

Monash Education Research Community

MERC Annual Conference 2026

**Reimagining
Education in a
Changing World:**
Equity, Practice and Impact

**CONFERENCE
PROCEEDINGS**



Proceedings of the MERC
Annual Conference,
Thursday, 24th September 2026

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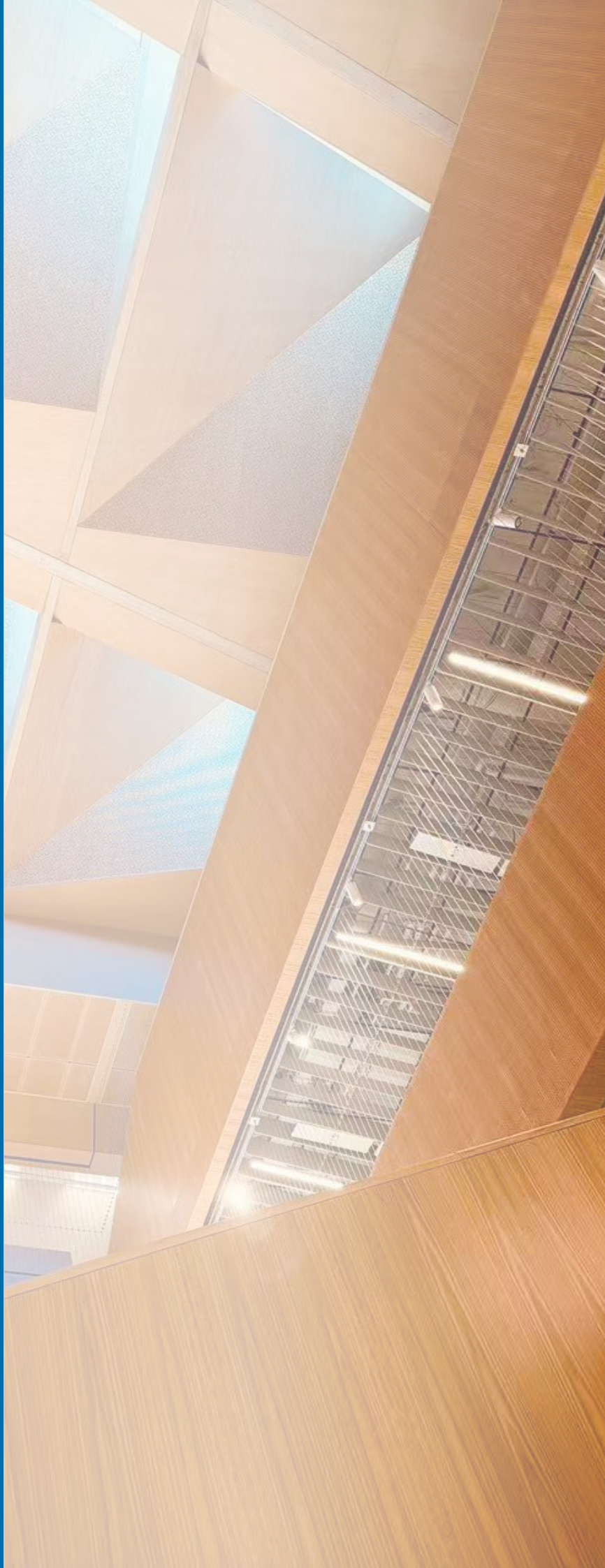
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Reimagining Education in a Changing World: Equity, Practice and Impact

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Proceedings
of the
Monash Education Research Community (MERC)
2026 Annual Conference

Date: 24 September 2026

Booklet Editors

Chen Li Chih-Wei Huang Dan Zhou Dian Fikriani Shariqua Ahmed

Sponsored By:



2026 MERC Leadership Team



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Join the team!

Talk to us about being part of the MERC 2027 Leadership Team:

Email: merc-edu@monash.edu

Instagram: [merc_education_](https://www.instagram.com/merc_education_)

ACKNOWLEDGEMENTS

Acknowledgement of Country

Monash University's Australian campuses are proudly on Kulin land in Melbourne. We acknowledge the Traditional Owners of this land and recognise and pay our respects to Elders past, present and future.

The MERC Leadership Team 2026 is grateful for the guidance & assistance of

Role	Names
Abstract Reviewers	Dr Anna Podorova, Dr Annie Shaoru Zeng, Dr Eisuke Saito, Dr Hongzhi Zhang, Dr James Russo, Dr Ketki Bhandari, Dr Lefteris Patlamazoglou, Dr Lynette Pretorius, Dr Pamela Patrick, Dr Raqib Chowdhury
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Welcome Note

From the 2026 MERC Leaders

Welcome to the 2026 MERC Conference!

Education is never separate from the world in which it takes place. As technologies evolve, environmental pressures intensify, and social realities continue to shift, educators and researchers are being called upon to reconsider not only what education should respond to, but also what it can make possible.

This year's MERC Conference takes up this challenge through the theme Reimagining Education in a Changing World: Equity, Practice, and Impact. The theme invites us to look beyond responding to change and to consider how educational research and practice might actively contribute to shaping more equitable, meaningful, and sustainable futures.

Across different educational settings, questions of equity remind us to attend to whose experiences, needs, and voices are recognised, and whose may remain overlooked. A focus on practice asks how ideas and research can inform what educators, learners, leaders, and communities actually do. Impact, in turn, encourages us to think carefully about the difference educational work can make—not only through measurable outcomes, but also through changes in understanding, participation, relationships, opportunities, and possibilities for the future. These questions are especially important at a time when developments such as generative artificial intelligence are reshaping educational possibilities and practices, while longstanding concerns around inequality, sustainability, inclusion, and social justice continue to demand attention. Reimagining education therefore requires more than identifying emerging challenges. It requires critical inquiry into existing assumptions and practices, openness to different perspectives, and thoughtful consideration of how research can contribute to positive change.

MERC 2026 brings together doctoral researchers working across diverse areas of education to engage in these conversations. Throughout the conference, presenters will share work that examines contemporary educational challenges from different theoretical, methodological, disciplinary, and contextual perspectives. We hope these exchanges create opportunities not only to communicate research, but also to question ideas, make connections across fields, and consider how research and practice can inform one another.

We warmly thank our presenters for contributing their work and ideas, our reviewers for their thoughtful engagement, and our volunteers for the time and energy they have given to making the conference possible. We are equally grateful to everyone joining us today. Your questions, conversations, and perspectives are an essential part of what gives this conference its value.

As we come together for MERC 2026, we hope the day provides space to encounter new ideas, build connections, and reflect on the possibilities of education in a changing world. Most importantly, we hope the conversations begun here continue beyond the conference and contribute, in different ways and contexts, to educational work that is more equitable, meaningful, and impactful.

Warm regards,
The MERC Leadership Team 2026

Program Overview

TIME	EVENT	ZOOM/ROOM
8:00 AM - 8:30 AM	Registration and Arrival	Outside LTB G31
8:30 AM - 9:35 AM	<u>Opening Remarks</u> Dr Sun Yee Yip <i>Senior Lecturer, Faculty of Education, Monash University</i>	ZOOM/LTB G31
	Associate Professor Marianne Turner <i>Associate Dean (Graduate Research)</i>	
8:30 AM - 9:35 AM	<u>Keynote Address</u> Professor Jay Phillips <i>Deputy Dean (Indigenous Strategy), Faculty of Education, Monash University</i>	ZOOM/LTB G31
	Dr lisahunter <i>Senior Lecturer, Faculty of Education, Monash University</i>	
9:35 AM - 10:10 AM	Morning tea and Group Photo	Outside LTB G31
10:15 AM - 11:55 PM	Morning Presentations	ZOOM/LTB G58
		ZOOM/LTB G60
		ZOOM/LTB G61
		ZOOM/LTB G62
12:00 PM - 1:00 PM	Lunch	Outside LTB G31
1:00 PM - 1:45 PM	Poster Presentation	LTB RNo G31
1:45 PM - 1:55 PM	Break and transition	
1:55 PM - 3:35 PM	Afternoon Presentations	ZOOM/LTB G58
		ZOOM/LTB G60
		ZOOM/LTB G61
		ZOOM/LTB G62
3:35 PM - 3:45 PM	Transition to G31	
3:45 PM - 4:45 PM	Closing Ceremony Dr Sun Yee Yip <i>Senior Lecturer</i> MERC Leadership Team 2026	LTB G31

If you have any questions or concerns, feel free to contact the MERC volunteers during the day. We are more than willing to assist and are keen to meet you.

Online Access: Zoom Links

All conference sessions will also be accessible via Zoom. Below you will find the links, meeting IDs, and passwords for each session. Please keep this information secure and do not share it publicly to maintain the integrity of the event. When joining a session, ensure you log in a few minutes early to allow time for technical checks. Use your FULL NAME as your Zoom display name so session moderators can identify you.

Opening and Closing		<u>Zoom Meeting Link</u> Meeting ID: 81848342017 Password: 620618	
Morning Parallel Session 1	<u>Zoom Meeting Link</u> Meeting ID: 87169665714 Password: 688351	Afternoon Parallel Session 1	<u>Zoom Meeting Link</u> Meeting ID: 86773265185 Password: 654328
Morning Parallel Session 2	<u>Zoom Meeting Link</u> Meeting ID: 81761087254 Password: 467270	Afternoon Parallel Session 2	<u>Zoom Meeting Link</u> Meeting ID: 83814914406 Password: 102592
Morning Parallel Session 3	<u>Zoom Meeting Link</u> Meeting ID: 81400296389 Password: 849836	Afternoon Parallel Session 3	<u>Zoom Meeting Link</u> Meeting ID: 89652082340 Password: 603308
Morning Parallel Session 4	<u>Zoom Meeting Link</u> Meeting ID: 82177142633 Password: 865726	Afternoon Parallel Session 4	<u>Zoom Meeting Link</u> Meeting ID: 84640611136 Password: 417296

Participant Feedback

The MERC Annual Conference has consistently benefited from the thoughtful feedback of participants in previous years. Your insights this year are equally valuable and will contribute to the continued growth and success of future conferences. Feedback will be collected through a Google Form following the event, and we encourage you to share your reflections.

If you have any questions or concerns during the conference, please do not hesitate to approach a member of the MERC Leadership Team 2026 or one of our Conference Volunteers. We are readily available to assist and look forward to engaging with you throughout the day.

Conference Program

8:30 AM – 9:40 AM

OPENING CEREMONY

Opening Remarks



Dr Sun Yee Yip

Senior Lecturer
School of Education and Culture

Dr Sun Yee Yip is a Senior Lecturer in Teacher Education at Monash University and has served as a Graduate Research Coordinator since 2026. Her research examines teacher workforce diversity and sustainability, focusing on immigrant teachers, teacher identity, belonging, and teacher status. Her work draws on experience across schools, policy, and teacher education. She is the author of *Asian Immigrant Teachers in Australia: Negotiating Identity, Navigating Adaptation, and the Paradoxes of Belonging*. She has published widely in education journals. She is an Associate Editor of the *Journal of Further and Higher Education* and serves on the editorial boards of methodology and teacher education journals. A former MERC Convenor, she is committed to supporting graduate researchers and fostering inclusive research communities.

Opening Remarks



Associate Professor Marianne Turner

Associate Dean (Graduate Research)
School of Education and Culture

Marianne Turner is an Associate Professor and currently the Associate Dean (Graduate Research) in the Faculty of Education at Monash University. She researches the leveraging of students' linguistic and cultural resources for learning, and context-sensitive approaches to the integration of language and content. Her work has been published widely in both language education and general education journals, such as *Language Teaching Research* and *Teaching and Teacher Education*. She has written a book entitled *Multilingualism as a resource and a goal: Using and learning languages in mainstream schools* (Palgrave Macmillan), recently co-edited *Multilingualism as opportunity: An integrated perspective on English and languages education in Australia* (Routledge), and aims to make connections between research and practice on the [Leveraging Languages for Learning](#) website.

Keynote Address



Professor Jay Phillips

Deputy Dean (Indigenous Strategy)
School of Education and Culture

Professor Jay Phillips is the Deputy Dean (Indigenous Strategy) and Professor of Indigenous Australian Studies in Monash University's Faculty of Education. Jay's work focuses on the interaction between Indigenous knowledge systems and Western colonial traditions, particularly in colonial identity construction, intellectual authority, and teaching and learning in contested spaces.

Her PhD, *Resisting Contradictions*, was completed in 2011 and investigated the resistance of non-Indigenous students to compulsory Indigenous studies and examined how these students managed their learning and articulated shifts in this resistance. Jay positioned this resistance not as a negative or a positive, but rather a logical consequence when taken-for-granted social and cultural beliefs - reinforced and reproduced by institutions like school, government, and media - are disrupted.

Since 2003, Jay has applied her Indigenist Standpoint Pedagogical framework to interdisciplinary curriculum design. In her previous roles as Head of School, Indigenous Australian Studies and Chair of the Indigenous Board of Studies at Charles Sturt University, she led the integration of Indigenous content across 72 undergraduate and multiple postgraduate courses and the inclusion of a compulsory foundation unit in each degree.

Keynote Address



Dr lisahunter

Senior Lecturer

School of Education and Culture

Dr lisahunter works through research, teaching and community engagement, currently in Boon Wurrung/Bunurong Country (in the Faculty of Education at Monash University). Their research spans critical pedagogy, gender and sexuality, embodied practices, equity-centred education, and health and physical education. Drawing on critical social theory and participatory methodologies, lisahunter examines how educational institutions reproduce or transform social inequalities. Influential publications include Bourdieu and the social space of the PE class: Reproduction of doxa through practice, With the best of intentions: A critical discourse analysis of physical education curriculum materials, and Participatory Activist Research in the Globalised World: Social Change Through the Cultural Professions. Recent scholarship includes How is intersectionality being represented by Australian sports organisations? A content analysis and Educational experiences and outcomes of students with innate variations of sex characteristics in educational settings: a scoping review and metasynthesis of empirical literature. They established and lead the Pierre Bourdieu Special Interest Group and queerEd. Their work connects educational research with community engagement and social transformation.

Overview of Sessions

Morning Presentations

10:15 AM to 11:55 AM

Parallel Session 1 Room No: G58 Meeting ID: 87169665714 Password: 688351	
M - P1 - 1	Voice, agency and participation in data-use: A scoping review of student participation in the data-use cycle in schools Fiona Scarborough <i>Monash University, AUSTRALIA</i>
M - P1 - 2	Literature synthesis: Cultivating wisdom in the first five years of life Yasika Liyanage <i>Monash University, AUSTRALIA</i>
M - P1 - 3	A pathway to meeting the needs of students with dyscalculia in the secondary mathematics classroom Gwelda Weghorn <i>Monash University, AUSTRALIA</i>
M - P1 - 4	Negotiating critical pedagogy: Indonesian preservice English teachers' understandings and practices Ibrahim <i>Monash University, AUSTRALIA</i>
M - P1 - 5	Co-constructing meaning in the liminal space: Ontological and epistemological perspectives of ESP practitioner research Fatona Suraya, A/Prof. Raqib Chowdhury and A/Prof. Pearl Subban <i>Monash University, AUSTRALIA</i>

10:15 AM to 11:55 AM

Parallel Session 2

Room No: G60

Meeting ID: 81761087254

Password: 467270

M - P2 - 1	Play-based pedagogy for early science education in Saudi Arabia: Building common knowledge and motive orientation for practice change in professional development Abeer Aldakheel <i>Monash University, AUSTRALIA</i>
M - P2 - 2	Affordances for enacting green and sustainable chemistry education in chemistry curriculum and textbooks: Opportunities and teachers' perspectives Nur Fitriyana <i>Monash University, AUSTRALIA</i>
M - P2 - 3	Filling the gap alone? Physics teachers' role in implementing renewable energy education in Indonesian secondary schools Febrina Hartanti, Dr. Sylvia Christine Almeida, Dr. Jennifer Hall, Prof. Zane M. Diamond <i>Monash University, AUSTRALIA</i>
M - P2 - 4	Mathematics learning across home and school: Students, parents, and teachers in multicultural classrooms Nilushi Dediwalage <i>Monash University, AUSTRALIA</i>
M - P2 - 5	Young children's pattern exploration through the conceptual playworld approach in a home setting Reneta Kristiani, A/Prof. Liang Li and Dr. Prabhat Rai <i>Monash University, AUSTRALIA</i>

10:15 AM to 11:55 AM

Parallel Session 3

Room No: G61

Meeting ID:81400296389

Password: 849836

M - P3 - 1	Who belongs, why, and how? Developing the 3P model of school belonging and inclusion in a Global South context Rayhan Zaman <i>Monash University, AUSTRALIA</i>
M - P3 - 2	Developing a critical approach in an applied English program: An institutional ethnography in a vocational higher education institution in Indonesia Navisatul Izzah, Dr. Edwin Creely and Dr. Shaoru Annie Zeng <i>Monash University, AUSTRALIA</i>
M - P3 - 3	From textbook to practice: Developing teachers' pedagogical reasoning through curriculum-based professional learning Uki Rahmawati <i>Monash University, AUSTRALIA</i>
M - P3 - 4	EMI as neoliberal common sense: Reviewing English-medium instruction in higher education across Bangladesh, India, and Pakistan John Sarkar <i>Monash University, AUSTRALIA</i>
M - P3 - 5	Mathematics values alignment between students and teachers in Chinese remote schools: The impact of zhongkao on teaching and learning Qier Mu <i>Monash University, AUSTRALIA</i>

10:15 AM to 11:55 AM

Parallel Session 4

Room No: G62

Meeting ID:82177142633

Password: 865726

M - P4 - 1	Teaching English as a moral mission: Integrating values education in English language teaching in an Indonesian islamic boarding school Yuni Yulianti <i>Monash University, AUSTRALIA</i>
M - P4 - 2	Education and autonomy in a closed religious community: A former student-monastic's experience in a Chinese Buddhist academy Jing Su <i>Monash University, AUSTRALIA</i>
M - P4 - 3	More than words: When English classrooms confront silence Helena Rijoly <i>Monash University, AUSTRALIA</i>
M - P4 - 4	How can artificial intelligence transform civic education? A systematic literature review Muhamad Hidayat, Azhar Alam <i>Monash University, AUSTRALIA</i>
M - P4 - 5	Can spirituality be measured? Introducing quantified spirituality in community-based Islamic education for adult learners Muhammad Asad <i>Monash University, AUSTRALIA</i>

Afternoon Presentations

1:55 PM to 3:35 PM

Parallel Session 1

Room No: G58

Meeting ID:86773265185

Password: 654328

A - P1 - 1	Whose framework, whose justice? Interrogating gender mainstreaming policy and its silences for Indonesian English teachers' opportunity freedoms Nurliana Fitri <i>Monash University, AUSTRALIA</i>
A - P1 - 2	Equity-oriented assessment data use in Indonesian schools: Common ground, contested directions Donaniagara Dinata, Prof. Mark Rickinson and A/Prof. Ilana Finefter-Rosenbluh <i>Monash University, AUSTRALIA</i>
A - P1 - 3	Evidence use in Chinese primary and secondary education: A scoping review Lin Wang <i>Monash University, AUSTRALIA</i>
A - P1 - 4	Leading at the intersection: Gender, culture, and women's educational leadership in Sri Lanka's public education administration system Poorna Perera <i>Monash University, AUSTRALIA</i>
A - P1 - 5	Negotiating gender-expansive practices in early childhood education: Exploring educators' perceptions, practices, and the conditions shaping change and impact E-Jen Wee <i>Monash University, AUSTRALIA</i>

1:55 PM to 3:35 PM

Parallel Session 2

Room No: G60

Meeting ID:83814914406

Password: 102592

A - P2 - 1	Adapting to change: Indonesian EFL lecturers' experiences and perceptions of learning management systems in teaching non-English majors Nining Ismiyani <i>Monash University, AUSTRALIA</i>
A - P2 - 2	Affective turning points: Exploring the role of critical incidents in teachers' decisions to leave the profession Steven Cahill <i>Monash University, AUSTRALIA</i>
A - P2 - 3	Academic socialisation as navigational becoming: Reimagining the experiences of international PhD students from the Global South in Australian higher education Abdul Qawi Noori, Dr. Eisuke Saito and Dr. Lynette Pretorius <i>Monash University, AUSTRALIA</i>
A - P2 - 4	Shared goal, different paths: A narrative inquiry into two tourism vocational high school English teachers' experience Kadek Wiramarta <i>Monash University, AUSTRALIA</i>
A - P2 - 5	Teacher status as a multicomponent concept: A scoping review Eugenie Edillo <i>Monash University, AUSTRALIA</i>

1:55 PM to 3:35 PM

Parallel Session 3

Room No: G61

Meeting ID: 89652082340

Password: 603308

A - P3 - 1	(When... Where... Why... How...) Am I an insider or an outsider? Navigating positionality through collaborative reflexivity Monica Sari, Prof. Alan Reid and Dr. Karen Marangio <i>Monash University, AUSTRALIA</i>
A - P3 - 2	Negotiating practices in the PhD sub-field: An ethnographic study of Chinese women international PhD students in Australia Zhiheng Zhou <i>Monash University, AUSTRALIA</i>
A - P3 - 3	Embracing subjectivity in researching EDI: An un/learning journey of pursuing methodological congruence within Big Q qualitative and reflexive thematic analysis Chih-Wei Huang <i>Monash University, AUSTRALIA</i>
A - P3 - 4	Reconfiguring teacher professional learning in Cambodia: Policy reform and the conditions for teacher agency Muy Tek <i>Monash University, AUSTRALIA</i>
A - P3 - 5	An exploration of what school leaders need to understand about personalised professional learning to provide optimal conditions for teacher growth Stephanie Walton, A/Prof. Rebecca Cooper and Dr. Karen Marangio <i>Monash University, AUSTRALIA</i>

1:55 PM to 3:35 PM

Parallel Session 4

Room No: G62

Meeting ID: 84640611136

Password: 417296

A - P4 - 1	Towards a conceptual model of interprofessional collaboration in inclusive education: Preliminary insights from Philippine primary schools Jay Allen Bajar Villon <i>Monash University, AUSTRALIA</i>
A - P4 - 2	The role of social media and Generative AI on LGBTQIA+ adolescent identity formation Suzanne Tonks, Dr. Lefteris Patlamazoglou <i>Monash University, AUSTRALIA</i>
A - P4 - 3	Affective belonging and queer student mobility in Southeast Asia Phuc Thinh Mai <i>Monash University, AUSTRALIA</i>
A - P4 - 4	Interpreting play in China: A generic qualitative inquiry with kindergarten teachers and parents Meixi Cheng <i>Monash University, AUSTRALIA</i>
A - P4 - 5	Making creativity possible: The role of teachers' creative agency in implementing digital multimodal composing in ELT Satrio Pramono <i>Monash University, AUSTRALIA</i>

1:00 PM - 1:45 PM

Poster Presentations

Room No: G31

POSTER - 1	Chinese undergraduates' understandings and educational practices under employment pressure: A scoping review Jiarui Xu <i>Monash University, AUSTRALIA</i>
POSTER - 2	Cross-university practices (CUP) of faculty professional learning A B M Ahasan Raqib, Dr. Eisuke Saito, Dr. Richard O'Donovan & Dr. Sun Yee Yip <i>Monash University, AUSTRALIA</i>
POSTER - 3	When the past stands between mother and child: Childhood trauma, postpartum depression, and parental reflective functioning among Bangladeshi mothers Mehrini Richi, Dr. Stella Laletas, Dr. Levita D'Souza <i>Monash University, AUSTRALIA</i>
POSTER - 4	Towards a conceptual model of interprofessional collaboration in inclusive education: Preliminary insights from Philippine primary schools Jay Allen Bajar Villon <i>Monash University, AUSTRALIA</i>
POSTER - 5	Can spirituality be measured? Introducing quantified spirituality in community-based Islamic education for adult learners Muhammad Asad <i>Monash University, AUSTRALIA</i>
POSTER - 6	How can artificial intelligence transform civic education? A systematic literature review Muhammad Hidayat, Azhar Alam <i>Monash University, AUSTRALIA</i>



MORNING

PARALLEL SESSION 1



M - P1 - 1

Voice, agency and participation in data-use: A scoping review of student participation in the data-use cycle in schools

Fiona Scarborough
Monash University, AUSTRALIA

Abstract

While schools increasingly operate within data-informed decision-making paradigms, students are systematically positioned as passive targets of data rather than agentic participants across the data-use cycle. The tension between data as an institutional accountability tool and data as a vehicle for agentic student voice represents a critical barrier to equitable school improvement. Bridging the historically siloed domains of student voice and data-informed decision-making, this scoping review establishes an integrated framework for participatory data practice in schools. Guided by PRISMA-ScR protocols, we mapped international empirical literature on student participation across the data-use cycle in upper primary and secondary school contexts, focusing on data related to educational experiences, engagement, and well-being. Synthesising findings through Schildkamp's data-use theory of action alongside Shier's Pathways to Participation, we show that while standard data routines reinforce adult-centric decision-making, co-constructed dialogic sensemaking, when anchored by organisational commitment, can serve as a key mechanism to disrupt institutional power dynamics. Analysis reveals four systemic gaps impeding practice: (1) procedural fragmentation of student participation that limits agency across the data-use cycle; (2) under-theorised integration of student voice within formal analytical phases; (3) a scarcity of co-constructed sensemaking routines alongside educator readiness to scaffold student data literacy; and (4) an absence of leadership structures and organisational commitments built for shared data governance. Responding to the conference theme of 'Equity, Practice and Impact', this review operationalises student participation within school data-use cycles, advancing a model that transforms data practice from passive compliance into an equitable, agentic, and responsive mechanism for educational change.

Keywords

student voice, Agency, Participatory, Data-informed Decision-making

Bionote: *Fiona Scarborough is an educational researcher and school practitioner in Victoria, specialising in rights-based student participation and institutional data-informed decision-making. A Master of Educational Leadership graduate and Doctoral Candidate at Monash University, her current work maps the global empirical landscape through a systematic scoping review, intersecting the school data cycle with student participation frameworks. Leveraging Stones' (2005) strong structuration theory, Fiona's doctoral research critically investigates how embedding student agency into data-use cycles disrupts traditional adult-centric decision-making structures. Her work examines how collaborative, data-informed inquiry can structurally transform school accountability metrics into shared organisational responsibilities, fostering collective ownership across the school.*

M - P1 - 2

Literature synthesis: Cultivating wisdom in the first five years of life

Yasika Liyanage
Monash University, AUSTRALIA

Abstract

'Wisdom' is an emerging field of study that has begun to gain traction in various stages of life, including among adolescents and adults. This multidisciplinary literature synthesis of wisdom and developmental theories aims to explore the parameters of wisdom development during the first five years of life. Three gaps were identified in the literature. Wisdom has traditionally been studied as an adult capacity associated with various characteristics. However, this adult-centred orientation has left the developmental origins of wisdom insufficiently understood. Substantial research exists on preschool-age morality, concentration, and insight understanding. Yet, these capacities do not seem to have been integrated into a coherent explanation of wisdom development suitable for the first five years of life. Contemporary early educational and psychological paradigms heavily favour intelligence and giftedness over wisdom growth. If wisdom is not nurtured early in life, the consequences may extend far beyond a mere gap in academic literature; it compromises the foundational trajectory of holistic human development. Without promoting the development of wisdom, systems such as early childhood education and wisdom research may risk producing individuals who are highly technically capable but lack the ethical grounding and common sense needed to navigate this increasingly complex everyday world. Thus, addressing these gaps may allow for a transition to a proactive understanding that fortifies wisdom from the early stages of life. Importantly, as developmental and wisdom research operate in academic isolation, this exploration may offer a bridge to further interdisciplinary research.

Keywords

wisdom, literature review, first five years, developmental theory

Bionote: Yasika Liyanage is a PhD candidate at Monash University and an experienced early childhood practitioner in Australia. Throughout her career, she has embraced various roles, including early childhood educator, teacher and practitioner, in settings such as long day-care, kindergarten and clinical environments. She is committed to supporting educators and families from various social, cultural, linguistic, and neurological backgrounds, emphasising holistic education and care. Her PhD research focuses on understanding wisdom development in early childhood in everyday Australian contexts. Yasika's passion for education and continuous professional growth reflects her belief in promoting wise, happy, and healthy lives from early childhood.

M - P1 - 3

A pathway to meeting the needs of students with dyscalculia in the secondary mathematics classroom

Gwelda Weghorn
Monash University, AUSTRALIA

Abstract

This study aims to address the need for teachers of mathematics to better understand the learning difficulty in mathematics known as dyscalculia, its effect on the learning of mathematics, and how to support students who have dyscalculia. Dyscalculia results from a neurological deficit, a condition which manifests in an inability to readily detect numerical magnitude. Students with dyscalculia cannot readily subitise nor readily identify the larger or smaller of two single digit numbers, resulting in difficulty recalling basic number facts. The condition affects approximately 5% of the population. A lack of consensus on the conceptualisation of dyscalculia is, however, apparent in the literature, despite a call being made a decade ago for a single conceptualisation and a single standard for identification. This matter, along with the majority of research about dyscalculia being reported mainly in journals in the areas of neuroscience and developmental psychology, and not in mathematics education journals, appears to be limiting access to information about dyscalculia for teachers. The need for teachers to better understand dyscalculia is a matter of equity. It is also a matter of epistemic injustice because students with dyscalculia are often labeled lazy or stupid, or both. This study will employ student voice to help secondary mathematics teachers understand the condition, how it affects the learning of mathematics, and what steps can be taken to help students learn mathematics.

Keywords

dyscalculia, equity, student voice, professional learning.

Bionote: *Gwelda Weghorn is an experienced mathematics educator whose professional practice has spanned early childhood, primary and secondary education, special education, and adult numeracy. Across these diverse contexts, she developed a sustained interest in understanding why mathematics learning is accessible to some learners but challenging for others. Her exploration of the literature introduced her to dyscalculia, providing a framework for understanding the persistent mathematical difficulties students experience. This understanding motivated her doctoral research, which investigates how professional learning can support mathematics teachers to recognise dyscalculia, develop empathy for affected students, and adapt their teaching practices to better meet their learning needs.*

M - P1 - 4

Negotiating critical pedagogy: Indonesian preservice English teachers' understandings and practices

Ibrahim
Monash University, AUSTRALIA

Abstract

Preservice English teachers (PSETs) are expected not only to develop students' language proficiency but also to prepare them to engage critically with social issues, inequality, and diverse perspectives. Yet limited attention has been given to how PSETs in Indonesian initial teacher education (ITE) programme understand and enact critical pedagogy. This study explores PSETs' understanding and enactments of critical pedagogy across two contrasting ITE contexts: a public university and an Islamic religiously based private university. Informed by Freire's critical pedagogy, the study adopts a qualitative multiple-case study design. Data were generated through semi-structured interviews, focus group discussions, and document analysis involving ten PSETs and four teacher educators, and are being analysed using reflexive thematic analysis. Preliminary analysis suggests that PSETs predominantly understand and enact critical pedagogy as a participatory and student-centred approach characterised by student voice, dialogue, and reduced teacher dominance. However, their engagement with the more explicitly transformative dimensions of critical pedagogy, particularly questions of power, inequality, and transformative action, appears less developed. This emerging pattern suggests that PSETs negotiate critical pedagogy primarily through familiar pedagogical practices while only partially engaging with its broader critical purposes. The study aims to contribute context-sensitive insights into how future English teachers make sense of critical pedagogy within Indonesian ITE and to inform more explicit engagement with its critical dimensions in teacher education.

Keywords

preservice English teachers, critical pedagogy, initial teacher education, multiple case study

Bionote: Ibrahim, is a third-year PhD candidate in Education at Monash University, Australia, and a teacher educator at Universitas Muhammadiyah Kalimantan Timur (UMKT), Indonesia. His research interests focus on critical education, particularly preservice teachers' understandings, experiences, and practices within Initial Teacher Education (ITE). He is especially interested in critical pedagogy, teacher agency, student voice, reflective practice, and how teacher education can support future teachers to become more critical, engaged, and responsive in their teaching.

M - P1 - 5

Co-constructing meaning in the liminal space: Ontological and epistemological perspectives of ESP practitioner research

Fatona Suraya

A/Prof. Raqib Chowdhury A/Prof. Pearl Subban

Monash University, AUSTRALIA

Abstract

In line with the call for reimagining education in a changing world, this paper presents an account of the empirical practice of implementing a constructivist research paradigm to centre the voices of a marginalised group of English for Specific Purposes (ESP) educators. The study originates from the first author's (I/me/my) positionality as an ESP educator who is positioned in a liminal space between teaching English and teaching sports content in the Department of Sports Science 'in the sense of being neither here nor there' and whose professional experiences are conflicted with a range of structural, cultural and material challenges. Those challenges have guided me into researching this topic and informing my research paradigm. This topic combined with the guidance of my supervisory colleagues as co-authors (ours), shaped our collective understanding of ontology, epistemology and axiology. We narrate how the paradigm has influenced the progressive development of our relationships with our data and participants over a period of four years. Specifically, this paper focuses on how we settled a critical methodological tension regarding theory-data misalignment when our empirical findings conflicted with our initial conceptual framework on teacher agency. Rather than imposing rigid, pre-existing codes, we adopted an axiological stance of openness and used an abductive approach to transition from a focus on short-term aspirations to an interpretive framework centering the participants' imagined future identities and communities. We conclude that our constructivist paradigm has not only informed our methodological choices but also transformed our understanding of theory as a dialogic partner in meaning-making in empirical research.

Keywords

constructivism, English for Specific Purposes (ESP), liminality

Bionote: Dr Suraya researches English for Specific Purposes (ESP), educator agency, and professional identity in Indonesian higher education, with a particular focus on educators working across English and sports science disciplines. Her doctoral research, conducted across nine Indonesian universities, examines how ESP educators navigate liminal spaces, negotiate professional identities, and exercise agency amid institutional, disciplinary, and pedagogical constraints. Her work highlights educators not simply as responders to structural conditions, but as active agents who adapt, learn, and inform their professional identity. She is interested in collaborating on research concerning teacher agency, professional identity, ESP, interdisciplinary education, liminality, and English language teaching in higher education contexts.



MORNING

PARALLEL SESSION 2



M - P2 - 1

Play-based pedagogy for early science education in Saudi Arabia: Building common knowledge and motive orientation for practice change in professional development

Abeer Aldakheel
Monash University, AUSTRALIA

Abstract

Early childhood education faces the challenge of moving beyond “backward-gazing” curricula toward “future-oriented” pedagogies that creates conditions of agentic participation of children in their learning. In Saudi Arabia, while policy reforms advocate for play-based learning, a gap remains between policy aspirations and classroom reality. This paper explores how a professional development intervention using the Conceptual PlayWorld (CPW) model helped teachers create developmental conditions for STEM learning in three kindergartens in Hail, Saudi Arabia.

The study used a cultural-historical educational experiment with six teachers. Data from interviews, PD recordings, planning documents, field notes, and video observations were analysed to examine collaborative planning, teacher-in-role, and child-responsive inquiry during CPW implementation. Analysis used systematic coding and Hedegaard’s three levels of interpretation, guided by the concepts of Social Situation of Development (SSD), Motive Orientation, and Common Knowledge. Findings indicate a shift in teacher’s perception of their competence and confidence to support their children’s STEM learning. It was noted that building common knowledge with teachers helped to employ these ideas in developing play-based pedagogy. The data from the Conceptual PlayWorld sessions show children’s deep engagement, this in turn led to a shift in the teachers’ motive. The analysis suggests teacher’s moving from managing the activity setting to co-experiencing imaginary play with children. This new motive orientation was reflected in teachers changed perception of the confidence and competence to integrate science concepts into play. This study offers a culturally responsive pathway for implementing future-oriented science pedagogies in the Saudi context

Keywords

play-based pedagogy, teacher professional development, early science education.

Bionote: Abeer Aldakheel is a PhD candidate in Education at Monash University, Australia. She holds a Master of Early Childhood Education from Monash University and has experience in early childhood education and university teaching. Her doctoral research explores play-based early childhood science education in Saudi Arabia, with a particular focus on Conceptual PlayWorld as a model for teacher professional development. Her research draws on cultural-historical theory to examine children’s engagement with science concepts, teachers’ practices, and the relationship between curriculum policy and classroom implementation.

M - P2 - 2

Affordances for enacting green and sustainable chemistry education in chemistry curriculum and textbooks: Opportunities and teachers' perspectives

Nur Fitriyana
Monash University, AUSTRALIA

Abstract

Emphasising Environmental and Sustainability Education (ESE) in chemistry is necessary, as solving most global and local environmental issues requires chemical knowledge and decision-making. Although there is growing research on how ESE is incorporated into school curricula globally, little is known about how it is reflected in Indonesia's secondary chemistry curriculum and textbooks, and how teachers perceive the possibility of enacting it in classroom practice. This study aims to explore the affordances and constraints of enacting Green and Sustainable Chemistry Education (GSCE) in Indonesia's chemistry education by analysing global policy frameworks related to GSCE, the national chemistry curriculum document and guidelines, and secondary school chemistry textbooks in Indonesia. Semi-structured interviews with chemistry teachers were also conducted to examine their perspectives on how these curriculum resources support or limit GSCE enactment. Initial analysis signals a possible continuum showing these affordances and constraints for enacting GSCE, ranging from explicit to silenced opportunities for GSCE representation. These preliminary findings highlight the need to strengthen the representation of GSCE in chemistry curricula and textbooks, as this can provide stronger affordances for chemistry teachers to exercise their agency in connecting chemistry concepts with sustainability issues.

Keywords

teacher agency, affordances, green and sustainable chemistry education, curriculum analysis, textbook analysis

Bionote: Nur Fitriyana is a chemistry teacher educator and PhD researcher whose work focuses on Green and Sustainable Chemistry Education (GSCE) in Indonesia. Her research explores how sustainability is interpreted and enacted in secondary chemistry education, with particular attention to the roles of curriculum, school contexts, and teachers' professional networks. She is especially interested in how these different spaces shape chemistry teachers' agency in translating sustainability goals into classroom practice, and in understanding the relationships between policy expectations, school-level practices, and teachers' everyday enactment of GSCE.

M - P2 - 3

Filling the gap alone? Physics teachers' role in implementing renewable energy education in Indonesian secondary schools

Febrina Hartanti

Dr. Sylvia Christine Almeida Dr. Jennifer Hall Prof. Zane M. Diamond

Monash University, AUSTRALIA

Abstract

Renewable energy education (REE) is placed in the Grade 10 physics within the Merdeka Curriculum; as a result, physics teachers serve as the primary implementers. In this study, I examined how physics teachers in two secondary schools in the Special Region of Jakarta implemented REE, what support they received, and what the main enablers and barriers were in this implementation. Guided by Whole School Approaches (Wals & Mathie, 2022) as a theoretical framework, I employed a qualitative multi-case study research design. I collected data through semi-structured interviews with curriculum developers, school leaders, and physics teachers, complemented by focus group interviews with Grade 10 students and analysed data through thematic analysis (Braun & Clarke, 2022). Physics teachers implemented REE through project-based learning and received support from curriculum developers through textbooks and other curriculum support materials. Physics teachers also received additional support from school leaders through collaboration with organisations outside schools. However, the essential support for physics teachers during the implementation of REE was unavailable, namely, continued professional development in the renewable energy topics. These teachers also did not receive any preparation on this topic during their pre-service education. Therefore, REE implementation in Indonesia currently depends on individual teacher initiative rather than professional support. The significance of this study lies in its examination of the gap between curriculum policy intent and classroom-level implementation capacity.

Keywords

renewable energy education, in-service teacher, professional development, pedagogy, project-based learning

Bionote: Febrina is a third-year PhD candidate. In her thesis, she examines the implementation of renewable energy education in Grade 10 physics classes in secondary schools in Jakarta, Indonesia. She uses a Whole School Approach framework to investigate how curriculum developers, school leaders, physics teachers, students, and parents shape this implementation under Indonesia's Merdeka Curriculum. She completed a Bachelor's (Honours) degree in chemistry, conducted research on renewable energy, and completed a Master's in renewable energy engineering before pursuing doctoral research in education. Drawing on this transdisciplinary background in science, engineering, and education, she investigates renewable energy education across a school community.

M - P2 - 4

Mathematics learning across home and school: Students, parents, and teachers in multicultural classrooms

Nilushi Dediwalage
Monash University, AUSTRALIA

Abstract

Mathematics education in multicultural classrooms is often discussed in relation to achievement, engagement, and equity. However, less attention has been given to how students, parents, and teachers experience and navigate mathematics learning across home and school contexts. This study draws on qualitative data from 12 students, 12 parents, and 4 teachers across two multicultural primary schools in Melbourne, Australia. Data were generated through student and parent focus groups, semi-structured teacher interviews, and classroom observations. Using Pierre Bourdieu's concepts of field, habitus, capital, and doxa, the study examines how mathematics learning is shaped by relationships, institutional structures, and patterns of recognition. The findings suggest that students and families actively draw on cultural, linguistic, relational, and institutional resources to support mathematics learning. However, these resources are not always recognised within school mathematics, where dominant norms often privilege particular forms of participation, communication, and mathematical practice. The study also highlights how mismatches between home and school expectations can create challenges for students and parents, including uncertainty about classroom approaches, confidence in supporting learning, and opportunities for participation. Teachers demonstrated awareness of these complexities, yet their practices were influenced by broader structural factors, including curriculum demands and time constraints. By bringing together the perspectives of students, parents, and teachers, this study offers a holistic understanding of mathematics learning in multicultural school communities. The findings suggest that mathematics learning is relational and socially structured rather than solely individual or cognitive, highlighting the importance of recognising diverse forms of knowledge, experiences, and participation within classroom practice.

Keywords

students, parents, teachers, mathematics

Bionote: Nilushi Dediwalage is a doctoral candidate at Monash University, Australia, where her research investigates mathematics education within multicultural contexts. She is also an Assistant Lecturer at Monash University. With over 16 years of experience as a teacher and mathematics learning specialist, her work is grounded in a strong commitment to equity and inclusive practice. Her research interests include mathematics education, culturally responsive pedagogy, multicultural education, and social justice in schooling.

M - P2 - 5

Young children's pattern exploration through the conceptual playworld approach in a home setting

Reneta Kristiani

A/Prof. Liang Li Dr. Prabhat Rai

Monash University, AUSTRALIA

Abstract

Early mathematics learning is increasingly recognised as central to children's later academic achievement. Among these concepts, patterns hold particular significance because they underpin early algebraic thinking and help young children organise their everyday experiences. Introducing patterns from an early age is therefore essential, as it supports children in noticing regularities, making predictions, and understanding the underlying structure of mathematics. This study examines how a preschool-aged child in an Indonesian family explores patterns through the imaginative, play-based Conceptual PlayWorld approach implemented in a home setting. It investigates how children explore the concept of patterns through imaginative play. This study draws on data from one family, where a 4-year-7-month-old boy participated with his mother. The educational experiment generated 8 hours and 42 minutes of video observations over fourteen home visits, along with interviews, field notes, and focus group discussions. Analysis reveals developmental progression in the child's pattern understanding, moving from recognising to copying and ultimately creating patterns. As the child's understanding deepens, his motive shifts from a dominant motive of play toward a meaning-giving motive for learning. Once he begins to use patterns to solve problems, imaginative play becomes a rich space for mathematical learning and sustained engagement. The findings argue that introducing patterns from an early age within imaginative play can strengthen children's mathematical thinking. The study demonstrates that the Conceptual PlayWorld approach creates motivating conditions for children to be more engaged in pattern exploration at home, contributing to broader discussions on educational practices across diverse learning environments.

Keywords

early mathematics learning, pattern exploration, imaginative play, the Conceptual PlayWorld, home-based learning

Bionote: Reneta Kristiani is a child psychologist and lecturer in the Faculty of Psychology at Atma Jaya Catholic University of Indonesia. Currently, she is pursuing a doctoral degree in early childhood education in the School of Educational Psychology and Inclusion, Faculty of Education, Monash University, Australia, supported by an Australia Awards Scholarship. Her interests include play, children's development, parenting, and family dynamics. Her research explores how Indonesian parents support preschool children's mathematics learning by implementing Flee's Conceptual PlayWorld (CPW) approach within their home settings.



MORNING

PARALLEL SESSION 3



M - P3 - 1

Who belongs, why, and how? Developing the 3P model of school belonging and inclusion in a Global South context

Rayhan Zaman
Monash University, AUSTRALIA

Abstract

Students' sense of belonging is increasingly recognised as a key indicator of meaningful educational inclusion. Yet dominant understandings of belonging have largely emerged from Western education systems, leaving limited knowledge of how children experience and form belonging in Global South primary schools. This paper addresses this gap by examining how Bangladeshi primary school students experience, construct, and access school belonging and by developing the 3P Model of Belonging and Inclusion. The research used a sequential multi-study design comprising four interconnected studies: a systematic review of belonging among marginalised students; a Photovoice study exploring students' lived experiences of belonging; the development and validation of the culturally responsive Primary School Sense of Belonging Scale; and a quantitative study identifying significant predictors of belonging. Across the studies, belonging emerged as a relational, spatial, and experiential phenomenon generated through the dynamic interaction of Place, People, and Practice. Place encompassed the physical and symbolic spaces in which students participated; People reflected relationships with teachers and peers; and Practice captured the pedagogical approaches, routines, fairness, encouragement, and opportunities through which these spaces and relationships became meaningful. Belonging was also patterned by students' social and educational circumstances, explaining why some students experienced stronger belonging than others. Synthesising these findings, the 3P Model offers a contextually grounded Global South framework that extends dominant Western-derived understandings of belonging. By centring children's lived experiences and contextually situated ways of knowing, the model reimagines educational inclusion and provides a practical framework for advancing equity and informing more inclusive school practices.

Keywords

sense of belonging, inclusive education, Global South, 3P Model, primary education

Bionote: Rayhan Ara Zaman is an education academic and researcher specialising in inclusive education and sense of belonging. She is a PhD candidate in the Faculty of Education at Monash University, where her research investigates primary school students' sense of belonging in Bangladesh through scale development and Photovoice. An Assistant Professor at the University of Dhaka, Bangladesh, she brings more than 13 years of teaching and research experience. Rayhan also works as a Research Assistant and Sessional Academic at Monash University and Charles Sturt University. Her peer-reviewed publications and co-authored books contribute to inclusive and equitable education in South Asia.

M - P3 - 2

Developing a critical approach in an applied English program: An institutional ethnography in a vocational higher education institution in Indonesia

Navisatul Izzah

Dr. Edwin Creely Dr. Shaoru Annie Zeng

Monash University, AUSTRALIA

Abstract

Internationally, Vocational Higher Education (VHE) is commonly understood as primarily vocational in purpose, with a strong emphasis on producing job-ready graduates who can respond effectively to labour market demands. While this objective remains important, longstanding debates persist about whether VHE should also pursue broader developmental aims, including critical thinking, personal growth, social capability and civic responsibility. In Indonesia, this tension is particularly pronounced. VHE continues to rely heavily on traditional instructional approaches and remains strongly oriented towards industry compliance, employability and immediate workplace competencies rather than the holistic development of learners. Intensifying market pressures have further encouraged institutions to prioritise narrowly defined, demand-driven skills, leaving limited space for critical, dialogic and transformative approaches to teaching and learning. Although an extensive international literature examines critical pedagogies in teacher education and non-vocational university contexts, comparatively little attention has been given to their place within VHE, where research has predominantly focused on work readiness, competitiveness and alignment with industry needs. Drawing on international scholarship concerning critical approaches to teaching and learning, and informed by the work of Paulo Freire, Michel Foucault and Norman Fairclough, this institutional ethnography investigates how criticality is represented in Indonesian VHE policy and enacted through lecturers' pedagogies and classroom practices in an Applied English program. The study develops a critical framework to inform research, policy and practice, while seeking to empower educators and reconceptualise VHE classrooms as spaces for both vocational preparation and the development of critical understanding, agency and meaningful participation.

Keywords

critical approach, institutional ethnography, applied English, vocational higher education, Indonesia

Bionote: Navisatul Izzah is an academic, researcher, and scholarship mentor. She serves as Curriculum Coordinator at Universitas Pembangunan Nasional Veteran Jawa Timur, Indonesia, specializing in English for Business and Professional Communication. Izzah earned her Master of TESOL from Monash University, Australia, where she is currently pursuing a PhD in Education. Her research interests include curriculum development, pedagogy, artificial intelligence in language learning, and critical approaches to adult education. Her doctoral research examines how vocational higher education can foster critical learning and transformative educational practices that support learners beyond employability outcomes.

M - P3 - 3

From textbook to practice: Developing teachers' pedagogical reasoning through curriculum-based professional learning

Uki Rahmawati
Monash University, AUSTRALIA

Abstract

As schools increasingly expect teachers to develop students' higher-order thinking and data literacy, professional learning needs to strengthen teachers' pedagogical reasoning rather than simply provide teaching strategies. This is especially important for graphical literacy, an essential capability for understanding, interpreting, and critically evaluating data. Although previous research has examined textbook content, teachers' use of curriculum materials, and professional development for graphical literacy, these areas have mostly been investigated separately. Consequently, little is known about how curriculum materials and professional learning interact to shape teachers' pedagogical reasoning in classroom practice. This ongoing doctoral study investigates how Indonesian primary teachers' pedagogical reasoning about graphical literacy develops through engagement with textbook representations and a co-designed professional learning program. Using a multiphase qualitative design, the study first analyses graphical literacy tasks in government mathematics textbooks and explores the pedagogical intentions of textbook authors. It then examines how teachers interpret these curriculum materials and how their pedagogical reasoning develops through a collaborative professional learning program grounded in the same textbook tasks. Situated within current discussions on curriculum innovation and teacher professional learning, the study conceptualises professional learning as a collaborative process in which teachers actively interpret, adapt, and redesign curriculum materials rather than implement them uncritically. By focusing on teachers' pedagogical reasoning, the study aligns with the conference theme of reimagining education through practice and explores how curriculum-based collaboration can support more informed instructional decision-making in changing educational contexts. As this research is still in progress, the paper presents the study's conceptual framework and research design to invite scholarly discussion and feedback that will inform the next stages of the research.

Keywords

co-design professional learning, pedagogical reasoning, curriculum materials, graphical literacy, primary mathematics education

Bionote: Uki Rahmawati is a second-year PhD candidate in the Faculty of Education, Monash University. Before beginning her doctorate, she worked as a mathematics teacher-training facilitator in Yogyakarta, Indonesia, running workshops, coaching cycles and other teacher professional development programs with primary and secondary mathematics teachers across Indonesia and Southeast Asia. Her research interests include mathematics education, statistical and graphical literacy, numeracy, teacher professional learning, and curriculum materials research.

M - P3 - 4

EMI as neoliberal common sense: Reviewing English-medium instruction in higher education across Bangladesh, India, and Pakistan

John Sarkar
Monash University, AUSTRALIA

Abstract

The growth of English-medium instruction (EMI) in South Asian higher education is well documented, along with the ideological work that supports it. This integrative review synthesises scholarship on EMI in Bangladesh, India and Pakistan. It argues that EMI has become naturalised as neoliberal common sense across the three post-Partition systems. Following Gramsci, common sense here organises perception, evaluation and policy without requiring justification. The review is based on Spolsky's tripartite model of language policy and planning, which comprises belief, practice, and management. The second lens is provided by Kibbee's account of the influence of language ideologies on policy. These frameworks collectively demonstrate how the three states achieved convergent ideological commitments to English through divergent policy machinery. EMI's common-sense status is derived from four mechanisms: framing socioeconomic mobility as a personal benefit, conflating internationalisation with English, entrepreneurialising language learning, and structurally privatising higher education. Recent decolonial scholarship has demonstrated the instability of these mechanisms. As a result, we conclude by demonstrating the counter-currents that complicate the conventional interpretation. The review provides a unified analytic lens for South Asian EMI scholarship and identifies directions for future LPP research.

Keywords

neoliberalism, English medium instruction, language policy and planning, common sense.

Bionote: John Paul Shimanto Sarkar is a Doctoral Candidate at the School of Curriculum, Teaching & Inclusive Education as a recipient of the Monash International Scholarship 2025. His research interests include language policy, instruction, and teacher cognition. His doctoral research focuses on Bangladeshi language teachers navigating liminality through translanguaging in an English-only-mandated context.

M - P3 - 5

Mathematics values alignment between students and teachers in Chinese remote schools: The impact of zhongkao on teaching and learning

Qier Mu
Monash University, AUSTRALIA

Abstract

School mathematics education develops not only conceptual knowledge but also values that shape students' learning and lives. What students value in mathematics sustains their persistent effort to optimise achievements. Classroom beliefs and practices reflect the values of students and teachers, and the extent to which these values align influences students' engagement and learning outcomes. In China, Zhongkao is a high-stakes examination that determines Year 9 students' access to academic or vocational pathways and high- or low-performing high schools. Mathematics plays a central role in this selection process. Therefore, schools, teachers and parents place strong emphasis on mathematics achievement. Chinese families, particularly those with low socioeconomic status, pursue higher mathematics achievement to secure better opportunities and upward social mobility. Despite examination pressure and parental expectations, some students in remote areas still struggle, disengage, or see mathematics as irrelevant. Investigating the values held by students and teachers, and how these are negotiated in classrooms, may help explain these outcomes. This study aims to examine the mathematics values of Year 9 students and teachers in remote schools, explore how these values align or conflict in classrooms, and investigate how both groups perceive and prepare for Zhongkao through a values lens. The study adopts a mixed-methods approach where six Year 9 mathematics teachers and their students from Chinese remote schools participated in surveys and follow-up interviews to express their value perspectives. Findings may inform more effective teaching practices for local teachers, strengthen student engagement, and support policies promoting educational equity in remote areas.

Keywords

Mathematics values, values (mis)alignment, remote context, teachers, students.

Bionote: Qier Mu is a PhD candidate in the School of Learning and Teaching, Faculty of Education at Monash University. Her doctoral research explores the mathematics values of students and teachers and the (mis)alignment of these values in remote Chinese schools, within the assessment context of the Zhongkao. Drawing on mixed methods, her research examines how teacher–student values alignment or misalignment relates to classroom practices and learning experiences within this assessment context. Her broader interests include mathematics education, educational equity, and teaching and learning in remote contexts.



MORNING

PARALLEL SESSION 4



M - P4 - 1

Teaching English as a moral mission: Integrating values education in English language teaching in an Indonesian Islamic boarding school

Yuni Yulianti
Monash University, AUSTRALIA

Abstract

Concerns about perceived moral decline among young people in Indonesia recently have prompted calls for values education to be integrated across school subjects. Since 2013, the Indonesian national curriculum has explicitly endorsed the incorporation of values education into classroom learning. Despite these policy expectations, there is limited research examining how English as a Foreign Language (EFL) teachers navigate the implementation of values education in teaching practice. Such inquiry is particularly important because English subjects in Indonesia occupy a contested space within the curriculum, where political agendas, issues of globalisation, identity, culture, and values intersect. As part of a larger case study, interviews were conducted with an English teacher and two students at a bilingual Pesantren-based (Islamic boarding) senior high school in Indonesia to explore how values education was integrated into EFL instruction. The data were analysed using Reflexive Thematic Analysis, with the Circuit of Culture (du Gay et al., 1997) and Dewey's concept of the Middle Ground informing the analytical framework. Preliminary findings indicate that values education was enacted in natural and spontaneous ways rather than following a fixed set of predetermined rules or procedures. These practices were shaped by the teacher's personal and professional identities, the teacher's view of teaching as a moral mission, students' identities, and the school's context and autonomy. The findings contribute to understanding how EFL teachers mediate curricular, cultural, and moral expectations in ways that are meaningful to learners, offering insights for educators and policymakers seeking to support values integration within English language education.

Keywords

values education, English Language Teaching, moral mission

Bionote: Yuni Yulianti is a third-year PhD student at the Monash Faculty of Education. Her research examines how Indonesian English teachers enact values education-related policies in the context of recent national curriculum reforms and integrate these policies into their English language teaching in senior high schools. Before starting her doctoral studies, she taught English at a senior high school in Indonesia. Her teaching experience inspired her research interest in promoting students' moral development alongside their English language proficiency.

M - P4 - 2

Education and autonomy in a closed religious community: A former student-monastic's experience in a Chinese Buddhist academy

Jing Su
Monash University, AUSTRALIA

Abstract

The aim of this study is to examine the experiences of a former student-monastic of a Chinese Buddhist academy and to explore how these experiences impacted his ability to live a good or flourishing life. Buddhist academies are schools for Buddhist monks and nuns. The academies are examples of closed religious communities, being relatively segregated from the outside world. A perennial criticism of closed religious communities, in general, is that they inhibit the ability of their members to develop or exercise autonomy. Autonomy is widely considered to be essential for flourishing because it enables people to choose and pursue their own idea of a good life. However, this notion of autonomy is often thought to be a Western ideal that is incompatible with the collectivist values of Buddhism and Chinese society. One aim of this study was to examine whether autonomy, or a lack of autonomy, still impacted one's ability to live a good life, within a community where autonomy is devalued. This study involved four semi-structured interviews with a former student of a Buddhist academy, who became a monk at the age of 17 and returned to lay life in his late 20s. Employing a narrative inquiry approach, detailed portraits of him are presented. The findings contribute to the perennial philosophical debate about whether autonomy is necessary for a good life and, thus, whether fostering autonomy should be a fundamental educational aim. They also support some existing criticisms of closed religious communities and certain types of religious schooling.

Keywords

autonomy and education, religious instruction, segregated religious communities, flourishing and wellbeing, narrative inquiry.

Bionote: *Jing Su is a final-year PhD candidate and teaching associate in the Faculty of Education at Monash University. His research investigates the experiences of students living and studying in closed Buddhist communities in China, with a particular focus on autonomy – especially how the ability to construct a sense of self and make decisions based on that self matters for living a good life in a context where “non-self” is a key tenet and collectivist values seem to triumph. Prior to commencing his PhD, Jing was a published fiction writer.*

M - P4 - 3

More than words: When English classrooms confront silence

Helena Rijoly
Monash University, AUSTRALIA

Abstract

In post-conflict societies, peace is not sustained solely through political agreements but through ongoing work of education, dialogue, and relationship-building. Yet in Indonesia, discussions of past conflict remain absent from classrooms, leaving teachers with limited opportunities to engage students in meaningful conversations about difficult histories and shared futures. This presentation shares preliminary insights from an ongoing qualitative case study exploring how six English teachers in post-conflict Maluku understand the possibilities and boundaries of addressing sensitive social issues through English Language Teaching (ELT). Guided by Freire's concept of dialogue and praxis, and informed by interviews, focus group discussions, a collaborative workshop, and analytic autoethnography, the study examines how teachers negotiate their professional role when invited to reflect on the relationship between language education, difficult conversations, and the continuing work of peacebuilding. Rather than assuming what teachers think or do, the presentation explores the questions, tensions, and possibilities that emerge as teachers engage in dialogic reflection on their classroom practice. Presented shortly after the completion of fieldwork, this work-in-progress offers initial reflections on how English classrooms may become spaces where silence is questioned, dialogue is opened, and new possibilities for language education in post-conflict context begin to emerge.

Keywords

English language teaching (ELT), dialogue, praxis, post-conflict Education, teacher professional learning.

Bionote: *Helena Magdalena Rijoly is a second-year PhD candidate in the Faculty of Education at Monash University and a lecturer in English Education at Universitas Pattimura, Maluku. Currently on fieldwork stage of her PhD, she is returning to Maluku to listen to English teachers' stories of living through conflict and teaching in the aftermath of sectarian conflict. Her research asks what happens when English classrooms encounter the silences that remain in post-conflict communities, and what possibilities they might offer for dialogue and ongoing peacebuilding. Her interests span teacher identity and agency, trauma-informed education, culturally grounded pedagogy, and education in post-conflict settings.*

M - P4 - 4

How can artificial intelligence transform civic education?

A systematic literature review

Muhamad Hidayat

Azhar Alam

Monash University, AUSTRALIA

Abstract

Civic Education is essential for preparing individuals to actively engage in democratic processes and address global challenges. However, traditional methods often fail to meet the demands of an increasingly digital world. This study aims to explore the integration of artificial intelligence (AI) into Civic Education, identifying key trends, themes, and challenges through a systematic literature review. Using the Scopus database, 23 relevant articles published between 2014 and 2025 were analysed. A systematic approach guided by PRISMA was employed to collect, evaluate, and synthesise data on AI applications in Civic Education. The review categorised research into themes, including AI integration strategies, personalised learning, digital citizenship, and challenges such as ethical concerns, algorithmic bias, and accessibility barriers. The findings highlight a significant growth in publications, particularly in 2024, with Computer Science as the dominant subject area. AI-driven tools, including adaptive learning platforms and simulations, show promise in enhancing personalised learning and fostering critical thinking. However, gaps in research remain, particularly in long-term impacts, teacher training, and the development of culturally sensitive tools.

Keywords

citizenship education, advanced technology, school, university

Bionote: Muhamad Taufik Hidayat is a lecturer in the Primary School Teacher Education Program (PGSD) at Universitas Muhammadiyah Surakarta (UMS), Indonesia. His primary research interests include bullying and child sexual abuse prevention, the use of digital media in elementary education, as well as multicultural character and civics education in various international contexts. Currently, he is pursuing his doctoral degree (Ph.D.) at the School of Education, and Culture, Monash University, Australia, with a research focus on the cultivation of national identity through civics education in elementary schools.

M - P4 - 5

Can spirituality be measured? Introducing quantified spirituality in community-based Islamic education for adult learners

Muhammad Asad
Monash University, AUSTRALIA

Abstract

Community-Based Learning (CBL) is widely recognised for promoting meaningful participation and lifelong learning, yet little is known about how faith-based educational institutions intentionally cultivate spiritual development through everyday educational practices. This study aims to examine how one Indonesian pesantren (Islamic boarding school) operationalises spiritual formation within Community-Based Islamic Education for adult learners. Using a qualitative single-case study, data were collected through interviews with institutional leaders, teachers, program coordinators, and adult learners, supported by classroom observations and document analysis. The findings indicate that spiritual formation is reinforced through structured organisational practices, including daily behavioural checklists (*mutaba'ah yaumiyyah*), institutional slogans, shared routines, teacher modelling, and collective reinforcement. Rather than measuring spirituality itself, these practices make aspects of spiritual formation observable through repeated behaviours and everyday routines. Based on these findings, this research proposes the concept of Quantified Spirituality, referring to the intentional translation of spiritual aspirations into structured educational routines without reducing their religious meaning. Beyond this specific case, the findings offer an emerging perspective on how educational institutions may intentionally support educational goals beyond academic achievement, such as spiritual and character development, through everyday practices. This provides a foundation for considering how structured practices may contribute to educational innovation while remaining responsive to the values and purposes of particular learning communities.

Keywords

community-based learning, Islamic education, spiritual formation, adult learners, quantified spirituality

Bionote: Muhammad Syihab Asad is a PhD candidate in the Faculty of Education at Monash University. His research focuses on Community-Based Learning and Islamic Education, particularly within Indonesian pesantren. His doctoral study explores how one Indonesian pesantren uses Community-Based Learning to develop and nurture Islamic Education for adult learners. His research interests include community-based education, Islamic education, faith formation, adult learning, and lifelong learning. His work contributes to reimagining education in a changing world by exploring how faith-based educational practices can respond to contemporary learning needs while maintaining their religious values and community purposes.



AFTERNOON

PARALLEL SESSION 1



A - P1 - 1

Whose framework, whose justice? Interrogating gender mainstreaming policy and its silences for Indonesian English teachers' opportunity freedoms

Nurliana Fitri
Monash University, AUSTRALIA

Abstract

This paper is part of a larger qualitative study exploring how to further support and develop Indonesian English teachers' capabilities for gender-responsive pedagogy in senior secondary school classrooms. Grounded in Amartya Sen's Capability Approach, this study specifically examines what opportunity freedoms for gender-responsive pedagogy are embedded within Indonesian national and regional educational policy frameworks. Utilising Carol Bacchi's What's the Problem Represented to Be (WPR) framework, the study analyses three primary sources: Ministry of National Education Regulation No. 84 (2008), the Guidance of English Subject issued by the Body of Standard, Curriculum and Educational Assessment, and interview data from officials in regional Departments of Education. The study finds that gender unresponsiveness is constructed as a technical and administrative problem addressable through top-down institutional guidelines, a representation shaped significantly by compliance with international frameworks and donor priorities rather than genuine engagement with local women's movements. Critical silences within these frameworks, particularly around teacher agency and the socio-cultural and religious norms shaping educational stakeholders' understanding of gender equality. These silences are shown to travel to English subject guidelines which inherit the policy's unexamined assumptions and place teachers in a tension between pedagogical flexibility and expectations of social and moral conformity, without any guidance on gender awareness. This study argues that these policy representations produce constrained opportunity freedoms for Indonesian English teachers and that support for gender-responsive pedagogy requires addressing not only institutional structures but the social and discursive conditions that shape what teachers can enact in their classrooms.

Keywords

gender-responsive pedagogy, capability approach, gender mainstreaming, opportunity freedoms

Bionote: *Nurliana is a second-year PhD student in the School of Education and Culture with research interests in English Language Education and Gender Studies. Her research project explores how to further support and develop Indonesian English Teachers' Capabilities for gender-responsive pedagogy. She is also interested in postcolonial and decolonial feminist perspectives and how these frameworks can contribute to improving young students' understanding of gender equality in Global South, particularly in Indonesia.*

A - P1 - 2

Equity-oriented assessment data use in Indonesian schools: Common ground, contested directions

Donaniagara Dinata

Prof. Mark Rickinson A/Prof. Ilana Finefter-Rosenbluh

Monash University, AUSTRALIA

Abstract

Global education reforms increasingly highlight the role of assessment data use in improving educational quality and equity. Yet, they rarely discuss how such use can address educational inequities, leaving teachers to interpret and enact equity efforts on their own terms. This is particularly problematic in disadvantaged settings, where resources are limited and teachers' decisions about using students' assessment data can either help address or reinforce educational inequities. Guided by an overarching research question, how do Year-8 teachers perceive and use, or not use, assessment data to address students' educational inequities in Indonesian schools in a disadvantaged area? this paper shares teachers' experiences with assessment data. This qualitative study draws on observations, teacher interviews, students (year-8) focus group discussions, and document analysis across school sites, interpreted through teacher assessment literacy, equity literacy, and Mitra's Pyramid of Student Voice. Initial findings suggest that while teachers across schools share an understanding of meaningful assessment data and ethics of care for students' learning, their understandings of equity appear contested. These differing conceptions of equity are reflected in varied forms of equity-oriented assessment data use. While teachers share ground in their commitment to supporting students, how they position students' roles and navigate the emotional demands of disadvantaged contexts may shape how equity-oriented data use is enacted. These differing orientations may have implications for whether assessment data use contributes to addressing or inadvertently reinforcing students' inequities. Overall, this paper contributes to the literature by exploring how assessment data might be understood and used more meaningfully to address students' educational inequities.

Keywords

educational inequity, assessment data use, students' role

Bionote: Donaniagara Dinata is a second-year PhD candidate in Education at Monash University, Australia, researching the use of assessment data for educational equity. Before his PhD, he spent his career at the Australian Council for Educational Research (ACER) Indonesia (2016–2024), progressing to Senior Manager and Acting Deputy Director while leading numerous research projects in educational assessment and evaluation. He currently serves as a Sessional Academic at Monash, teaching Evidence into Action and Researching Education Policy and Practice, and contributes to a trauma-informed research project at the Monash Q-Lab.

A - P1 - 3

Evidence use in Chinese primary and secondary education: A scoping review

Lin Wang
Monash University, AUSTRALIA

Abstract

Evidence use is increasingly recognised as important for educational improvement, yet existing international knowledge has been developed predominantly in Western contexts, while evidence use in Chinese primary and secondary education remains underexplored and has not been systematically reviewed. This scoping review aims to map the characteristics, scope and gaps of the existing literature on evidence use in Chinese primary and secondary education. It addresses three questions: what research has been undertaken, what aspects of evidence use have been investigated and how, and what research gaps and future needs can be identified. Guided by the Joanna Briggs Institute framework and reported in accordance with PRISMA-ScR, the review will systematically search the Scopus, ProQuest Education Collection and CNKI databases for Chinese- and English-language journal articles. Eligible studies will examine how teachers, school leaders, educational administrators and other practitioners engage with and apply different forms of evidence, including research, school and classroom data, and curriculum-related evidence, in authentic educational settings. As the review is ongoing, this presentation will discuss the findings that are anticipated rather than final. The review is expected to provide the first comprehensive account of how evidence use in Chinese schools has been conceptualised, studied and enacted, while identifying under-researched areas and priorities for future inquiry.

Keywords

evidence-informed practice; evidence use; school education in Cchina; scoping review

Bionote: Lin is a PhD researcher in the Faculty of Education at Monash University. Her research focuses on evidence use for teaching improvement in Chinese primary and secondary schools, with particular attention to how teachers understand, access, and use evidence through professional collaboration and school networks. Her broader research interests include evidence-informed practice, teacher professional learning, professional learning communities.

A - P1 - 4

Leading at the intersection: Gender, culture, and women's educational leadership in Sri Lanka's public education administration system

Poorna Perera
Monash University, AUSTRALIA

Abstract

Despite increasing representation of women in educational leadership positions globally, leadership experiences continue to be shaped by gendered and cultural expectations that influence authority, legitimacy, and professional practice. In the Sri Lanka Education Administrative Service, women occupy a growing number of leadership positions, yet little is known about how they experience and navigate leadership within a highly centralised and culturally embedded public education system. This study explores how women leaders in SLEAS perceive the influence of gender identity and cultural identity on their leadership experiences and practices. Guided by Intersectionality Theory, the study examines how multiple identities interact to shape leadership experiences, challenges, and perceptions of success. Situated within a constructivist paradigm, the study adopts narrative inquiry as its methodological approach, enabling participants to share and interpret their lived experiences through storytelling. Data will be generated through reflective journal entries, in-depth semi-structured interviews, and document analysis with women leaders currently serving in senior educational leadership roles, and narrative thematic analysis will be employed to identify patterns and meanings across participants' narratives. By foregrounding the voices of women educational leaders in a postcolonial context, this study seeks to contribute to scholarship on educational leadership, gender, and identity, addressing a significant gap in research on leadership within public education administration and offering insights into how gendered and cultural identities shape leadership experiences in complex bureaucratic settings. The findings have the potential to inform leadership development, policy, and equity initiatives within educational systems in Sri Lanka and comparable Global South contexts.

Keywords

women education leaders, Intersectionality, cultural identity, gender identity, narrative inquiry

Bionote: Poorna Perera is a current PhD candidate and Master of Education graduate from Monash University, and an Australia Awards Scholar, with over fifteen years' experience in Sri Lanka's public education administration, including senior leadership roles within the Sri Lanka Education Administrative Service (SLEAS). Her doctoral research explores how women leaders in SLEAS perceive the influence of gender and cultural identity on their leadership, using narrative inquiry to centre participants' own lived experiences within Sri Lanka's hierarchical public administration system. Poorna currently works in Melbourne's higher education sector and is passionate about advancing more equitable, contextually grounded understandings of educational leadership.

A - P1 - 5

Negotiating gender-expansive practices in early childhood education: Exploring educators' perceptions, practices, and the conditions shaping change and impact

E-Jen Wee
Monash University, AUSTRALIA

Abstract

Many educators report uncertainty, limited confidence or knowledge, and fear, particularly when responding to family opposition or gender-nonconforming behaviours. At the same time, some Victorian centres have begun embedding gender-expansion commitments into their philosophies, policies, and everyday pedagogies. These policies and practices raise important questions about the structural, cultural, policy and institutional conditions that made this gender-expansion work possible, and how educators navigate the tensions and possibilities that emerge as they engage in this work. This study therefore explores how early childhood educators in Victoria perceive, negotiate and enact gender expansion within their everyday pedagogical practice. It further investigates how educators' dispositions intersect with the conditions of the early childhood field to shape the possibilities and constraints of this practice. Drawing on Butler's concepts of the heterosexual matrix, gender performativity and heteronormativity alongside Bourdieu's theory of practice, this study examines how gender is performed in everyday interactions and structured through educators' dispositions, norms, power relations and institutional expectations of the field. Adopting a critical narrative inquiry approach, this study aims to integrate semi-structured interviews, storyboarding, and document analysis to identify the conscious and unconscious processes educators engage in when addressing gender and challenging the gender binary in their daily practice. By foregrounding educators' lived experiences, this study aims to highlight how their dispositions and narratives shape their reproduction, negotiation or disruption of gender norms, and pedagogical decisions in early childhood settings. Ultimately, it aims to illuminate how educators navigate the field's constraints while opening up meaningful possibilities for gender-expansive practices.

Keywords

gender expansion, early childhood education, educator perceptions, gender, teacher practice

Bionote: *Jen is an early childhood practitioner and second-year PhD candidate in the School of Education and Culture. With over a decade of experience as a lead teacher, curriculum specialist and teacher educator, she brings expertise and experience in learning alongside children and mentoring practitioners across diverse settings. Her doctoral research examines how educators' dispositions shape pedagogical practice and negotiations with institutional expectations, drawing on gender theory, queer theory and Bourdieu's sociological framework. She is committed to gender-transformative pedagogy and reflexive pedagogical practice. Her broader interests include equity, diversity, inclusivity, social justice and innovative pedagogy of early childhood education.*



AFTERNOON

PARALLEL SESSION 2



A - P2 - 1

Adapting to change: Indonesian EFL lecturers' experiences and perceptions of learning management systems in teaching non-English majors

Nining Ismiyani
Monash University, AUSTRALIA

Abstract

The post-pandemic shift toward blended learning has embedded Learning Management System (LMS) integration in Indonesian Higher Education, though its implementation remains uneven across universities. In EFL contexts, particularly for non-English majors with limited language exposure, LMS use has the potential to reshape pedagogical practices and expand learning opportunities. However, research in Indonesia has largely focused on students' perceptions or institutional readiness, leaving EFL lecturers' experiences under-explored. This study investigates why and how EFL lecturers across different regions, particularly Java and Kalimantan, navigate these digital pedagogical shifts, focusing on their perceptions and experiences regarding the ease of use and usefulness of the LMS in their specific instructional contexts. A qualitative case-study design was employed, involving semi-structured interviews with six EFL lecturers teaching non-English majors. Interview data were complemented by LMS activity records obtained from screenshots collected over a four-week period. Data were primarily analysed deductively using the Technology Acceptance Model (TAM) and Extended TAM, while an additional construct was developed inductively and sub-themes were generated inductively to extend both the new and existing constructs. Findings show that pedagogical complexity, rather than technical usability, dictates Perceived Ease of Use (PEOU). Crucially, satisfaction derived from Perceived Usefulness emerged as the primary driver for lecturers' continued LMS use, outweighing perceived enjoyment from PEOU. This study extends TAM by demonstrating that in EFL contexts, PEOU is a construct of pedagogical design. Consequently, institutions must provide specialised pedagogical-digital design support for successful implementation.

Keywords

learning management system, technology acceptance model, EFL, HEIs

Bionote: Nining Ismiyani is currently a PhD student at Monash University, where she is researching the perceptions and acceptance of lecturers who teach English to non-English majors towards Learning Management Systems (LMS) in English Language Teaching (ELT). She is also a lecturer at Tanjungpura University, Indonesia, where she teaches English to non-English majors. Born in Pontianak, Indonesia, Nining Ismiyani was educated at Tanjungpura University, where she graduated with a Bachelor's degree in English Education. After spending five years teaching at the same university, she pursued a Master's degree at Monash University, majoring in English as an International Language at the Faculty of Arts. She then returned to her academic career at Tanjungpura University, and for the past 2 years, she has been continuing her PhD studies at the Faculty of Education at Monash University, the same institution where she completed her Master's degree.

A - P2 - 2

Affective turning points: Exploring the role of critical incidents in teachers' decisions to leave the profession

Steven Cahill
Monash University, AUSTRALIA

Abstract

Teacher attrition is a significant challenge in Australia and internationally, with workforce shortages affecting schools across diverse contexts. While existing research has identified workload intensification, reduced professional autonomy, emotional exhaustion, and declining occupational wellbeing as contributing factors, less attention has been paid to the role of critical incidents as affective turning points in teachers' professional lives. This study explores how teachers define and make sense of critical incidents experienced during their careers, and how these events shape or transform relationships with their work, school environments, colleagues, students, and professional identity. It further examines whether critical incidents prompt teachers to leave the profession, the key changes and challenges that follow such events, and the role of structural and institutional resources in shaping teachers' experiences afterwards. Guided by affect theory, critical incidents are conceptualised as emotionally charged encounters that generate relational, embodied, and enduring responses. Using qualitative narrative inquiry, the study will involve semi-structured interviews with approximately 20 current and former teachers who have experienced critical incidents in school contexts. Narrative analysis will examine participants' stories across content, emotional tone, and structure to understand how meaning is constructed and how institutional and relational conditions mediate responses. By foregrounding teachers' lived experiences, the study contributes new insights into teacher attrition, wellbeing, and retention, with implications for policy, leadership practice, and teacher support systems.

Keywords

teacher attrition, critical incidents, affect theory, teacher wellbeing, narrative inquiry

Bionote: Steve Cahill is an educator and PhD researcher in the Faculty of Education at Monash University. With 16 years' experience in education, Steve has worked across mainstream and specialist settings in teaching, student engagement and educational leadership. His doctoral research explores the impact of critical incidents in schools on teachers' professional identities and decisions to remain in or leave the teaching profession. Drawing on affect theory and sociological perspectives, his research examines how workplace relationships, organisational cultures and structural supports shape teachers' experiences of critical incidents and their capacity to recover and continue in the profession.

A - P2 - 3

Academic socialisation as navigational becoming: Reimagining the experiences of international PhD students from the Global South in Australian higher education

Abdul Qawi Noori

Dr. Eisuke Saito Dr. Lynette Pretorius

Monash University, AUSTRALIA

Abstract

As higher education becomes increasingly global and culturally diverse, academic socialisation which refers to a linear process, requires reimagining. Existing theories have significantly advanced understandings of doctoral education and scholarly identity but continue to conceptualise academic socialisation primarily as adaptation, participation or enculturation within established academic cultures. Consequently, they offer limited explanatory power for understanding how international doctoral students navigate interconnected temporal, epistemic and aspirational dimensions while continually becoming scholars. Drawing on a narrative inquiry with ten international doctoral students from the Global South studying at Australian universities, this paper introduces Academic Socialisation as Navigational Becoming, a theory grounded in narrative interviews, photo-elicitation and reflexive thematic analysis. Informed by Appadurai's (1996) framework of globalisation, the analysis moved beyond describing participants' experiences to explain how doctoral students navigated uncertainty, negotiated multiple knowledge systems and continually reconstructed their scholarly identities. The theory proposes that academic socialisation is best understood as a process of navigational becoming rather than adaptation alone. It advances three interconnected dimensions: Temporal Navigation, Epistemic Borderwork and Aspirational Orientation, which together explain how doctoral students negotiate time, knowledge systems and imagined futures. Rather than positioning international doctoral students as individuals who require adapting to established academic cultures, the theory recognises them as active navigators who co-construct knowledge, identities and futures, offering a culturally responsive and theoretically grounded lens for understanding academic socialisation in an increasingly interconnected world.

Keywords

academic socialisation, doctoral education, Global South, navigational becoming

Bionote: Abdul Qawi Noori is a PhD candidate in the Faculty of Education at Monash University. His doctoral research explores the academic socialisation experiences of international doctoral students from the Global South in Australian higher education, guided by Appadurai (1996) theory of Globalisation. His broader research interests include doctoral education, international higher education, academic writing and socialisation, educational leadership and equity and inclusion. Abdul has extensive experience in higher education teaching and research across international contexts and has published and presented his work in Australia and internationally. He is passionate about creating more inclusive and equitable higher education environments.

A - P2 - 4

Shared goal, different paths: A narrative inquiry into two tourism vocational high school English teachers' experiences

Kadek Wiramarta
Monash University, AUSTRALIA

Abstract

Indonesian English teachers in tourism vocational high schools are expected to prepare their students to become effective English communicators in professional tourism settings. Yet, what counts as effective communication in such a context remains inherently complex and open to multiple interpretations. Additionally, comparatively little attention has been given to the lived experiences through which teachers of tourism vocational high schools develop their conceptions of effective communication within the multilingual realities of the tourism industry. This narrative inquiry aims to make sense of teachers' personal, academic and professional experiences in constructing their pedagogical perspectives. Drawing on in-depth interviews with two English teachers working in tourism vocational high schools with contrasting academic and professional backgrounds, this study traces their journeys toward their current understanding of what constitutes effective communication. Although both teachers shared the common goal of preparing their students to communicate effectively in professional tourism settings, they developed different interpretations of what effective communication entails, shaped by distinct life experiences and professional trajectories. The presentation is expected to offer insights into the diverse ways teachers construct their understandings, contributing to broader discussions of teachers' professional meaning-making in vocational education for tourism in Indonesia and beyond.

Keywords

effective communication, English for tourism, tourism education, vocational high school, ESP (English for Specific Purposes)

Bionote: Kadek Wiramarta has worked as an English teacher in vocational education, particularly in tourism education in Bali, Indonesia. As an TESOL lecture of tourism department at a University in northern Bali, he has experience in helping employees working at tourism destinations and students, as prospective tourism professionals, develop functional and contextually responsive English communication skills. His current research examines teachers' practices in preparing students to communicate effectively in their future professional settings, where they are likely to interact with people from diverse linguistic and cultural backgrounds.

A - P2 - 5

Teacher status as a multicomponent concept: A scoping review

Eugenie Edillo
Monash University, AUSTRALIA

Abstract

Teacher status is a central indicator of the overall health of education systems. A scoping review was conducted to address the current lack of a cohesive conceptualisation of teacher status through identifying consistencies in the way teacher status is understood and operationalised across contexts. A comprehensive search strategy, including database searches and citation chaining, led to the inclusion of 36 empirical studies internationally. While the review corroborated previous findings emphasising methodological inconsistencies in the field, wherein all study designs and/or instruments were developed by researchers on a fit-for-purpose basis, several broad themes emerged regarding how teacher status was operationalised. Firstly, the review provides evidence aligning with the view of teacher status as comprising multiple components, thematically labelled as: pay, value, respect, trust, authority, image of teachers, image of teaching, working conditions, and the attractiveness of the profession. Secondly, methodological choices were impacted both by the macro view of the study's socio-cultural context as well as the micro view of the individuals' perceptions, feelings and experiences. As such, key gaps identified in this review include the lack of comparative analysis, where studies were predominantly conducted in single country contexts, and the privileging of teacher perspectives on teacher status over other education stakeholders, such as parents and students, or the general public. Future research should clarify the components of the teacher status construct and develop multidimensional measures that reflect its complexity, enabling a more coherent evidence base and supporting the development of effective policies and interventions to enhance teacher status.

Keywords

teachers, teaching, social status.

Bionote: Eugenie is a Filipino Australian primary school teacher, provisional psychologist and PhD candidate within the School of Educational Psychology and Inclusion. Her thesis explores conceptualisations of teacher status, and how teachers and teaching are perceived within the Australian context. Eugenie is committed to contributing to research that elevates the status of the teaching profession to ensure teachers are valued, rewarded and respected.



AFTERNOON

PARALLEL SESSION 3



A - P3 - 1

(When... Where... Why... How...) Am I an insider or an outsider? Navigating positionality through collaborative reflexivity

Monica Sari

Prof. Alan Reid Dr. Karen Marangio

Monash University, AUSTRALIA

Abstract

This paper interrogates my insider-outsider positionality as a student researcher midway through my doctoral candidature, within a research project examining the emerging phenomenon of ethnoscience integration into the Indonesian initial science teacher education program. As an educator situated in an Indonesian Teacher Education Institution setting, I am institutionally positioned as an “insider” expected to demonstrate authoritative disciplinary knowledge. However, this positioning is occasionally unsettled during moments of teaching, thesis supervision, and scholarly engagement, where my participation in understanding ethnoscience as a course within the program reveals uncertainties about my standing and expertise. Drawing on autoethnographic reflection alongside sustained dialogic engagement with my supervisors, this contribution understands positionality as a relational and reflexive process shaped through interactions with participants and collaborative sense-making. Collaborative exchanges provide a space to critically examine my assumptions about knowledge, expertise and professional responsibility within the context of the study. Rather than resolving the insider-outsider dichotomy, I discuss in this paper the tensions between being positioned as knowledgeable and experiencing uncertainty. I argue that inhabiting this in-between space, when engaged collaboratively, can support a more critically informed and ethically responsive approach to teaching, supervision, and research. I also invite reflection on the value of inhabiting this in-between space, as it may resonate with others navigating similar questions in their own academic and research.

Keywords

positionality, collaborative reflexivity, insider/outsider, teacher education

Bionote: *Monica Prima Sari is a PhD candidate in Education with a decade of experience in higher education. Her research focuses on the initial science teacher education. She investigates how ethnoscience is conceptualized and incorporated into the Indonesian initial science teacher education, with a particular interest in culturally responsive approaches to science teaching and learning.*

A - P3 - 2

Negotiating practices in the PhD sub-field: An ethnographic study of Chinese women international PhD students in Australia

Zhiheng Zhou
Monash University, AUSTRALIA

Abstract

Women's participation in international higher education has increased substantially over recent decades, with China continuing to constitute a major source of internationally mobile students. Despite this growth, Chinese international women PhD students negotiate complex lived experiences and navigation strategies while pursuing PhD studies in Australia. Yet, their academic and gender practices across the PhD trajectory remain underexplored. Drawing on a multi-sited ethnographic case study informed by Bourdieu's concepts, this study explores the practices of seven Chinese international women PhD students in Australia through three levels of field analysis. The first level demonstrated that cultural and political power were interconnected with the PhD sub-field, shaping their gender and academic practices. The second level investigated how participants accumulated and transferred forms of capital within the Australian PhD sub-field. The third level revealed that students cultivated and reshaped academic, cultural and gender habitus as they mobilised within the Australian PhD sub-field. This study emphasises the need for reforms in PhD program structures to better support international women PhD students, including improved support systems.

Keywords

Chinese women international PhD students; Gender practices; Academic practices; International education; Australian PhD education

Bionote: Zhiheng Zhou is a PhD candidate at Monash University, Australia, whose research focuses on the academic and gendered practices of Chinese women international PhD students in Australia. Drawing primarily on Bourdieu's theoretical framework, her research explores how students develop strategies to pursue a PhD and navigate different fields during international mobility. Her broader research interests include international student mobility, gender and higher education.

A - P3 - 3

Embracing subjectivity in researching EDI: An un/learning journey of pursuing methodological congruence within Big Q qualitative and reflexive thematic analysis

Chih-Wei Huang
Monash University, AUSTRALIA

Abstract

This paper traces my reflexive journey of 'unlearning' (post)positivist tendencies to pursue methodological congruence with Big Q Qualitative (BQQ) and reflexive thematic analysis (RTA). In using BQQ and RTA to explore how teacher educators' lived experiences shape their perspectives and practices of equity, diversity and inclusion in Taiwan's initial teacher education programmes, I confronted 'positivist creep': the tendency to pursue trustworthiness from my prior training. I reflected on the challenges of aligning my research practices within a relativist BQQ stance and rethinking traditional standards of qualitative research quality as part of my methodological inquiry.

This process unfolded in three key shifts. First, I rejected 'saturation' and 'triangulation', which were loaded with (post)positivist assumptions about the possibility of fully knowing the 'Truth'. Rather, I embraced subjectivity as an analytical asset and adopted concepts like 'information power' and 'crystallisation'. By actively rewriting, I ensured my analysis reflected RTA's methodological stance: that themes are generated or constructed rather than emerging or discovered. Finally, within the field, I avoided being an objective, neutral observer and positioned myself as a situated evidence co-generator with participants. Through intersectional reflexivity, I recorded anxieties arising from academic hierarchies, such as feeling sorry for causing inconvenience and maintaining a rigid posture. Rather than dismissing these emotions as 'noise', I reframed them as valuable evidence for analysing power relations. I regard this shift from 'small q' to 'Big Q' not only as a methodological change but also as an ongoing process of the formation of the Self.

Keywords

Big Q Qualitative, reflexive thematic analysis, positivist creep, methodological congruence, intersectional reflexivity

Bionote: Chih-Wei Huang (he/him) is a third-year PhD candidate at the School of Curriculum and Teaching, Monash University. As a certified guidance and counseling teacher in Taiwan, he has research interests spanning multicultural education, gender and education, alternative education, and Equity, Diversity, and Inclusion (EDI) in higher education. His doctoral project explores how teacher educators' lived experiences shape their understandings and practices of EDI within Taiwan's initial teacher education. Beyond his thesis, Chih-Wei actively contributes to the academic community as the Treasurer of MERC and as an industry mentor for the Taiwan Global Pathfinders Initiative. <https://orcid.org/0009-0008-9654-5860>

A - P3 - 4

Reconfiguring teacher professional learning in Cambodia: Policy reform and the conditions for teacher agency

Muy Tek
Monash University, AUSTRALIA

Abstract

This study examines teacher professional learning in Cambodia and the conditions that contemporary policy reforms create for teacher agency. In recent years, the Ministry of Education, Youth and Sport (MoEYS) has introduced a national Continuous Professional Development (CPD) framework and Teacher Career Pathways (TCP) to professionalise teaching and strengthen teachers' engagement in ongoing learning. Drawing primarily on qualitative interviews with 11 policymakers and education experts, complemented by an exploratory perspective from three school-level practitioners, this study investigates how these reforms conceptualise teacher professional learning and shape the structural and institutional conditions under which teacher agency may be exercised. Findings reveal that, while innovative credit transfer mechanisms and voucher systems aim to foster teacher ownership of professional learning, opportunities for exercising agency remain constrained by top-down hierarchies, unclear incentive arrangements, and socio-economic pressures. The study concludes that developing teacher agency for learning requires moving beyond technical skill-building to address teacher interiority, professional identity and wellbeing alongside structural changes. Significance lies in highlighting that impactful educational transformation, especially in developing nations, depends on providing the psychological safety and incentives necessary for teachers to shift from passive recipients to active agents of change. Ultimately, this study offers critical insights into how global education reforms often stumble when ignoring the socio-economic realities of resource-constrained contexts.

Keywords

teacher professional development, teacher agency, education policy, Cambodia

Bionote: *Muytieng Tek is a Cambodian education researcher and second-year PhD candidate in the School of Education and Culture, Monash University. Her doctoral research examines the relationship between teacher agency and professional learning, with a particular focus on how their interaction contributes to improving teaching practices among secondary school teachers in Cambodia.*

A - P3 - 5

An exploration of what school leaders need to understand about personalised professional learning to provide optimal conditions for teacher growth.

Stephanie Walton

A/Prof. Rebecca Cooper Dr. Karen Marangio

Monash University, AUSTRALIA

Abstract

Personalised learning (PL) is widely recognised as an approach that can enhance student engagement and achievement. Yet, limited research has examined how its principles might inform teachers' professional learning. Personalised professional learning (PPL) has emerged in international literature as a means of fostering teacher agency, autonomy, and responsive practice; however, there is no established framework or evidence base for PPL within the Victorian educational context.

This study investigates how school leaders across Victorian government, Catholic, and independent schools conceptualise, plan, and implement PPL, and identifies the conditions that enable meaningful teacher engagement. Using an exploratory, pragmatic design, the research involves two rounds of semi-structured interviews with school leaders conducted one year apart, with a research-informed professional learning intervention between interviews. Teacher focus groups and document analysis of school policies and professional learning plans provide triangulation and examine alignment between leadership intentions and teacher experiences.

This paper presents findings from the first phase of the project, identifying three interconnecting conditions required for staff engagement in PPL: relational trust, bureaucratic professionalism, and ecological agency. Together, these conditions provide a foundation for establishing PPL and offer a baseline understanding of current practices and outcomes in the schools studied. The findings contribute to international discussions of teacher learning by providing a conceptual and empirical foundation for PPL that aligns teacher development with the principles of personalised student learning. Ultimately, the study aims to support school leaders in creating professional learning environments characterised by agency, relevance, and responsiveness, strengthening teacher growth, school improvement, and student outcomes.

Keywords

personalised professional learning, personalised learning, professional learning

Bionote: Stephanie Walton is a PhD candidate researching personalised professional learning for teachers in Australia. She is also Director of Learning at Trinity Grammar School, Kew, and Co-Director of CDES Pty Ltd, which provides professional learning for Psychology teachers across Victoria. Stephanie has co-authored research exploring personalised pedagogy and the design of learning spaces. Her work is driven by a commitment to bridging research and practice, with a particular interest in translating evidence on personalised learning for students and teachers into practical, sustainable frameworks that support school leaders to design meaningful, responsive professional learning.



AFTERNOON

PARALLEL SESSION 4



A - P4 - 1

Towards a conceptual model of interprofessional collaboration in inclusive education: Preliminary insights from Philippine primary schools

Jay Allen Bajar Villon
Monash University, AUSTRALIA

Abstract

Interprofessional collaboration between primary school teachers and allied health professionals is increasingly recognised as essential to inclusive education. However, existing evidence remains fragmented, with limited conceptual integration of how collaboration is understood, enacted, and shaped within diverse educational contexts, particularly in low- and middle-income countries, such as the Philippines. This paper presents a synthesis of findings from three interconnected studies undertaken as part of a doctoral research program to develop a contextually grounded conceptual model of interprofessional collaboration in inclusive education - a scoping review of interprofessional collaboration in inclusive primary schools across the Asia-Pacific region, a qualitative multiple case study using reflexive thematic analysis with primary school teachers and allied health professionals in the Philippines, and a critical discourse analysis examining how participants constructed collaboration through language and social practice. Integrating these complementary findings demonstrates that collaboration is a dynamic relational process shaped by interacting personal, professional, organisational, systemic, and sociocultural influences. While collaborative relationships are underpinned by trust, shared purpose, and reciprocal learning, they are also negotiated through competing understandings of inclusive education, professional expertise, and contextual constraints. The synthesis further identifies *pakikipagkapwa*, a Filipino cultural value emphasising shared identity and relational connectedness, as a key mechanism through which these collaborative processes are negotiated. In turn, *bayanihan* emerges as the collective expression of these relational practices, framing collaboration as a shared commitment towards inclusive education. The paper proposes a conceptual model integrating these multilevel influences and cultural processes to inform policy, professional learning, and collaborative practice aimed at strengthening inclusive education in the Philippines and other relationally oriented contexts.

Keywords

interprofessional collaboration, inclusive education, primary education, Philippines, allied health professionals

Bionote: Jay Allen Bajar Villon is a Filipino occupational therapist and PhD candidate at Monash University, examining interprofessional collaboration in inclusive education. He has considerable experience in higher education, school-based rehabilitation, and community development in the Philippines and Australia. At Monash, he lectures in inclusive education and positive behaviour support while supporting diverse student cohorts. Previously, he led Project ALL IN in Manila, strengthening teachers' inclusive practices, and worked as an Inclusive Education Consultant, co-designing accessibility plans and capacity-building programs. His work spans qualitative research, policy analysis, and program design, with a strong record in stakeholder engagement and cross-sector collaboration.

A - P4 - 2

The role of social media and generative AI on LGBTQIA+ adolescent identity formation

Suzanne Tonks

Dr. Lefteris Patlamazoglou

Monash University, AUSTRALIA

Abstract

Social media is an omnipresent force in adolescent daily life, particularly during the critical developmental stage of identity formation versus role confusion. For Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, or Asexual (LGBTQIA+) youth, digital spaces provide vital environments to mitigate social isolation and foster belonging while navigating predominantly cisgender and heterosexual offline landscapes. However, the digital frontier is shifting due to new Australian age-restriction laws and the rise of Generative Artificial Intelligence (GenAI) platforms, which have emerged as unmonitored social spaces that mirror social interaction through conversational affordances. Despite the emergence of research on social media and minority stress, there is a gap in understanding how social media and GenAI influence LGBTQIA+ identity formation. This qualitative research project addresses this gap through three studies: a scoping review of current literature, an Interpretive Phenomenological exploration of lived experiences and motivations regarding social media risks and tasks, and an Interpretive Phenomenological Analysis into GenAI as a space for identity formation. This research aims to provide insights for clinicians, educators, and policymakers to support LGBTQIA+ adolescents (aged 12–18) in their identity exploration and social connection within an evolving technological landscape.

Keywords

LGBTQIA+, adolescents, identity formation, social media, generative AI

Bionote: Suzanne (Sues) Tonks brings cross-industry experience at the intersection of psychology, communications, and business. Currently completing her PhD at Monash University examining identity formation, Sues completed the coursework for the Master of Educational and Developmental Psychology and is registered with AHPRA as a Provisional Psychologist. Sues brings insights from both her work with adolescents in school settings, as well as private practice across the lifespan. Sues also integrates her learnings from diverse real-world experiences in corporate, not-for-profit, commercial and government settings from her extensive consulting and advisory work in New York and across Australia.

A - P4 - 3

Affective belonging and queer student mobility in Southeast Asia

Phuc Thinh Mai
Monash University, AUSTRALIA

Abstract

Intra-Asian student mobility is often framed through academic adjustment, intercultural competence, and employability. Less attention has been paid to how sexuality, kinship, and emotional wellbeing shape mobile students' educational lives. This paper examines how Vietnamese gay men studying in Thailand negotiated sexuality, family obligation, belonging, and emotional health across national and institutional contexts. Drawing on narrative interviews with ten participants, it analyses educational mobility not as a simple journey toward freedom or self-realisation, but as a relational and affective process shaped by selective disclosure, filial expectations, classed mobility, and the uneven promise of Thailand as a queer-friendly space. Findings show that studying in Thailand offered participants an emotional breathing space in which they could explore intimacy, peer connection, and partial visibility. However, mobility did not erase family obligations or vulnerability. Participants continued to manage disclosure with relatives in Vietnam, calibrate visibility in Thai educational and public settings, and build alternative kinship networks that supported wellbeing without guaranteeing full security. The paper contributes to the MERC themes of equity and impact by foregrounding queer students' emotional geographies within international education. It argues that universities need culturally attuned counselling, confidentiality safeguards, LGBTQ+-affirming peer support, and staff awareness of how sexuality and kinship shape student wellbeing. By centring queer intra-Asian mobility, the paper reimagines educational equity as not only access to study abroad, but the creation of relational conditions in which students can breathe, belong, and learn safely.

Keywords

queer student mobility, affective belonging, international education, emotional wellbeing, Southeast Asia

Bionote: Mai Phuc Thinh (James) is a PhD student in the School of Education and Culture at Monash University, Australia. His interdisciplinary research sits at the intersections of queer studies, emotional geographies, and international and transnational education, with a particular focus on Vietnam and Southeast Asia. His work examines affective belonging, kinship, mobility, emotional labour, and queer lives across educational, familial, and transnational contexts. His research has been published in journals including *Gender and Education*, *Gender, Place & Culture*, *Compare*, *Culture, Health & Sexuality*, and *Emotion, Space and Society*.

A - P4 - 4

Interpreting play in China: A generic qualitative inquiry with kindergarten teachers and parents

Meixi Cheng
Monash University, AUSTRALIA

Abstract

Since the late 1970s, China has undergone preschool educational reforms to shift from knowledge transmission to play-based authentic learning experiences. Developing policy and curriculum in China illustrates progressive innovation for quality preschool education, particularly emphasising balanced and holistic learning and development through play. To capture a holistic image of how the wider policy context shapes and influences children's learning and development through play under the Chinese reform agenda, voices from kindergarten teachers and parents, both as significant adults in children's microsystem and mesosystem in preschool education, need to be interpreted through the bioecological systems in which they live. This research engages with Bronfenbrenner's PPCT model (Process-Person-Context-Time) to explore Chinese kindergarten teachers' and parents' perspectives on play for children's learning and development via inquiry into their past and present life experiences. Teachers' and parents' perceptions and practices are crucial for informing, reflecting, and evaluating the contextual relevance of the macrosystem's play reform in China. Four teachers and six parents participated in semi-structured interviews, reflection journals, and field interviews involving photography and videography to share how they perceive and enact play in everyday practice for children's learning and development, and what has shaped their perceptions of play. The findings aim to provide insights into how preschool professional practices and home perceptions of play are shaped by interactive processes between individuals and contexts over time, and to demonstrate potential strengths and gaps in culturally relevant approaches to inform the development of policy and practices of play for children's learning and development in China.

Keywords

play, China, early childhood education, teachers, parents

Bionote: Meixi is a 3rd-year PhD candidate from the School of Educational Psychology and Inclusion, Faculty of Education at Monash University. Her key research interests and areas include early childhood education, particularly in the context of Chinese preschool education; children's learning and development through play; early childhood teachers and parents; professional and home practices of play; and generic qualitative inquiry in research.

A - P4 - 5

Making creativity possible: The role of teachers' creative agency in implementing digital multimodal composing in ELT

Satrio Pramono
Monash University, AUSTRALIA

Abstract

Creativity is increasingly recognised as an essential capability for students to develop for their future lives, education, and work. In Indonesia, creativity has become a key goal of national education policies, including in the English language curriculum. However, fostering creativity in classrooms depends largely on teachers and their capacity to make pedagogical decisions that support creative learning. One approach with potential to promote creativity in English Language Teaching is Digital Multimodal Composing (DMC), which involves creating digital texts through the integration of multiple modes, such as written language, images, and audio, to communicate meaning for specific purposes. While previous studies have underscored DMC's potential to foster student creativity, less is known about the role of teachers in realising these opportunities.

This presentation reports on the design and theoretical framing of an ongoing study which investigates Indonesian secondary English teachers' creative agency in implementing DMC in English Language Teaching. The study conceptualises teachers' creative agency as their capacity to intentionally develop and enact new and meaningful pedagogical practices within the opportunities and constraints of their teaching contexts. Teachers' creative agency draws on three interconnected dimensions: teachers' beliefs about creativity, their perceptions of the affordances of DMC, and their creative practices across everyday, professional contexts. The presentation will rationalise this conceptual framework and outline the qualitative case study methodology, including the research context, participants, and data collection methods that will be used to explore these three dimensions.

This study aims to contribute to current discussions on creativity in language education and offers a framework for understanding how teachers' creative agency can support the implementation of DMC in English language teaching to foster creativity.

Keywords

creative agency, secondary English teacher, digital multimodal composing, English language teaching

Bionote: Satrio Aji Pramono, a second-year PhD candidate at Monash University, is a faculty member at the Universitas Negeri Yogyakarta, Indonesia. His research focuses on creativity in English language teaching (ELT) through digital multimodal composing. His research interests include creativity, multimodality, and digital technologies in language education.

**POSTER
PRESENTATIONS**

POSTER - 1

Chinese undergraduates' understandings and educational practices under employment pressure: A scoping review

Jiarui Xu
Monash University, AUSTRALIA

Abstract

In the context of credential inflation and intensified competition in the graduate labour market, it has become increasingly uncertain whether investment in higher education will lead to desirable employment outcomes. Existing research has examined, from various perspectives, how employment pressure relates to Chinese undergraduates' understandings of higher education and their educational choices and practices. However, these studies are scattered across different fields, including the value of higher education, student engagement, employability, educational choices and aspirations, and the school-to-work transition. There has been limited synthesis across these bodies of literature. Following established scoping review procedures, this study will systematically search major English and Chinese language databases and select relevant studies using clearly defined inclusion and exclusion criteria. The included studies will be charted and synthesised to examine how existing research has conceptualised the relationship between employment pressure and Chinese undergraduates' understandings of higher education, educational choices, and practices, and which theoretical frameworks have been used to explain these relationships. By providing an overall picture of this field, the review aims to identify the main areas of focus and gaps in existing research. It will also consider whether existing research reflects potential misalignments between formal institutional arrangements and students' lived experiences at university. The findings could inform how universities support students in engaging meaningfully in undergraduate education and preparing for their future careers.

Keywords

Chinese undergraduates, understandings of higher education, employment pressure, educational practices, scoping review

Bionote: Jiarui Xu is a PhD student in the School of Education and Culture at Monash University. Her research interests include the sociology of education and higher education. Her doctoral research explores how Chinese undergraduate students understand the value of higher education and make decisions about their studies and future when the returns of a university degree are becoming less certain.

POSTER - 2

Cross-university practices (CUP) of faculty professional learning

A B M Ahasan Raqib

Dr. Eisuke Saito

Dr. Richard O'Donovan

Dr. Sun Yee Yip

*Monash University, AUSTRALIA***Abstract**

Faculty professional learning is not distributed evenly across higher education. Some universities offer structured development systems, mentoring, learning communities and specialised support through professional learning centres, while others provide fragmented opportunities. This disparity matters because unsupported academics are less able to strengthen teaching, research, digital capability and student learning. This study examines how universities can better organise and evaluate professional learning opportunities (PLOs) for faculty across lower- and mid-ranked, and geographically diverse, higher education contexts. Informed by diffusion of innovation theory, the study treats PLOs as institutional innovations that often remain concentrated in well-resourced systems. Using a qualitative-driven mixed-method design, the study analysed publicly available professional learning data from six universities, verified these data through email conversations with professional learning managers, and used reflective thematic analysis to develop an 18-item, four-point assessment scale. The scale was then applied to 12 universities across upper-, mid- and lower-ranked groups. Findings show disparities in the breadth, visibility and integration of PLOs, especially in research development, leadership, inclusion and career-transition support. The study proposes the Cross-University Practices of Faculty Professional Learning (CUP) Framework as both a finding and a practical output. The CUP Framework integrates four core domains: pedagogy, research, technology and career-stage support, alongside complementary domains of wellbeing, equity, diversity and inclusion, and discipline-specific learning. Communication, collaboration, learning communities, evaluation and career recognition operationalise these domains. The study addresses a longstanding gap in how universities assess PLO provision and offers an equity-oriented framework for strengthening faculty learning, institutional capacity and student outcomes.

Keywords

faculty professional learning, professional learning opportunities, CUP Framework, higher education equity, institutional development.

Bionote: A B M Ahasan Raqib is a PhD candidate at Monash University and a faculty member at the University of Dhaka, Bangladesh. His research interests centre on higher education, particularly the professional learning and development of university faculty. He has contributed to several higher education research and development projects and has published on faculty professional learning. He also serves as a Research Assistant at Monash Business School on a project examining climate change education through academic interviews and student surveys, which has been nominated for the Vice-Chancellor's Awards 2026.

POSTER - 3

When the past stands between mother and child: Childhood trauma, postpartum depression, and parental reflective functioning among Bangladeshi mothers

Mehrin Richi

Dr. Stella Laletas Dr. Levita D'Souza

Monash University, AUSTRALIA

Abstract

Hearing her baby cry, a mother freezes, flooded by something she cannot name. Psychoanalytic theory has a name for this: "ghosts in the nursery" (Fraiberg et al., 1975), unresolved emotional experiences from a mother's own childhood, reactivated in becoming a parent. In Bangladesh, where postpartum depression (PPD) affects nearly 28% of mothers and rises to 48% by six months postpartum, this internal world remains unexplored. Research has identified who is at risk for PPD, but the emotional experiences mothers carry into motherhood remain largely unstudied. This PhD study is the first in Bangladesh to examine whether PPD is associated with impairments in parental reflective functioning (PRF), the capacity to understand an infant's emotional world, and whether these impairments are rooted in mothers' own childhood experiences and trauma histories. Using a mixed-methods design, Phase One will survey 150-200 postpartum mothers using validated measures of PPD, PRF, and emotional responses to infant crying, alongside open-ended questions about childhood and trauma. Phase Two will invite mothers experiencing PPD into in-depth interpretative phenomenological analysis (IPA) interviews, exploring how the ghosts of their past shape their caregiving in the present. These mothers matter not only as women in pain, but as the foundation of their child's earliest world. When reading a baby's cues becomes difficult, that early disconnect can shape how a child learns to trust and belong. This research seeks to make visible what has long been overlooked, so that Bangladeshi mothers are finally seen, heard, and supported.

Keywords

postpartum depression, childhood trauma, parental reflective functioning, ghosts in the nursery, Bangladesh

Bionote: *What if the hardest part of motherhood isn't the baby, but a mother's own childhood, quietly replaying? Mehrin Quazi Richi is a PhD candidate at Monash University's School of Educational Psychology and Counselling, Faculty of Education. Her research explores the "ghosts in the nursery", unresolved echoes of a mother's past that can shape her capacity to emotionally connect with her child. Combining survey research with in-depth interviews, her study is the first in Bangladesh to link childhood trauma, postpartum depression, and mothers' emotional connection with their infants, aiming to make visible the struggles mothers have long carried alone.*

POSTER - 4

Towards a conceptual model of interprofessional collaboration in inclusive education: Preliminary insights from Philippine primary schools

Jay Allen Bajar Villon
Monash University, AUSTRALIA

Abstract

Interprofessional collaboration between primary school teachers and allied health professionals is increasingly recognised as essential to inclusive education. However, existing evidence remains fragmented, with limited conceptual integration of how collaboration is understood, enacted, and shaped within diverse educational contexts, particularly in low- and middle-income countries, such as the Philippines. This paper presents a synthesis of findings from three interconnected studies undertaken as part of a doctoral research program to develop a contextually grounded conceptual model of interprofessional collaboration in inclusive education - a scoping review of interprofessional collaboration in inclusive primary schools across the Asia-Pacific region, a qualitative multiple case study using reflexive thematic analysis with primary school teachers and allied health professionals in the Philippines, and a critical discourse analysis examining how participants constructed collaboration through language and social practice. Integrating these complementary findings demonstrates that collaboration is a dynamic relational process shaped by interacting personal, professional, organisational, systemic, and sociocultural influences. While collaborative relationships are underpinned by trust, shared purpose, and reciprocal learning, they are also negotiated through competing understandings of inclusive education, professional expertise, and contextual constraints. The synthesis further identifies *pakikipagkapwa*, a Filipino cultural value emphasising shared identity and relational connectedness, as a key mechanism through which these collaborative processes are negotiated. In turn, *bayanihan* emerges as the collective expression of these relational practices, framing collaboration as a shared commitment towards inclusive education. The paper proposes a conceptual model integrating these multilevel influences and cultural processes to inform policy, professional learning, and collaborative practice aimed at strengthening inclusive education in the Philippines and other relationally oriented contexts.

Keywords

interprofessional collaboration, inclusive education, primary education, Philippines, allied health professionals

Bionote: Jay Allen Bajar Villon is a Filipino occupational therapist and PhD candidate at Monash University, examining interprofessional collaboration in inclusive education. He has considerable experience in higher education, school-based rehabilitation, and community development in the Philippines and Australia. At Monash, he lectures in inclusive education and positive behaviour support while supporting diverse student cohorts. Previously, he led Project ALL IN in Manila, strengthening teachers' inclusive practices, and worked as an Inclusive Education Consultant, co-designing accessibility plans and capacity-building programs. His work spans qualitative research, policy analysis, and program design, with a strong record in stakeholder engagement and cross-sector collaboration.

POSTER - 5

Can spirituality be measured? Introducing quantified spirituality in community-based Islamic education for adult learners

Muhammad Asad
Monash University, AUSTRALIA

Abstract

Community-Based Learning (CBL) is widely recognised for promoting meaningful participation and lifelong learning, yet little is known about how faith-based educational institutions intentionally cultivate spiritual development through everyday educational practices. This study aims to examine how one Indonesian pesantren (Islamic boarding school) operationalises spiritual formation within Community-Based Islamic Education for adult learners. Using a qualitative single-case study, data were collected through interviews with institutional leaders, teachers, program coordinators, and adult learners, supported by classroom observations and document analysis. The findings indicate that spiritual formation is reinforced through structured organisational practices, including daily behavioural checklists (*mutaba'ah yaumiyyah*), institutional slogans, shared routines, teacher modelling, and collective reinforcement. Rather than measuring spirituality itself, these practices make aspects of spiritual formation observable through repeated behaviours and everyday routines. Based on these findings, this research proposes the concept of Quantified Spirituality, referring to the intentional translation of spiritual aspirations into structured educational routines without reducing their religious meaning. Beyond this specific case, the findings offer an emerging perspective on how educational institutions may intentionally support educational goals beyond academic achievement, such as spiritual and character development, through everyday practices. This provides a foundation for considering how structured practices may contribute to educational innovation while remaining responsive to the values and purposes of particular learning communities.

Keywords

community-based learning, Islamic education, spiritual formation, adult learners, quantified spirituality

Bionote: Muhammad Syihab Asad is a PhD candidate in the Faculty of Education at Monash University. His research focuses on Community-Based Learning and Islamic Education, particularly within Indonesian pesantren. His doctoral study explores how one Indonesian pesantren uses Community-Based Learning to develop and nurture Islamic Education for adult learners. His research interests include community-based education, Islamic education, faith formation, adult learning, and lifelong learning. His work contributes to reimagining education in a changing world by exploring how faith-based educational practices can respond to contemporary learning needs while maintaining their religious values and community purposes.

POSTER - 6

How can artificial intelligence transform civic education? A systematic literature review

Muhamad Hidayat

Azhar Alam

Monash University, AUSTRALIA

Abstract

Civic Education is essential for preparing individuals to actively engage in democratic processes and address global challenges. However, traditional methods often fail to meet the demands of an increasingly digital world. This study aims to explore the integration of artificial intelligence (AI) into Civic Education, identifying key trends, themes, and challenges through a systematic literature review. Using the Scopus database, 23 relevant articles published between 2014 and 2025 were analysed. A systematic approach guided by PRISMA was employed to collect, evaluate, and synthesise data on AI applications in Civic Education. The review categorised research into themes, including AI integration strategies, personalised learning, digital citizenship, and challenges such as ethical concerns, algorithmic bias, and accessibility barriers. The findings highlight a significant growth in publications, particularly in 2024, with Computer Science as the dominant subject area. AI-driven tools, including adaptive learning platforms and simulations, show promise in enhancing personalised learning and fostering critical thinking. However, gaps in research remain, particularly in long-term impacts, teacher training, and the development of culturally sensitive tools.

Keywords

citizenship education, advanced technology, school, university

Bionote: Muhamad Taufik Hidayat is a lecturer in the Primary School Teacher Education Program (PGSD) at Universitas Muhammadiyah Surakarta (UMS), Indonesia. His primary research interests include bullying and child sexual abuse prevention, the use of digital media in elementary education, as well as multicultural character and civics education in various international contexts. Currently, he is pursuing his doctoral degree (Ph.D.) at the School of Education, and Culture, Monash University, Australia, with a research focus on the cultivation of national identity through civics education in elementary schools.

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