina Sahraeejuybari</td>
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<td>02:45</td>
<td>#33</td>
<td>To Game or Not to Game: Improving ESL/EFL Learning Effectiveness by Engaging Students with Massively Multiplayer Online Role-Playing Games (Mmorpgs) - Di Wu</td>
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<tr>
<td>03:15</td>
<td>#34</td>
<td>Understanding Chinese Study Mothers’ English Language Learning Experiences and Mothering Practices in Australia - Yi Hou</td>
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**Change and Transformation**

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<td>01:45</td>
<td>#35</td>
<td>Rural Fire Brigade Autonomy in Queensland: Precious or Paradox? - John Mason</td>
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<td>02:15</td>
<td>#36</td>
<td>Chinese Mothers’ Experiences of Family Life When They Have a Mental Illness: A Systematic Literature Review - Lingling Chen</td>
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<td>02:45</td>
<td>#37</td>
<td>'Delving Deep into The Society of Your Mind: Using Dialogical Self-Theory as A Self-Reflection Tool - Suzanne Tate</td>
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<th>03:45 PM – 04:00 PM</th>
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Filipino Adolescents’ Everyday Digital Literacy Practices: Exploring English Language Learning

Jacky-Lou MAESTRE  
Monash University  
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Abstract
The recent rapid expansion of digital technologies in the Philippines has influenced everyday communication and language use. With digital technologies readily available, Filipino adolescents are engaging in new ways of reading, writing, and communicating by integrating different and often quite complex aspects of digital texts in their daily lives. However, English language classrooms in the Philippines are often not adequately prepared to meet these new literacy and language needs of learners. Research investigating how Filipino adolescents learn English language 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. This qualitative, multiple case study, involving eight Filipino adolescents, aged 13-16, uses semi-structured one-on-one interviews, home observations, a drawing activity, and screenshots of participants’ digital activities. The preliminary findings of the study suggest that all the participants had the desire to be meaningfully connected online with people who shared similar interests in their everyday lives. However, not all of their everyday digital literacy practices resulted in interactions with others. In addition, 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 English teachers and schools in enhancing and developing their practices and pedagogy in the English language classrooms in the Philippines.

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

Bio: Jacky-Lou Maestre is a third 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 and English as a Second Language (ESL).
Tertiary Students’ Digital Literacy Practices in Sri Lanka: Exploring English Language Learning in Everyday Life

Disna NANAYAKKARA
Monash University
disna.nanayakkarabadungodage@monash.edu

Abstract
Digital literacy in English has been one of the major employability skills in the digital world, which challenges the graduate employability in Sri Lanka. Unlike the developed world, the importance of the integration of digital literacy into formal English language education in the higher education in Sri Lanka is not yet identified. Therefore, this study explores about the nature of the everyday digital literacy practices of the undergraduates in English and how this knowledge can be incorporated in to the English language curriculum in the HE in Sri Lanka. The study is informed by the sociocultural perspective on digital literacies as it is important to explore the multiple affordances and constraint of the digital literacies in the everyday context and its implication for English language learning in the formal language learning settings. The theoretical constructs of everyday digital literacy practices, mediation, translanguaging, and world Englishes further utilized to support this frame work. Encompassing all these theoretical constructs, the model of digital literacies: the affordances and the constraints of the digital tools of Jones and Hafner (2012) is used to collect and analyse data. Digital ethnography is utilized as the research design of the study and it employs methods such as semi structured interviews, documents and artefacts to collect data from six participants selected using purposeful sampling method. The data analysis includes both thematic analysis and cross case analysis.

Keywords: Everyday digital literacy practices, digital literacies, English as a second language.

Bio: Disna Nanayakkara is a doctoral candidate at Faculty of Education in Monash University. She completed her Bachelors degree in English from the University of Pune, India and the Master’s degree in Linguistics from the University of Kelaniya, Sri Lanka. She has been working as a probationary lecturer at the Department of English Language Teaching, University of Sri Jayewardenepura.

Exploring the Significance of Wechat on Students' Social Media Practices in Australian Higher Education Field

Xingyu MENG
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Abstract
Social media platforms now play an essential part in most people’s lives. WeChat is one of the most popular social media platforms amongst Chinese users, including Chinese international students while they are in Australia. However, the consequence of their practice remains under-examined mainly and especially in terms of
how WeChat might be engaged with by university authorities. Therefore, in terms of making sense of the digitally mediated experiences of Chinese international students, particular attention needs to be paid to the WeChat social media platform. In this presentation, I will describe my study that explores how students' WeChat practice mediate negotiation of the education field and their habitus as international Chinese students in an Australian university. The study will target 20 undergraduate Chinese international students studying in different faculties at a local university using semi-structured interviews and scroll-back method. I will discuss my use of Pierre Bourdieu's conceptual framework as the basis of the methodology to guide data collection and analysis. This methodology presents an expansive theoretical structure useful for reflecting on the dynamic context and factors underlying Chinese international students' social media practices. It offers a way of understanding their habitus-becoming process and adaptation as well as accompanying social and cultural issues as a result of WeChat use.

**Keywords:** Chinese international students, social media platforms, Australia higher education

**Bio:** Xingyu Meng is currently a second-year PhD student in the Faculty of Education, Monash University. Her area of interest is the Chinese international students’ use of social media.

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**Student Learning and Development**

**Abstract:** 4  
**Time:** 11:15 – 11:45

**Research into Girls’ Lived Experiences of STEM Education in the Transition from Primary to Secondary School**

Tabetha SPITERI  
Monash University  
tabetha.spiteri@monash.edu

**Abstract**

Internationally, the underrepresentation of females in STEM subjects and fields has been a concern to educators, policymakers and industry. Aspirations are said to solidify when students are in late primary-early secondary school (ages 10-14). These aspirations are shaped by the educational experiences that students have, as well as their attitudes towards a particular domain such as STEM. However, little is known about the formation of young girls’ STEM aspirations. There is also a lack of recent research into the STEM experiences of young girls during the primary-secondary transition from their perspective. Consequently, the aim of this study is to investigate girls’ lived experiences of their STEM education as they transition from primary to secondary school, and to determine how these experiences shape girls’ STEM attitudes and aspirations. This study will be conducted using a hermeneutic phenomenological approach. The lived experiences of 18 girls from three P-12 schools in Victoria will be gathered during terms two and four of 2021-2022 when participants are transitioning between years 6-7. During each of four data collection points, participants will take a photo of a STEM educational experience. These photos will then be used as artefacts during focus group interviews, where participants will be asked to describe their experiences in more detail. Interviews will be transcribed and then analysed using a thematic analysis approach. Findings from this study will assist STEM educators in providing more targeted support to young girls during a key time in their STEM attitude and aspiration development.
Keywords: STEM education, girls, experiences, transition, aspirations, attitudes.

Bio: Tabetha has been a secondary STEM teacher and STEM leader at an all-girls’ school for the past decade. She is currently a PhD candidate at Monash University working under the supervision of Prof. Amanda Berry, Dr. Rebecca Cooper and Dr. Jared Carpendale on research into girls’ experiences of STEM education.

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Abstract: 5     Time: 11:45 – 12:15

**Student-Mothers in Higher Education; Maintaining Resilience Whilst Caring for Autistic Children**

Narrissa WHEATLEY  
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narrissa.wheatley@onash.edu

Abstract

Students, studying in Australian universities who are mothers of children with a disability are not always perceived as requiring additional considerations to succeed in higher education. Mothers of autistic children may be more affected by this issue as they often experience a higher carer workload including chronic stress and poor wellbeing, than parents of typically developing children or children with other disabilities. While research has found sole parents experience exclusion at university due to their status, the perspective of the mother with autistic child has not been well examined. In this qualitative study, I use an autoethnographic methodology to chronicle three self-narratives to explicate the joys and strains of studying whilst mothering a child on the spectrum. I address dominant discourses of motherhood that bind student-mothers through shame and guilt for wanting to be more than mother. ‘Good mothering’ may be a concept that still permeates Australian culture, governing an ‘ideal’ way a woman should raise her child. As one who does not always subscribe to this ‘norm’ I will analyse my experiences through a feminist materialist disability concept to explain the position of disableism that a mother/carer experiences when studying. In this exposition I will argue two points; that the student-mother who has a child with autism may have an adversity that is not widely acknowledged in university and secondly, that universities may need to provide additional considerations and a flexibility of practice to support the resilience of the student-mother, to succeed in higher education.

Keywords: Student-mother, feminist-disability studies, autism, equity, higher learning.

Bio: Narrissa Wheatley is a PhD candidate in the Faculty of Education at Monash University and works as a Visiting Teacher, supporting schools with inclusion for students with disability and/or health impairment. Narrissa has a Master’s degree in Special Education Needs and a passion in autistic research, inclusivity and strength-based approaches.
Abstract

Inclusive education (IE), as an evolutionary practice in education systems and school communities, has been examined internationally for three decades. Research in this area has documented, measured, compared and reviewed how IE practices are improving outcomes for students, and how school systems deliver IE practices and pedagogy. However, students’ perceptions of their inclusion at school has not been sufficiently explored. This research aims to add to existing IE scholarly knowledge by asking the following research questions:

1. What does the current literature say about school aged students’ perceptions of their inclusion at school?
2. What do the results of studies in the current literature reveal about IE practices?

Using the research questions above, several databases were searched for literature that included students’ voices. A systematic interrogation of search results was actioned and reference lists from the selected literature were hand searched ensuring the consideration of a comprehensive list. A critique of the extent, nature and quality of available evidence followed. Results were synthesised through a descriptive analysis based on an interpretation of the available literature. Significant existing themes were uncovered about students’ perceptions of their inclusion at school within the literature, including: the impact of missing student voices in understanding the success of IE initiatives; factors that favour students’ sense of belonging at school, and; factors that favour academic success for students. This review explores a gap in the current literature by specifically understanding school-aged students’ experiences of, and insights and opinions about, their inclusion at school. The results provide valuable information for policy makers, school leaders and teachers.

Keywords: Inclusive education, students’ perceptions, students’ voices, special education needs.

Bio: Emma Wray is a PhD student within the Faculty of Education at Monash University. Her career as teacher and school leader spans more than 20 years. Emma has delivered professional learning programs for the Victorian DET. She writes regularly for a government agency in the area of inclusive education.
Abstract

The importance of education in society is widely known, however, for Indigenous minorities, accessing basic education is often challenging due to the absence of recognition or respectful reference to Indigenous languages, cultural differences in national education systems as well as geographical and political marginalisation. As a result, Indigenous students often have poorer educational outcomes with higher dropout rates. However, the Indigenous Chakma minority in the Chittagong Hill Tracts (CHT) in Bangladesh have shown great resilience in achieving an inspiring 71% literacy rate, despite suffering ongoing human rights violations, including ethnocide and genocide. Relying on such educational achievements, many Chakmas have been able to immigrate on skilled migration visa to Australia, calling it home since early 90s. This study presents the findings from seven such participants’ narratives of their constant efforts in various ways of intergenerational cultural maintenance and the role of communal and individual activities that have played a part in it. However, participants’ narratives often illustrated complexities between their efforts and the reality when it comes to how their children accept or reject to speak Chakma language or maintain Chakma identity.

Through their engagement in in-depth, semi-structured interviews, these participants shared the lived experiences of their spatiotemporal transnational journeys from CHT to Melbourne, and how they work with other global diasporic Chakma communities hoping to retain their culture and Chakma identity, especially for the next generation.

Keywords: Education, ethnicity, minority, immigration, diaspora, culture, identity

Bio: Urmee Chakma is a final 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 over 15 years. Her research interests include human rights, indigenous education, diasporic communities, immigration and identity construction.
Responding to Architectures of Exclusion: Cultural-Discursive, Material-Economic and Social-Political Arrangements Shaping the Agentic Practices of Australia’s Asylum-Seeker Legacy caseload.

Sally MORGAN
Monash University
sally.morgan@monah.edu

Abstract
The situation of people seeking asylum in Australia remains politically charged and subject to harsh government policies particularly for the 30,000 people in the so-called legacy caseload. Through a dual theoretical lens of engaged pedagogical love and the theory of practice architectures, and lead by a participant researcher, this study focuses on the asylum-seeker led co-operative, the HOPE Co-Op. Its members are part of the so-called ‘legacy caseload’ of asylum seekers who travelled to Australia by boat. It is guided by two research questions: ‘What practices and narratives act as enabling or constraining arrangements of social inclusion, connection and agency for HOPE Co-Op members?’ and ‘What are the implications of these practices and narratives for HOPE Co-Op participants continuing to build their individual and collective sense of agency?’. Adopting a theory-method of Critical Participatory Action Research (CPAR) as a vehicle of feminist ethics in practice, the study is located in a generative space of academic citizenship, spanning activism, advocacy and research. The study involved an iteratively co-designed range of collaborative actions and research products based on participants’ shared emancipatory goals. It draws on documents and artefacts, a research journal and interviews with 20 HOPE Co-Op members. The study is producing tangible benefits for participants by increasing their connections and collective capacity and agency. It will also generate and actively share, through a pedagogy of publicness, new understandings of the cultural-discursive, material-economic and social-political arrangements that constrain and also enable the human agency of students seeking asylum in Australia.

Keywords: asylum-seekers, legacy caseload, practice architectures, Critical Participatory Action Research, pedagogical love

Bio: A PhD researcher at Monash University, Sally Morgan’s ongoing work builds on five years educational and advocacy work with asylum-seeking and refugee students., She is Secretary of the HOPE Co-operative, run by and for asylum seeker students, and was awarded the Monash Faculty of Education’s Deans Award in 2018.
Abstract: 9  Time: 12:15 – 12:45

Empowerment through Informal education - A case study of Garo migrant women in Dhaka, Bangladesh

Jannatul MAWA
Monash University
jannatul.mawa1@monash.edu

Abstract

Living in a predominantly middle-class residential area in Dhaka, Bangladesh, I had the opportunity to observe Garo migrant women visiting local beauty parlours, Garments factories and households where they were often employed as workers. I began to wonder about the reasons why the ethnic minority Garo women were engaged in such large numbers in these professionals and how informal education shapes their empowerment. The study originates from such personal motivations and is an attempt to take this research a step further and seeks to present a better understanding of Garo migrant women empowerment and informal education and how these two correlate. The focus of this research is to investigate how informal education influences Garo migrant women sense of empowerment. This study adopted a capabilities and empowerment approach to interpret the data. This study employed an ethnographic research design, using semi-structured interviews, participant observations and focus group discussion. This research covered a gap in literature by investigating education influences of Garo migrant women and the connections between education and empowerment. This research found that informal education created a space for empowering tribal Garo migrant women in Bangladesh and shaping the sense of their identity for inner well-being. In addition, this study also found that women’s empowerment is a complex process linking to Garo migrant women’s empowerment and educational experiences.

Keywords: Informal education, Empowerment, Migrant women, Ethnic minority.

Bio: My name is Jannatul Mawa. I am currently doing my PhD in Indigenous women education in Bangladesh from Faculty of Education at Monash University. I am also a research assistant and teaching assistant at Faculty of Education in Monash University.

Early Childhood Education

Abstract: 10  Time: 11:15 – 11:45

The Development of Children’s Agency in Early Childhood Educational Settings from The Cultural Historical Perspective

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Abstract

Since the age of Enlightenment, the discipline of psychology has struggled to clearly and consistently conceptualise human agency. In 1989 United Nations Convention on the Rights of the Child advocated for children’s active citizenship and rightful participation established through respectfully empowering children’s voice and choices. Since then, the idea of agency in child has been introduced to early childhood education (ECE).
Whilst the Australian EC curricula and agency-related literature identify the importance and significance of children’s agentic behaviours, agency is placed on the periphery and viewed as a fixed end-product. In turn, this peripheral positioning impacts EC educator’s understanding. This research seeks to explore the complexities in the developmental process of young children’s agency to provide insights for teaching pedagogy and future research on a global scale. Children’s agency and the external social environments mutually influence each other continuously, seen as a Möbius strip. To untie the strip and capture the qualitative changes in agency development, the research adopts the cultural historical lens of Vygotsky as the theoretical framework. The higher psychological functions and cultural forms of behaviours are used as analytical tools to generate conduct analysis. Both agentic or non-agentic interactions of pre-schoolers (aged 4-5), including interaction with educators, will be video-recorded in the settings of long day cares and sessional kindergartens in Australia’s south-eastern state of Victoria. By studying the data, the research aims to provide practical strategies that can be incorporated in EC educators’ pedagogy in order to support not only children’s agency but its development.

Keywords: Children’s agency, development, early childhood education, educator, pedagogy.

Bio: I am a PhD student in Monash University. I had worked as an early childhood teacher in long day care centres for a few years before starting my PhD journey. I have been interested in children’s learning and development but I believe education does not equal to learning.

Abstract: 11  Time: 11:45 – 12:15

Exploring Experiences and Expectations of Immigrant Early Childhood Educators in Early Childhood Settings in Victoria

Sweta Vijaykumar PATEL
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Abstract

Empirical studies about the experiences of immigrant Early Childhood Educators (ECEs) in Australia is under researched. In spite of growing numbers of immigrant ECE seeking work in Australian EC settings, very little is known about how they navigate their pedagogy, culture and understandings. Hence, there is a need to explore the experiences of immigrant ECEs as they transition into new systems and new structures in Victorian settings. This qualitative study seeks to investigate the experiences and expectations of immigrant ECEs working in EC settings using Appadurai’s theory of cultural global flows. This research will focus on the immigrant ECE’s cultural understanding, imagination and aspirations. Selective sampling will invite participants who belong to diverse countries, gender and age who have migrated to Victoria not more than two years ago and hold overseas qualification and work experience. A narrative methodology will offer participants opportunities to narrate their stories of their lived experiences. Data will be collected through in-depth semi structured interviews along with
three visual images representing immigrant ECEs past, present and future experiences in EC settings in Victoria and in their home countries. The visual images can be a drawing or picture belonging to the participant that best represents their experience. This unique method of collecting data will offer insights into how culture guides and influences their curriculum and pedagogical decision making in EC settings in Victoria.

**Keywords:** Immigrant early childhood educators, culture, narrative inquiry, visual images

**Bio:** Sweta Vijaykumar Patel is a passionate kindergarten teacher who has worked in various capacities in the field of Early Childhood Education in Australia and India. Currently, she works as a Trainer and Assessor in VET industry teaching Diploma of Early Childhood Education in Melbourne.

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**Abstract: 12**

**Time: 12:15 – 12:45**

**Analysing Children’s STEM Developmental Trajectories in Conceptual PlayWorlds: A Cultural-historical study in Australia and China**

Yuwen MA  
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**Abstract**

Young children’s science, technology, engineering and mathematics (STEM) learning experiences have attracted a lot of interests across the world recently. Previous research has explored children’s STEM learning in play-based activity settings. However, social cultural contexts and institutional practices have not been studied closely in relation to analysing children’s conceptual development of STEM. Drawing upon Vygotsky’s theory of child development, Hedegaard’s wholeness child development model and cultural-historical conceptions of motives and demands, this paper focus on exploring children’s developmental trajectories within Conceptual PlayWorld (An Educational intervention developed by Professor Marilyn Fleer, 2018) environment in Australia and China. The dialectical interactive methodology has been used to frame the analysis of how children experience the Conceptual PlayWorld environment that supports children’s STEM learning. Four children aged 4 to 5 years old (two from Chinese kindergarten, and two from Australian early learning centre) and their teachers and parents are invited to participate in this study. Digital video observation is utilized to capture children’s dramatic moments and developmental crises. Moreover, semi-structured interviews are used as supplementary methods to investigate parents and teachers, which gives a holistic view of children’s STEM learning experience within the Conceptual PlayWorlds. The study argues that it is necessary to consider the relations between societal, institutional and children’s perspectives while studying children’s STEM learning and to recognise the influences of societal and institutional practices for children’s STEM learning. Furthermore, it is argued that the Conceptual PlayWorld pedagogy creates new developmental possibilities for children’s STEM learning compared to traditional pedagogy.

**Keywords:** STEM, Conceptual PlayWorlds, Motives and demands.
**Bio:** Yuwen Ma is a PhD student in Monash University, Faculty of Education. Her research interests focus on early years learning and development.

**Language and Culture**

**Abstract:** 13  
**Time:** 11:15 – 11:45

**Teaching Intercultural Understanding through International Baccalaureate Primary Year Programme (IBPYP) in Australia: PYP Curriculum Features and Teachers’ Collaborations**

Shaoru ZENG  
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**Abstract**

Along with science and technology advancements, the contemporary society in which human interactions occur is also dominated by culture, cultural differences, and the ability of humans to understand and interact within multiple cultural frameworks. Teaching Intercultural Understanding is becoming increasingly vital for primary students in Australian schools, the way they are taught to understand and respect cultural differences influences their experience of their school life.

The well-known international school curriculum, International Baccalaureate (IB) emphasises the value of “Intercultural Understanding”. In its leading document, the IB mission statement, IB states that it aims to develop inquiring, knowledgeable and caring young people through Intercultural Understanding and respect. However, how teachers teach Intercultural Understanding through International Baccalaureate Primary Year Programme has yet to be understood. In order to explore the implementation and challenges of teachers teaching Intercultural Understanding through IBYP, a convergent mixed method approach was used to investigate the PYP curriculum and daily implementation in IBPYP schools in term of teaching Intercultural Understanding. The study involved a Qualtrics questionnaire in IBPYP schools world-wide (n=226) and a case study in an Australian IBPYP school with teacher interviews (n=6) to provide a comprehensive analysis. The initial findings of this research identified major PYP curriculum features in teaching Intercultural Understanding. The study further show that collaborations between classroom teachers and specialist teachers play a central role in terms of teaching Intercultural Understanding at curriculum and practice levels. The findings add to our understanding of curriculum and pedagogical development of teachers in teaching Intercultural Understanding.

**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.
Abstract

Successful transition from home/kindergarten to school is a key factor in children’s later success at school. For Chinese-Australian families living in Australia, this transition period is also important in supporting the bilingual development in their children. This study centres on the experiences of three Chinese-Australian families as their children make the transition to school. It is informed by the combination of Family Language Policy and The Third Space Theory. Pivotal to this framework is the notion of hybridity, focusing on parents’ understandings about languages and identity, and their educational practices used to support children’s bilingual development during the transition. The following initial analysis is drawn from the family interviews. The three parents in the study shared a similar understanding about bilingualism, arguing that bilingualism means the development of children’s skills in listening, speaking, reading and writing in both English and Mandarin. Consequently, they attached a great significance to their children’s literacy education at home. To them, home literacy education worked as a bridge connecting home and school educational practices. First, family literacy education strategies were used to smooth children’s transition challenges. As children transitioned from home to school, there were mismatches in the environments and the educational practices between home and school. Among these vulnerabilities, the language was one of the main challenges children faced. Parents’ effort to promote children’s literacy in both Chinese and English aimed at preparing them to get used to school educational context, where English is used as the dominant instruction language. Second, children’s literacy education was considered as one of the approaches to interacting with school educators. Parents admitted that there were few interactions between themselves and school educators regarding children’s bilingual development. They showed a preference in following school educators’ suggestions rather than expressing their concerns about their children’s education. As one parent indicated, it was a way to understanding her child’s English learning at school by reviewing and memorising the English vocabulary together with the child instead of communicating with the teacher directly.

Keywords: Bilingualism, transition, Chinese-Australian family, 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.
Abstract

Linguistic landscape (LL) research indicates that there is a positive relationship between the visibility of a language on public signage and individuals’ perception/recognition of the language. This presentation focuses on the LL of four schools along the rural-urban line in Liangshan Yi Autonomous Prefecture, which is located in southwest China and is the main residence of the Yi ethnic minority group. Liangshan has been implementing two models of bilingual education for three decades: Model One uses the minority Yi language, while Model Two uses the mainstream Chinese Mandarin as medium of instruction in schools. In recent years, the waning interest in the Yi language education has been widely reported. The aim of this study is to explore the phenomenon (waning interest in Yi) from a LL perspective, which has not been looked at before in Liangshan.

As part of this study, 422 language signs in four schools were collected and analysed, including signs in schools’ public spaces, main teaching buildings and classrooms. The findings reveal that Mandarin and English takes total dominance on schools’ signage, while the presence of Yi, which is most students’ mother tongue, is minimal. The study argues that, although a series of policies were issued in recent years to promote Yi language education in schools, none has covered the language use on schools’ public signage. As such, the study points out a loophole in the current policy, which could be filled by setting up regulations to enforce or encourage the use of the Yi language on public signs.

Keywords: linguistic landscape, ethnic minority language education, China, Yi ethnicity

Bio: Jiazhou Yao is a doctoral student in the Faculty of Education at Monash University. His research interests include bilingual education of ethnic minority groups in China, language policies and planning, and linguistic landscape.
Abstract

Language education policies in Bangladesh and elsewhere have usually been viewed as attempts to solve problems through the production of policy texts by the government. This lineal approach suggests a dichotomy between making and implementing policy and fails to recognise policy as a process in which multiple actors play roles. Actors like teachers are viewed as mere conductors of policy implementation while students are seen not to have any significant role. Policies, however, can be viewed as a dynamic process which creates a discursive frame, articulating and constraining the possibilities of interpretation and enactment. Yet, teachers do not implement policy mechanically; they interpret, translate and contextualise policies, thus playing an important role in policy. Taking policy as a process, this qualitative case study explores the dominant discourses and enactments of English education policies in Bangladesh. These policies have changed significantly since the late 1990s, the latest reform being the National Curriculum of 2012. Although policies were changed with aspirations of improving students’ communicative competence, research has shown a grim picture of English education and learner proficiency following the new policies. Against this backdrop, this study aims to explore the dominant discourses of English education policies in Bangladesh and how these policies are enacted by teachers in secondary schools based on contextual factors. Another aim is to study how students invest in learning English in response to the power structure of policies. This study is expected to shed light on the roles of marginal actors of English education policies in Bangladesh.

Keywords: Policy, enactment, English education, Curriculum

Bio: Mosammet Nelema Akhter is a PhD candidate at Monash University, Clayton. She is a teacher in the Department of English at the University of Dhaka and has worked as a teacher trainer. Her research interests include language education policies, bilingualism, TESOL and curriculum. She has published her research internationally.
Shaping the Present: A Genealogical Analysis of Kurdistan Region K12 Education Policy

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Abstract

Scholars have over time pointed to the critical role that history plays in shaping contemporary education policy developments and their various enactments (Foucault, 1990; Goodlad, 2007). Given the significance of history and its influence on the present, this paper considers the history of the Kurdistan Region of Iraq (KR) K-12 education policy as a way to understand its present policy situations. The history of the KR of Iraq education system is rich with policy events, decisions, developments, and transformations that characterize and contribute to its current policy conditions. These conditions include not only organisational structures of education, but also the philosophical underpinnings that shape policy production, policy enactments and education practices. Drawing on two key concepts from what has been referred to as the Foucauldian toolbox: genealogy and governmentality, this paper attempts to reveal contemporary KR K-12 education policy governmentality by highlighting historical policy discourses that continue to influence their development. The paper adopts a Foucauldian genealogical approach to both KR K-12 policy documents (2007-2020) that are available on public domain, and TV/Radio interviews of past two ministers of KR education. The study is a part of my PhD research that is currently being conducted. My preliminary analysis reveals a multitude of discourses that are present within each policy including managerialism, nationalism, and more recently neoliberal privatism. This constellation of policy discourses has significant implications for the broader project of educational governance, and also teachers.

Keywords: Education Policy, Policy Genealogy, Governmentality, Kurdistan Region Education

Bio: Pashe is a PhD candidate at Monash University. He researches teacher-policy relationships in the Kurdistan Region of Iraq. He looks into how policies influence teachers' work and lives with implications on teacher identity, agency, and philosophy.

Education on a Finite Planet: An Immanent Critique of the Education State

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Abstract

This paper presents an immanent critique of the Victorian Government’s Education State reforms. The Education State is a reform package that constitutes the Victorian Government’s choices about the strategic priorities for the State’s education system. I argue that some of the strategic priorities that underpin the
Education State are problematic because they are premised on the idea that Victoria’s education system should contribute to the future growth of the Victorian economy. This is a problem because there is significant evidence documented by research in the field of post-growth economics which indicates that we are approaching a number of limits to the project of economic growth. If this evidence is accepted, then the rationale that we should shape our education system to take advantage of the projected opportunities to grow the economy in the future requires careful reconsideration.

I explore the educational implications of this issue through the regional context of the Latrobe Valley. This area is notable for having an economy tied to brown coal fired electricity generation, and for being particularly exposed to the consequences of climate change, such as increased bushfire activity. With reference to my experiences as a teacher in the region, I discuss how this context raises important questions about the idea that education should be shaped by the projected opportunities for future growth. I conclude that there is a need for significant relearning within the field of educational policy about how educational priorities interrelate with existing evidence about economic growth and ecological sustainability.

**Keywords:** Post-growth economics, education policy, education state, ecological sustainability, economic growth

**Bio:** Educational researcher from Gippsland, Victoria, Australia. Interests include educational philosophy, educational governance, and post-growth economics.

**Abstract:**
The Role of The Principal in The Implementation of Sustainability within A School through “Vision and Infrastructure”

**Sudeep SHAHI**
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**Abstract**
As school leadership has a significant impact on students’ learning, it can also play an essential role in the implementation of education for sustainability (EfS). However, there are only a few studies which have focused on the relationship between educational leadership and sustainability, and the framework linking the two is almost non-existent. As a theoretical framework, a whole-school approach to sustainability was used as a lens to understand EfS and transformational leadership as an approach to educational leadership. The interaction between the whole school approach to sustainability and transformational leadership practices led to identifying “vision and infrastructure” as one of the domains of leadership practices that enable EfS. The role of the principal in implementing “vision and infrastructure” was examined through a single case study design. The participant was an exemplary principal of a school located in the rural community of Nepal, and the methods of data collection included interview, observation and document analysis. The findings show that the vision of the principal and his role in physical infrastructure contributed towards the implementation of EfS in a school. The findings indicate that infrastructure and vision are interrelated to one another and supports the implementation of
sustainability within schools. This research contributes towards the existing knowledge in the field by establishing a link between EfS and educational leadership, through identifying a leadership practice that supports sustainability in schools.

**Keywords:** Educational leadership, education for sustainability, whole school approach, transformational leadership, vision and infrastructure

**Bio:** I am an educator with around five years of experience working in a 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 a Master of Education (Research) student at Monash.

### Teachers Professional Learning

**Abstract:**

Cultural Historical Activity Theory (CHAT) for teacher professional learning research: An analytical or explanatory framework?

**Ngo CONG-LEM**  
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**Abstract**

Cultural-Historical Activity Theory (CHAT) has been a fertile framework for educational research, especially the area of teacher professional learning. It has been widely adopted to analyse and understand (preservice) teachers’ professional learning within the sociocultural context. However, the adoption of the CHAT framework is far from being uncontroversial, especially concerning whether it functions more as an analytical or an explanatory framework in accounting for human psychological development. This presentation further explores this topic in the field of teacher professional learning by re-examining the theoretical foundations, major strands of CHAT, as well as how previous educational researchers have embraced its functions. To achieve this purpose, conceptual papers relating to the theoretical foundations of CHAT were reviewed and then an extensive search for empirical studies on teacher professional learning adopting CHAT was conducted. Inductive content analysis was adopted for identifying and generating themes from the collected papers with a focus being on the extent to which previous researchers utilising CHAT frameworks to explicate the teacher learning mechanism. The findings indicate that CHAT has been embraced by previous researchers both as analytical and explanatory frameworks. Nevertheless, CHAT tends to frame research questions in previous studies as answering “what” questions rather than “how” and “why”. It is also a general trend for scholars to integrate other theoretical concepts into CHAT to better capture the complexity of teacher psychology, especially other Vygotskian concepts for sharing a similar cultural-historical tradition. Other implications for educators and researchers are discussed.

**Keywords:** Cultural historical activity theory, CHAT, teacher professional learning
Bio: Ngo Cong-Lem is a former lecturer at Dalat University, Vietnam and is currently a PhD candidate at the Faculty of Education, Monash University. His research interests involve TESOL, teacher professional learning, and social-emotional learning.

Abstract: 21

Time: 2:15 – 2:45

How Professional Development Motivates Teachers to Create Conditions for Supporting Children’s Stem Learning in A Conceptual Playworld

Yuejiu WANG
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Abstract

The growing attentions draw on the STEM education challenge early years’ teaching in play-based settings both in Australia and China. It is shown in the literature that this challenge is resulted by teachers’ lack confidence and competence in STEM teaching. On the positive side, researches show that teachers’ confidence and competence could be improved through the professional development. In light of this situation, this research will introduce a teaching approach, Fleer’s (2018) Conceptual PlayWorld, through the educational experiment (Hedegaard, 2008) to help teachers with play-based STEM teaching in both countries. Based on the educational experiment, this study seeks to find out how professional development helps teachers’ meeting societal and institutional demands to motivate young children’s STEM learning when implementing a Conceptual PlayWorld. Cultural-historical perspective of motives, demands and transitions are drawn upon to understand the empirical practices of teachers. Qualitative data including video recording, interview transcripts, audio recordings, will be collected in Australia and China, respectively. In each country, one classroom (3-5 age group) will be selected, participants include teachers and children within the classroom. In order to get a holistic view of teachers’ pedagogies in Conceptual PlayWorld, a dialectical-interactive approach (Hedegaard, 2008) is employed to frame the data collection and analysing process. Through exploring how the different social conditions influence teachers’ STEM teaching in institutions, this study will offer valuable experiences on introducing the Conceptual PlayWorld as a pedagogy to teachers from different cultural backgrounds.

Keywords: Motives, STEM, Conceptual PlayWord, preschool.

Bio: Yuejiu Wang, is now a PhD student of Faculty of Education, Monash University. Her PhD study focuses on exploring preschool teachers’ STEM educational pedagogies in early childhood contexts, driven by the cultural-historical theory.
Chinese Early Career Teachers’ Professional Learning and Teacher Competence Development

Xiaojing YAN
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Abstract

Teacher professional learning is about improving in-service teachers’ practice in schools and it is greatly shaped by different contexts. Additionally, teacher competence shows teachers’ professional performance in the teaching practice. As early career teachers, they face practical challenges in teaching, therefore professional learning is necessary for them to get improvement on teacher competence. The project focused on professional learning programs in Henan province, China, and explored how that could develop early career teachers competence in practice. Qualitative case study was employed for the research. Semi-structured interviews were conducted. Participants were nine early career teachers who had two-year teaching experience in the high school, 2 mentors who were related with those early career teachers, and 2 school administrators in a Chinese high school. The findings showed that mentoring (师徒帮带), competition of teaching classes (赛讲课), preparation of collective classes (集体备课), and participation in examinations with students (考试测试) were the main four professional leaning programs for early career teachers to improve their competence. Additionally, their competences at cognitive competence (self-study ability), professional competence (class management, black board writing ability, teacher-student empathy) and developmental competence (innovation capacity, reflective ability, team spirit) were developed through the professional learning. Therefore, professional learning is the effective way for early career teachers to keep learning and improve their teacher competences.

Keywords: Early career teachers, professional learning, teacher competence.

Bio: Xiaojing Yan is a doctoral student in the Faculty of Education at Monash University. Her research interests are sociology of education, teacher education, and rural education. Her recent project researches Chinese early career teachers’ competences and teacher standards.

English Teacher Use of Facebook For Professional Learning

Helen WOODFORD
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Abstract

Proactive and responsive Facebook engagement provides new, empowering ways for teachers to meet professional learning needs in their constantly changing worlds. Little is known about ways teachers use Facebook for professional learning within their daily lives. In this paper, I report findings from my investigation into English teacher use of Facebook for professional learning. Taking a constructivist approach, I conducted
work-place embedded, qualitative, multiple case study research, at one school site, with eight secondary English teacher participants. My aim was to understand their self-directed, individual Facebook use in relation to their professional learning. I generated data using semi-structured, individual and focus group interviews, and teacher diaries recording Facebook interactions. Thematic data analysis revealed three major themes, providing new knowledge about ways teachers interact with Facebook for professional learning, their perceptions of their learning and its effect on their practice, and continuing tensions around teachers using Facebook for this purpose. Findings show the English teachers involved in this study use Facebook innovatively, promoting and capturing transient opportunities to engage informally in transformative professional learning. Teachers turned serendipitous interactions with this social media platform into powerful, personalised, extended and deep learning, informing teaching and teacher practice. My study reveals new alternatives for teachers, employers and regulators to reconceptualise effective professional learning and to understand possibilities for using Facebook in teacher learning in our demanding, constantly changing education environments.

**Keywords:** Teacher professional learning, Facebook, personalised, self-directed, transformative

**Bio:** Helen Woodford is a third year PhD student investigating teachers using social media in daily learning informing their practice. She has particular interest in teacher ongoing learning and teaching English in early secondary school.

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**Research Methodologies**

**Abstract:** 24

**Time:** 1:45 – 2:15

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**A Novel Perspective to explore Transformative Learning in a Makerspace using 360-degree Video Data and Virtual Reality**

Roland GESTHUIZEN  
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**Abstract**

“Making” is a collaborative technology activity by a group of people confronted by a problem to design and build a working prototype or solution. A researcher standing to the side of a makerspace table will only see it from one perspective, and a camera similarly positioned will record just a flat, unidimensional image, missing half of the interactions between participants. The novel adaption of a 360-degree camera system enabled the researcher discretely observe over 100 teachers working upon several makerspace tables, recording from an unobtrusive, omni-directional perspective. A virtual-reality headset allowed the researcher to revisit the data from multiple angles amongst the tools and table clutter to reveal a complex dialogue, sketch diagrams, whispered conversations and hand movements. This helped to regenerate and restore memory gaps to recreate an intimate and lived experience for the researcher. It provided a rich visual of the full context, enabling the examination of an "aha! moment" or insight for new learning alongside the creative sources to reveal the teacher interventions, inspiration and learning journey. This presentation will offer some practical applications of this approach, opportunities and challenges.
Keywords: Makerspaces, creativity, insight, aha moment, data collection, research method, video technology, virtual reality

Bio: Roland Gesthuizen is a sessional lecturer at Monash University and Digital Analytics Learning specialist at Virtual School Victoria. He is the Vice President of the Mag-Net association for online STEM Educators and DLTV Journal Editor. Roland was been recognised with a National ACCE Educator of the Year and ISTE Making IT happen awards. His PhD research is examining how we teach to inform, and teach to transform.

Abstract: 25

Time: 2:15 – 2:45


Yeni KARLINA
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Abstract
Travel restriction and social isolation to mitigate the spread of COVID-19 have challenged educational researchers to reinvent their methods in order to continue with their research. As internet use has increased, online platform such as Zoom, Skype, and FaceTime have become more common alternatives for qualitative data generation methods. Potentials and challenges of using these media in educational research have been identified. However, as technology is changing at a rapid pace and the pandemic has suddenly compelled educational researchers to resort to online data generation, more stories about the experience of conducting online fieldwork are needed. This presentation aims to provide critical reflections on employing synchronous and asynchronous online methods using Zoom, Facebook, and WhatsApp to generate qualitative data in an educational research project. This presentation draws on an ongoing qualitative PhD research focused on the professional learning and teaching practices of eight early-career English teachers in the broader context of standards-based reforms of teacher education programs in Indonesia. English teachers’ narratives are generated and analysed using the Bakhtinian concepts of dialogism, heteroglossia, and ideological becoming.

Keywords: Online research methods, interviews, focus groups, English teachers

Bio: Yeni Karlina is a second year PhD student at the Faculty of Education Monash University Australia. Her PhD research focuses on early-career English teacher professional learning experiences in Indonesia and how these experiences influence their practices and professional identity development.
Abstract

This paper presents the use of ‘story constellations’ as a version of narrative inquiry within an ongoing PhD research project. The background is the vocational education reforms in China, as promoting deliberate decision-making and positive participation within the vocational education sector. Through interviewing three groups of participants (N=10), who have gone through a vocational pathway, as well as analysing the relevant policies, this study investigates the internal and external factors that influenced participants’ decision-making. Additionally, it explores how the choices of vocational education pathways influence an adult’s personal and professional life across three periods, as well as trend mapping the policies around vocational education development within three periods - 1977 to 1997, 1998 to 2013, and 2014 to present. The theoretical basis of this study is Bourdieu’s habitus and Archer’s reflexivity. Habitus understands structures as internalised within individuals and emphasises the influences of social conditioning on dispositions; while reflexivity understands social positions do not fully determine one’s subjectivity or behaviour concerning different modes of conscious reflective deliberation.

The research questions are:

1. *How do structures and pathways in Chinese vocational secondary education influence an individual’s educational decision-making?*
2. *How does an individual’s agency influence their career and life choices with prescribed structures or pathways in Chinese vocational secondary education?*

The conference paper focuses on the methodology part of this study, including the research design and research methods. As an ongoing project, the findings of this research are still work-in-process.

**Keywords:** Story constellations, narrative inquiry, vocational education, educational decision-making

**Bio:** Jing Shi is a second-year PhD candidate at the Faculty of Education, Monash University. Her research interest is Sociology of Education, particularly the study of structure and agency as well as reflexivity in the educational decision-making process. Her ongoing PhD research project investigates decision-making within the vocational education context.
Relearning Search: Finding and Accessing Scholarly Literature as A Material-Discursive Practice

Anne MELLES  
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Abstract
Before the development of the internet, classification of, and access to, scholarly literature was controlled by librarians working in university libraries. With the growth of online databases, much of this control has shifted to large multinational corporations. Searching for scholarly literature in these databases is a ubiquitous, and seemingly mundane, practice in universities. Library literature has focused on how students and researchers search for scholarly literature, and there has been limited research into searching as a performative practice. This presentation is based on data from a PhD project which explores the mutual constitution of liaison librarians, spaces and technologies within pedagogical encounters in classes taught by librarians, and in their meetings with students and researchers. The data was generated by observation of classes and meetings, interviews with library staff, students, academics and university staff, and the collection of teaching materials, photos, and maps of librarians’ movement through the library space. Using this data, Karen Barad’s notion of apparatus is employed to rethink and to “relearn” searching as a material-discursive practice, which enacts boundaries, agencies, and subjectivities. The teaching of searching by librarians is explored as a site of power in which the boundaries of librarian professional expertise are negotiated. It is also a site in which broader understandings of knowledge production and the value of scholarly communication in higher education emerge and are reinforced.

Keywords: Agential realism, knowledge production, librarian professional expertise, scholarly literature,

Bio: Anne Melles is a PhD candidate researching teaching by librarians in university libraries.

Teaching and Pedagogical Practices

Out of The Art Room: A Transdisciplinary Approach to Learning Programming Within an Arts-Based Pedagogy

Mark AMMERMANN  
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Abstract
Computer programming has been recognised as a valuable contemporary skill and been included in the Technologies subject within the Australian curriculum. Despite its value, research has shown that programming attracts low numbers of students with little representation from women or minorities. Alternative approaches to learning programming have been investigated and challenges such as teacher training identified, however student
interest remains low. In 2018, the Australian PISA found that only 4% of boys and almost no girls expected to work in ICT.

Early research observed that the science and mathematics approach to teaching programming did not cater for diversity in intellectual personality. My approach explores a shift from the dominant science and mathematics orientation towards an arts-based orientation. The significance of this is that an arts-based approach introduces a lure that may increase the number and diversity of those engaging with programming.

This research is derived from anecdotal evidence experienced in a high school setting but will be conducted with pre-service teachers. Framed through a post-qualitative, post-human (Braidotti) approach, I generate a cartographic account of a workshop, with ten participants, in which pre-service teachers create a digital artefact from code utilising Google’s Flutter. There will be a post-workshop questionnaire. Karen Barad’s diffractive analysis will be employed to explore new understandings of learning to program in an arts-based pedagogy with a view to introducing new students to share in the creation of tomorrow’s technology. This research is a work-in-progress with the current presentation focusing on the research description and design.

**Keywords:** Computer programming, creative, education, post-human.

**Bio:** Mark Ammermann is a research assistant, teaching associate, and PhD student at Monash University. He is also a practicing artist. Mark has been a secondary school teacher in Melbourne since 2014. Prior to that he worked as an IT consultant in the Insurance industry for more than 20 years.

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**Abstract: 29**

**Time: 2:15 – 2:45**

**Using Expansive Learning to Understand Expert Teachers M-Learning Practices in Resilience, Relearning and Regeneration.**

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**Abstract**

In today’s era of mobile technologies, teachers need to possess three Rs- Resilience, Relearning and Regeneration. The purpose of this research was to unpack how expert teachers learn by expanding to improve m-learning pedagogical practices. The study also examined what are the inhibitors and facilitators for effective pedagogies. The theoretical framework expansive learning and the concept of Human Computer Interactions (HCI) supported in analysis of these elements in classroom contexts. This qualitative case study uses the expansive learning lens to understand three primary school teachers’ use of m-learning practices in Melbourne, Australia. Classroom observations, semi-structure interviews, informal conversations and artefacts provided rich descriptive data for multiple interpretations. Thematic analysis using the ‘framework’ approach by Ritchie and Spencer along with expansive learning concepts, such as, *multiple activity system, activity structure* and *expansive matrix* was most useful for in-depth analysis. The findings reveal that teacher participants were able to simplify complex m-learning practices into step-by-step instructions to enable deep level learning. Teachers encountered challenges while integrating m-learning. However, because of their resilience teachers viewed them
as opportunities for relearning and change. By promoting collaborative learning, chaining instructions and classroom management, teachers promoted multimodality and multiple pedagogies, which was the key to successful m-learning sessions. The study adds to new knowledge in the area of explorative learning using the learning by expanding theoretical framework. These findings have the potential to improve m-learning teaching practices, provide insights into third generation activity theory and support policies and professional learning for educators at school settings.

**Keywords:** Activity theory, mobile learning, multimodality, multiple pedagogies, teacher practice.

**Bio:** The author is a final-year doctoral student at Monash. He is the editor for Exchanges Journal, Warwick University in alliance with Monash. He continually supports research students through the honorary roles he has held, such as, MERC leadership team, Monash Graduate Association Vice President, Research Education Officer and Campus Representative.

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**Abstract:**

Embracing ‘new’ ways of learning, thinking, and being often means re-learning what has been repressed and ignored by the dominant culture. We systematically reviewed literature which explores two areas traditionally marginalised in Western education: drama pedagogies and First Nations concepts and content. The embodied, collaborative, often subversive nature of drama-based learning can enable powerful engagement with First Nations knowledges, cultures, perspectives, and histories. We asked (i) how this model of education works for teachers, students, and community stakeholders, and (ii) how using drama pedagogies contributes to the survival, dignity, and well-being of the world’s First Peoples. Taking the United Nations Declaration on the Rights of Indigenous Peoples as a reference point, we systematically selected and examined 38 papers published between 2007-2020. Education can be a colonising tool, perpetuating negative stereotypes and increasing socio-cultural divides. We sought to discover whether employing drama pedagogies enables First Nations peoples to have the dignity and diversity of their cultures, traditions, histories and aspirations appropriately reflected in education. Our thematic analysis allows the findings of these often small-scale and qualitative studies to be more broadly applied. We found that engaging with First Nations concepts and content through drama benefits both First Nations and non-Indigenous students and educators at all education levels. However, drama pedagogies are multi-purpose and sometimes ‘risky’; the facilitator’s theoretical position and level of expertise are important. As
teaching First Nations concepts and content is increasingly mandated in education globally, our findings have significant implications for future education and research.

**Keywords:** First Nations education, drama pedagogies, systematic literature review, decolonising education

**Bio:** Danielle Hradsky is currently completing her PhD under the supervision of Dr Rachel Forgasz. Danielle is exploring the potential of creative and transformative professional learning to engage teachers with complex, sometimes uncomfortable ideas like whiteness, race, and colonisation.

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**English as a Foreign Language Learning and Teaching**

**Abstract:** 31  
**Time:** 1:45 – 2:15

**Iranian Adults’ Perceptions of Learning English And Its Impact on Identity Negotiation**  
**Mehdi MOHARAMI**  
**Monash University**  
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**Abstract**

Learning English is popular amongst adults in Iran. However, recent political decision-making reflects attempts by the Iranian government to suppress English language learning as it is associated with shifts in Iranian national identity. The 1979 Islamic Revolution established English as the foreign language of the Iranian education system but in 2011, the *Ministry of Education* added five more languages as an alternative to English and banned the teaching of English in primary schools. Despite these changes in government direction, interest in English language classes has continued to grow. This study aims to explore Iranian adults’ perceptions of learning English and its impact on their daily lives and identity formation. My study employs a mixed methods approach and Pennycook’s (2010) theory of language as a local practice to explore Iranian adult language learners’ identity formation. This theory investigates language in social context and focuses on the doing of language as a social activity. Survey findings provided a snapshot of the English language ecology in Iranian society while interviews explored participants’ perceptions, beliefs and practices of English language learning in Iran. The findings situated in an Iranian social context, demonstrate adult perceptions of English language, national identity and learner identity negotiations. They acknowledge the influence of globalisation, but focus on how local factors such as family, economy and media shape language learning and identity construction in complex ways. The data highlights the disjunction between Iranian language learners’ perceptions about English and authorities’ doctrines. English language learners understand English as an opportunity to engage with new visions and unprecedented experiences, as well as social practices. It is argued that Iranian language learners’ creativity in their social practices be seen as a way to understanding shifting social values, traditions and cultures.

**Keywords:** English language learning, identity negotiation, Iran, social practice

**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
The unrivalled global spread of English has led to a progressive increase in the degree to which the language has been localized by various communities of speakers; and thereupon English varieties have emerged. Considering the crucial role teachers have in conducting the language teaching programs, as Matsuda (2003) states, teachers should be able to adopt approaches for teaching the global language which coincide with the needs of the learners to be able to communicate in the globalised world. Australia, as a popular immigration destination, is a multicultural and multilingual context connected with English as the official language. Studies that have been conducted in Australian universities revealed that learners have fundamental issues related to language (e.g. Wong, 2004, Sawir et. al., 2012). Therefore, considering the changes in the status of English and the multilingual and multicultural nature of Australia, there is a need to inquire about teachers’ positioning of language and culture in Australian higher education programs that include world Englishes. Drawing from World Englishes, positioning theory, translanguaging, transculturalism, and Cultural Linguistics glocalisation, as theoretical and conceptual frameworks, this qualitative research intends to explore 1) how language and culture are positioned in world Englishes-included programs at university and faculty level in Australia, 2) how Australia’s higher education teachers position language and culture in teaching global languages, and 3) what the Australia’s higher education teachers perceive as their role to be in teaching the language and culture.

**Keywords:** Translanguaging, language and culture, ELT, Australian higher education, World Englishes

**Bio:** Mobina Sahraeejuybari is a first year PhD candidate in the Faculty of Education at Monash University. Along with her PhD dissertation research area, she is interested in doing research in the areas of language and culture, World Englishes, (Applied) Cultural Linguistics, translanguaging, teacher education, and ELT curriculum.
To Game or Not to Game: Improving ESL/EAL vocabulary learning by Engaging Students with Massively Multiplayer Online Role-Playing Games (MMORPGs)

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Abstract
In recent years, with digital games gaining popularity, the importance of utilising elements in digital games to assist language teaching has been widely recognised. Significantly, computer-assisted language learning researchers, and English as Second Language (ESL)/English as Foreign Language (EFL) educators have identified digital games-based language learning as a promising approach to facilitating second/foreign language teaching and learning. This paper outlines a proposed mixed-method study, aiming to explore whether Massively Multiplayer Online Role-Playing Games (MMORPGs) have the ability to improve ESL/EFL learner-players’ learning effectiveness by using some elements of MMORPGs, including their in-games characters, game mechanisms, and images. While other online games usually lack the characteristics of working collectively and communicating intensively, MMORPGs boost their capacity of providing an interacting as well as strategic thinking environment that induces players to communicate and cooperate with others in a large scale, which seems to be more similar to a language learning context. Specifically, a quantitative after-class vocabulary test will be used to compare the results between two different groups of 12 students in Monash University – an experimental group of 6 students which attend English vocabulary learning class oriented by digital games-based language learning (DGBLL) and a control group of 6 students on a regular English vocabulary teaching class. Following that, six individual interviews will be conducted, asking the students about their personal experiences of participating in DGBLL classes. And this study will employ Thomas Malone’s theory of intrinsically motivating instruction to investigate DGBLL-based English vocabulary teaching. This proposed study seeks to inform ESL and EAL teaching pedagogy for teaching postgraduate students English in an Australia context.

Keywords: Digital games-based language learning, MMORPGs, ESL/EAL, English vocabulary learning

Bio: Di Wu is a first year Master of Education student in University of Melbourne, and he received his master’s degree in education from Monash University. His research interests include digital literacy practices, innovative approaches in ESL/EFL teaching, digital games-mediated foreign language learning and teaching.
Abstract

In recent years, an increasing number of Chinese parents are accompanying their children (<18 years) as caregivers to study in Australian primary and secondary schools, while the other parent remains in China to provide financial support to the family. The accompanying parents are generally called ‘study parents’. The outbreak of COVID-19 in 2020 has disrupted this trend, leading to uncertainties for parents and children in Australia. These parents’ visa regulations restrict them from undertaking paid work, limiting their study of English language courses to 20 hours per week and no more than three months in Australia. This can jointly pose a challenge for these parents’ social and cultural settlement in Australian society, and impact on their identity formation. This paper draws on a narrative case study to investigate the English language learning experiences of six Chinese women, i.e., whom we call ‘study mothers’, and how these experiences intersect with their mothering practices while sojourning in Australia. The initial data analysis shows that these Chinese study mothers have been taking opportunities to invest in the language by themselves in their daily lives in Australia, despite that their learning opportunities are restricted by their visa type and greatly affected by the pandemic. Although mastering the language of the target country is not necessary, their understanding of some basic communicative English can indeed help them better adapt to the local community and enable them to better take care of their children and support their children’s studies. This research aims to inform school policies around the inclusion of international families, and English Language Teaching (ELT) pedagogy, particularly for female adult migrants as transient sojourners in an Australian context. It also attempts to provide insight into autonomous English or second language learners who are living in target language speaking countries but who are restricted from participating in formal learning.

Keywords: Chinese study mothers, Australia, English language learning, mothering practices, migrants

Bio: Yi HOU is a second-year PhD candidate in the Faculty of Education at Monash University, Melbourne, Australia. She received her Master Degree in TESOL from Monash University and a Graduate Research Certificate in Educational Research from The University of Melbourne. Her research interests include TESOL, migration, and sociology of education.
Abstract: Climate change now drives an increasing demand for emergency fire services in rural and remote Queensland. The resulting need for more volunteer firefighters parallels significant national declines in recruitment and retention. To understand this dynamic, my research investigated the rural fire brigade (RFB) on-boarding experiences of twenty-four volunteers in a multiple case study. Social constructionist approaches underpinned interviews eliciting the personal meaning created during recruitment, induction, training, and brigade enculturation. Use of interpretative phenomenological traditions helped develop empathic understandings of volunteer experience. Employment of NVivo software expedited the management and analysis of a large corpus of experiential data. Queensland’s RFB often function in a ‘tribe-like’ manner, with leaders sometimes denying access to advancement training opportunities for volunteers deemed unsuitable for senior brigade roles. Related findings are the bias against female members evident in some RFB, and preferential treatment of favored members. Findings indicate that personality and seniority, rather than merit, may influence the selection of RFB leaders and training personnel. This suggests that decision-making at brigade level may require monitoring, and invites need for research addressing the impacts of RFB autonomy on volunteer sustainability. Volunteer firefighters require peer acceptance, and non-judgmental support from their leaders. Provision of more equitable access to training, and immediate up-skilling for senior RFB personnel are priority tasks for government. A more complete understanding of future roles and responsibilities will help fulfil the expectations of volunteers. Context specific, professionally delivered training will promote personal development and increase volunteer sustainability more generally.

Keywords: Rural fire brigade, volunteer sustainability, tribe-like, brigade autonomy

Bio: John lives in regional Queensland and is an active member of his local rural fire brigade. He is keenly interested in conducting applied qualitative research to inform measures addressing social need. John employs interpretative phenomenological traditions in his person-centred inductive approaches to education research. As part of his candidature, he is producing a series of journal articles aimed at improving emergency management volunteer sustainability.
Abstract: 36

Chinese Mothers’ Experiences of Family Life When They Have A Mental Illness: A Systematic Literature Review

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Abstract

Parenthood is a rewarding and complex life role for many parents experiencing mental health challenges. However, qualitative studies exploring family life in Chinese families appears limited in the field of parental mental health. This study aimed to systematically review the available qualitative research conducted with families living in mainland China, Hong Kong, Macao and Taiwan, and explored family members’ multiple perspectives where one parent has a mental illness. Eight databases and platforms were comprehensively searched, along with manual search of reference lists. Interrater reliability for identifying papers was established through blind co-screening of 15.6% of search results, with minimal initial discrepancy. Ten papers were identified and the quality of each study was critically appraised. Of these papers, nine investigated mothers’ experiences, one focused on children’s experiences, and none reported on fathers’ experiences. Given the results, only papers presenting mothers’ experiences were included for thematic synthesis. Five primary themes were identified including: managing parenting in the context of mental illness; failure to meet one’s expectations of motherhood; being burdened by others’ expectations; stigma from self, others and service providers; and support obtained, and needed. Key differences in the experiences of Western and Chinese mothers appeared to be around the influence of parents-in-law, the division of domestic labour and the suppression of family conflict. This review can help aid the interventions improving the resilience of families where parents have a mental illness. Future research might explore experiences of family life and parenting of Chinese parents with various diagnoses and their children.

Keywords: Chinese mothers, mental illness, family life, parenting

Bio: Lingling Chen is a PhD candidate from the Faculty of Education, Monash University. Helping families where parents face mental health challenges is her interest. Her PhD thesis is to investigate parenting experiences of parents who have a mental illness in Mainland China.
Abstract

In this self-study, I use Dialogical Self Theory (DST) and Arts Informed Research (AIR) to assist me in identifying, clarifying and analysing the range of responsibilities, loyalties and tensions I experience within my role as a School-Based Teacher Educator (SBTE) within a Government Secondary College. It is set within the context of a broader Doctoral self-study research project focused on developing my mentoring practice as a SBTE and balancing the tensions that arise between my roles as mentor and teacher. I have used DST and AIR to reflect upon each of the many roles that make up my professional life to create new ways of thinking about the multidimensional nature of the SBTE role. This has clarified my thinking about the associated duties, demands, responsibilities and tensions within the SBTE role and suggests prospective ‘boundary experiences’ and critical incidents within my practice to be aware of during data collection for the larger Doctoral research. Drawing on the example of my own experience, I propose the value of DST as a theoretical framework and a reflective practice for self-study research that deepens self-understanding of professional roles and personal practices.

Keywords: Initial Teacher Education, Self-study, School-Based Teacher Educator, Dialogical Self Theory, Arts Informed Research

Bio: Suzanne Tate is a Secondary Art teacher and a Graduate Student at Monash University, undertaking a Doctoral self-study focused on her mentoring practice as a School-Based Teacher Educator in a Victorian Government Secondary College.

3:30 PM – 4:00 PM AFTERNOON TEA
4:00 PM – 5:00 PM CLOSING SESSION

An interactive session with Professor Richard Pringle
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