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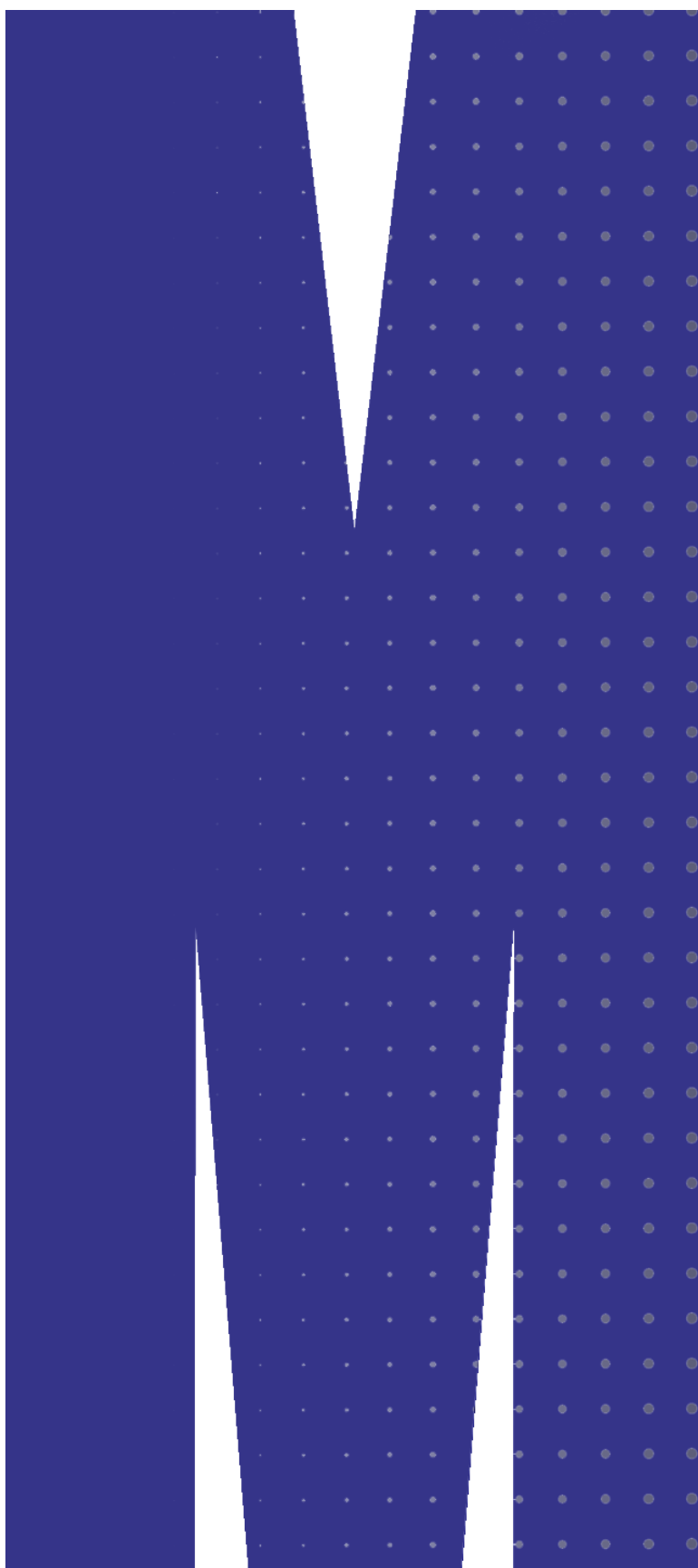RESEARCH
COMMUNITY

MERC CONFERENCE 2023

The Power of Educational Research for Transformation and Impact

Thursday, 28th September 2023

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The Power of Educational Research for Transformation and Impact

Proceedings of MERC
Annual Conference,
Thursday, 28th September 2023

EDITED BY:
Hong Chen
Jialing Pan
Megan Moore
Nurlaily

The Power of Educational Research for Transformation and Impact

Proceedings

of the

Monash Education Research Community (MERC)

2023 Annual Conference

The Power of Educational Research for Transformation and Impact

Booklet Editors

Hong Chen   Jialing Pan   Nurlaily   Megan Moore

Date: 28th of September 2023

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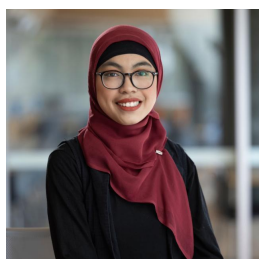
2023 MERC Leadership Team

Hong Chen

Jialing Pan

Megan Moore

Nurlaily

Philip Dare

Zixi Liang

Join the team!

Talk to us about being part of the MERC 2024 Leadership Team:

Email: merc-edu@monash.edu
Twitter: @merc_education
Facebook: Monash Education Research Community (MERC)

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 2023 is grateful for the guidance & assistance of

ROLE	NAMES
Abstract Reviewers	Dr Anna Podorova, Dr Anne Keary, Dr Gary Bonar, Dr Hongzhi Zhang, Dr Katrina Tour, Dr Liang Li, Dr Linda Henderson, Dr Prabhat Rai
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Welcome Note

From the 2023 MERC Leaders

Welcome to the 2023 MERC Conference!

The Monash Education Research Community (MERC) Conference is an annual gathering of academics and research students (Honours, Masters and PhD) from the fields of Education and Psychology. The Conference aims to provide an environment where progress in research can be presented in a safe and supportive environment and where we can explore, celebrate and harness the incredible potential of educational research to drive positive change in our society.

The theme of the year's conference is 'The Power of Educational Research for Transformation and Impact'. By focusing on the power of educational research, this theme addresses a critical need for evidence-based strategies and insights that can guide educational practices, policies and innovations to effectively meet the evolving needs of learners and communities. The conference provides us with a unique opportunity to foster cross-disciplinary connections, engage in fruitful dialogues and forge partnerships

We extend our gratitude to the presenters who will share their expertise, knowledge and insights. We also acknowledge the invaluable contribution of all attendees, for it is shared passion, dedication and commitment that will make this gathering a true force for change. Let us keep in mind the words of Nelson Mandela: 'Education is the most powerful weapon which you can use to change the world". Together let us explore the power of educational research not only to understand and navigate the complexities of our world but also to shape it into a better, more equitable and more enlightened place for all.

This year's conference will be presented in a hybrid manner so that as many participants as possible can be involved. MERC is a friendly peer-support research community where research students can discuss their research ideas with their peers and foster relationships with other researchers. The annual conference is a part of this collaborative support. We do hope you can join us at the 2023 Monash Education Research Community Conference.

Kind regards,

The MERC Leadership Team 2023

General Information

Welcome Events (Hybrid)

The conference will begin at 8:45am with a welcome from the MERC Leadership Team, followed by our opening and keynote speakers. Full details of each speaker for the Welcome Events are provided in the Conference Program section of this booklet.

Parallel Presentations (Hybrid)

Full details of each parallel presentation are provided in the Abstracts Section of this booklet. Each presentation will be 20 minutes in duration with 10 minutes for questions and feedback.

Closing Events (Hybrid)

The final session for the conference will begin at 4:00 pm and conclude at 5:00 pm AEST. This final session will include This final session will include our Panel of senior research fellows and academics, along with a closing speech from our panel chair. Full details of our Panel members and panel chair can be found in the Conference Program section of this booklet.

Breaks (In-person)

Morning tea (10:00-10:30 am), lunch (12:30-1:30 pm) and afternoon tea (3:30-4:00 pm) are all provided during the conference and on the ground floor (G21) of the LTB. Please come and join for a time of meeting people, making friends, and sharing food.

Conference Zoom Links & In-person locations

The Zoom links and/or in-person locations for each event (welcome events, parallel presentations, closing events) have been emailed to all registered conference attendees. These links/locations are also available on the MERC Conference Website for your reference. The Conference Website will be updated if there are any changes to the Conference Program, including any changes to the Zoom links, rooms or the presentation schedule.

Participant Feedback

Successive MERC conference organising committees have benefited over past years from participant feedback. Therefore, your comments and feedback this year are equally valued and appreciated. Comments and feedback on the conference will be collected via google form after the conference.

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.

Program Overview

| TIME	EVENT	ZOOM/ROOM
8:45am – 9:00am	**Welcome (Hybrid):** MERC Leadership Team 2023 MC: Philip Dare & Kristine Liang	ZOOM G21, LTB
9:00am-9:15am	**Opening Speaker (Hybrid):** Professor Neil Selwyn	ZOOM G21, LTB
9:15am-10:00am	**Keynote Address (Hybrid):** Professor Andrea Reupert	ZOOM G21, LTB
10:00am-10:30am	**MORNING TEA (In person)**	G21, LTB
10:30am-12:30pm	**Parallel Presentations – Morning Session (Hybrid)**	ZOOM
	Innovation and research	G53, LTB
	Language Education and Literacy (1)	G55, LTB
	Mathematics Education	G56, LTB
	Learning and skills for life, work and changes	G57, LTB
	Values, justice and integrity in education	G58, LTB
	Guests from Vietnam National University	G21, LTB
12:30pm-1:30pm	**LUNCH (In person)**	G21, LTB
1:30pm-3:30pm	**Parallel Presentations – Afternoon Session (Hybrid)**	ZOOM
	Inclusive and Equitable Education	G53, LTB
	Teacher professional development	G55, LTB
	Leadership and Policy in Education	G56, LTB
	Digital learning and transformation	G57, LTB
	Language Education and Literacy (2)	G58, LTB
3:30pm-4:00pm	**AFTERNOON TEA (In person)**	G21, LTB
4:00pm-5:00pm	**Panel Discussion & Summary (Hybrid)** **MC:** MERC Leadership 2023 (Philip Dare & Kristine Liang) **Panel Chair:** Prof. Viv Ellis & Dr. Prabhat Rai **Panelists:** Dr. Anna Podorova, Dr. Anne Suryani, Dr. Lynette Pretorius, Yuwen Ma	ZOOM G21, LTB

Conference Program

8:45-10:00 am
MORNING SESSION – OPENING AND KEYNOTE (Hybrid)

WELCOME FROM THE MERC LEADERSHIP TEAM 2023

MC: Philip Dare & Kristine Liang

OPENING SPEAKER
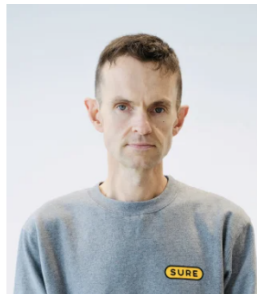
Professor Neil Selwyn
School of Education Culture & Society
Faculty of Education, Monash University

Biography: Neil Selwyn is a Distinguished Professor in the Faculty of Education, Monash University who has worked for the past 25 years researching the integration of digital technology into schools, universities and adult learning. He is recognised as a leading international researcher in the area of digital education - with particular expertise in the 'real-life' constraints and problems faced when technology-based education is implemented. He is currently working on nationally-funded projects examining the roll-out of educational data and learning analytics, AI technologies, and the changing nature of teachers' digital work.

Keynote Address

Professor Andrea Reupert
School of Educational Psychology & Counselling
Faculty of Education, Monash University

Biography: Professor Andrea Reupert is a registered psychologist and the Head of the Educational Psychology and Counselling School. Prior to becoming an academic, Andrea was Senior Guidance Officer (school psychologist) in Far North Queensland. She is internationally known as an expert in families living with adversity, with methodological expertise in engaging with a variety of stakeholders to promote sustainable systems change across social, health and education settings.In 2019 she was the recipient of the Tom Trauer Evaluation and Research award at the Australian and New Zealand Mental Health Services Network and in 2016 was the winner of the British Medical Association President's prize for her work in this field. Andrea was the scientific chair for the It Takes a Village conference in Oslo, 2019 and in 2017, was an assigned mentor for the Ludwig Boltzmann Gesellschaft Research Institute. In 2021 she was part of a team awarded the Dean's Award for Research Enterprise, for her work on the resource, Building better schools with evidence-based policy, published by Routledge.

10:00am-10:30am
MORNING TEA (In person)

10:30am-12:30pm
PARALLEL PRESENTATIONS – MORNING SESSIONS (Hybrid)

Innovation and research

Time	Abstract	Presenter Name & Abstract Title
10:30	#1	Sonour Esmaeili Cultural-Historical study of the development of culturally diverse online learners in higher education
11:00	#2	Jianing Liu Investigating preschool children's social-emotional development in the Chinese context: Conceptual PlayWorld as an intervention
11:30	#3	Amani Alshomrani The power of agency in transforming identity of early career researchers: An autoethnography of a PhD journey
12:00	#4	Philip Kairns From the margins: An auto ethnopoetic exploration of queer experiences in Australian tertiary STEM education

Language Education and Literacy

Time	Abstract	Presenter Name & Abstract Title
11:00	#5	Jaione Diaz Mazquiaran Breaking the barriers: Immigrant students' language practices in different multilingual contexts in the Basque Country
11:30	#6	Nurlaily Nurlaily Identifying Students' English for Specific Purposes (ESP) Learning Experience at an Indonesian university using Q methodology

Mathematics Education

Time	Abstract	Presenter Name & Abstract Title
10:30	#7	Simeng Wang A cultural-historical study of how the conceptual PlayWorld model supports young girls' mathematics learning in the Chinese rural context
11:00	#8	Hong Chen Studying children's motives in mathematical problem solving: A Mathematical PlayWorld approach
11:30	#9	Nilushi Dediwalage

		Student, Parent, and Teacher Experiences of Mathematics Education in Multicultural Classrooms
12:00	#10	Hossein Ghaffari Collaborative professional learning for Iranian mathematics teachers: Affordances and Constraints

Learning and skills for life, work and changes

Time	Abstract	Presenter Name & Abstract Title
11:00	#11	Ellina Zipman Transforming identities: Positive ageing through instrumental music learning in residential aged care.
11:30	#12	Ayesha Alshamsi The transition of students with SEND from rehabilitation centers to mainstream schools in the United Arab Emirates
12:00	#13	Melody Tang Contribution of Capitals to Chinese International Graduates' Employability in Australia

Values, justice and integrity in education

Time	Abstract	Presenter Name & Abstract Title
10:30	#14	Olivia Rinato Enterprising Mindsets - the Enterprise Academy transforming the provision of alternative schooling for at-risk youth in Australia
11:00	#15	Merian Fernando Teaching for Social Justice Education?: Australian Teacher Educators' Understanding of Critical Pedagogy in their Practices
11:30	#16	Sally Morgan Partnering for hope: Critical participatory action research with young people seeking asylum in Australia
12:00	#17	Simon Zhou The development of critical consciousness in academic high-achievers

Guests from Vietnam National University

12:30am-1:30pm
LUNCH (In person)

1:30Pm-3:30pm
PARALLEL PRESENTATIONS – AFTERNOON SESSIONS (Hybrid)

Inclusive and Equitable Education

Time	Abstract	Presenter Name & Abstract Title
1:30	#18	Rachel Ho + Clare NOWELL Evidence-based Teaching Practices for Teachers of Autistic and ADHD Students: A Pilot Evaluation of the AllPlay Learn Professional Learning Course
2:00	#19	Emma Wray Factors Influencing Teacher Self-efficacy for Inclusive Education: A Systematic Literature Review
2:30	#20	Yanlin Long Teachers' Attitudes and Self-efficacy toward Inclusive Education in Mainland China: A Systematic Literature Review
3:00	#21	Sultan Alshehri Teachers' Attitudes Toward Inclusion of Students with Hearing Impairment in Saudi Arabia

Teacher professional development

Time	Abstract	Presenter Name & Abstract Title
1:30	#22	Wenxuan Zhang 'Asking the question is the key': Chinese kindergarten teachers support children's spatial reasoning through a Playworld Approach
2:00	#23	Siyan Jiang Exploration on the pedagogical practices of Chinese private kindergartens from the perspective of teachers and parents
2:30	#24	Nilushi Dediwalage A Systematic Literature Review of Student, Parent and Teacher Experiences of Mathematics Education in Multicultural Classrooms
3:00	#25	Nashid Nigar Hybrid Professional Becoming: The Novel way to View the Language Teachers

Leadership and Policy in Education

Time	Abstract	Presenter Name & Abstract Title
1:30	#26	Zainul Yasni An Analytical Exploration of Leadership Selection Processes in Indonesian Islamic
2:00	#27	Deborah Ong Negotiating Mess and Connecting with Community Subtitle: Towards Contextualising Food-related Public Health Policy
2:30	#28	Philip Dare Does Context Matter in School Leadership? A Case of the Basic Education Sector of Ghana Education Service
3:00	#29	Abdul Qawi Noori

		Principals' transformational leadership and teachers' emotional intelligence in conflict-affected countries: A study of Takhar high schools, Afghanistan

Digital learning and transformation

Time	Abstract	Presenter Name & Abstract Title
1:30	#30	Samantha Lewis Feasibility and Acceptability of Telehealth Sleeping Sound for Primary-School Aged Autistic Children
2:00	#31	Nining Ismiyani Students' Voices on Online Learning: Constraints, Preferences, and Expectations
2:30	#32	Anita Green Differentiation: A comparison between Emergency Remote Teaching and the face-to-face classroom

Language Education and Literacy

Time	Abstract	Presenter Name & Abstract Title
1:30	#33	Kirk Weeden Empowering young people: understanding English teachers who discuss stories and issues in the news with their students
2:00	#34	Rizskaya Putri Dalimunthe Promoting Indonesian Pre-Service Teachers' Building Ideas in Academic English Writing Classroom
2:30	#35	Tahani Alosaimi Developing EFL Learners' Agency through Inner Speech

3:30am-4:00pm
AFTERNOON TEA (In person)

4:00pm-5:00pm
PANEL DISCUSSION AND SUMMARY (Hybrid)

MC: Philip Dare & Kristine Liang

THEME:Transformation and Impact

This panel will discuss the importance of transformation and impact in research in relation to their personal experiences and what best practice is for them.

PANEL CHAIR

Professor Viv Ellis
Dean
Monash University Faculty of Education

Biography: Viv Ellis is a global expert on teacher education, having worked with government agencies and NGOs across the UK, Europe, Asia and Australia, most recently on the Norwegian government's reforms to upper primary/lower secondary initial teacher education. Currently Dean of the Faculty of Education at Monash University in Melbourne, he was the founding Co-Director of the Centre for Innovation in Teacher Education and Development, a strategic partnership between King's College London and Teachers College, Columbia University, where he currently holds an honorary research professorship. He is also editor of the new Bloomsbury Academic series Keywords in Teacher Education.

PANEL CO-CHAIR

Dr Prabhat Rai
Senior Research Fellow
Faculty of Education Monash University

Biography: Dr Prabhat Rai works as a Senior Research Fellow in the Conceptual PlayLab. He has expertise in working with families using the Conceptual Playworld model. He has a PhD from the University of Oxford and received research training from Copenhagen University and Swedish Research Academy, he specialises in cultural-historical methodology. He has worked on pedagogical practices in early and primary years over the last 15 years. His work has especially focused on children and families with cultural and linguistic diversity.

PANEL MEMBERS

Dr Anna Podorova
Lecturer
Faculty of Education Monash University

Biography: Dr Anna Podorova works in the Faculty of Education, Monash University. She has extensive language teaching experience in various Australian and overseas contexts. Her research focuses on cultural identity, intercultural communication, the use of English as an international language and post-entry English language proficiency , personal literacy and numeracy development in tertiary settings. Anna's recent work has involved projects on improving international students' placement experiences in Australian contexts, creating integrated academic language development resources for academics and students in Australian universities, and the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) implementation.

Dr Anne Suryani
Senior Research Fellow
Faculty of Education Monash University

Biography: Dr Anne Suryani is a Senior Research Fellow in the Faculty of Education, Monash University. She holds a PhD in Educational Psychology with a Mollie Holman Medal for the best doctoral thesis in education. Anne has extensive experience working in a range of government-funded, consultancy and grant-based educational research in the Asia-Pacific Region. She has strong quantitative skills and experience in large-scale survey design and analysis as well as longitudinal and comparative studies. Her current research focuses on preparing future teachers, drawing upon educational psychology and cross-cultural studies to inform these practices. Anne's research interests include teacher motivation, teacher education, teacher professional development, religious tolerance education, and educational policy.

Dr Lynette Pretorius
Lecturer
Faculty of Education Monash University

Biography: Dr Lynette Pretorius is an award-winning educator and researcher in the fields of academic language, literacy, research skills, and research methodologies. She has experience teaching undergraduate, postgraduate, and graduate research students, including supervising PhD students. Lynette is the author of multiple journal articles and two academic books focused on the experiences of graduate research students in academia. She has qualifications in Medicine, Science, Education, as well as Counselling, and her research interests include doctoral education, academic identity, student wellbeing, reflection, and qualitative research methods. Lynette is also a Senior Fellow of the Higher Education Academy – an international honour awarded to educators who demonstrate a thorough understanding of, and a strong commitment to, teaching and learning approaches which foster high-quality student learning.

Yuwen Ma
Faculty of Education Monash University

Biography: Yuwen Ma is presently employed at the Conceptual PlayLab at Monash University. She has recently submitted her PhD thesis, which centers on the topic of STEM learning among young Chinese children within the context of the Conceptual PlayWorld. Yuwen's research interests encompass the cultural-historical theory of children's play and development, children's STEM learning, and children's imaginative play.

Parallel Presentations - Morning Sessions
10:30am - 12:30pm

Innovation and research

Abstract: 1   **Time: 10:30am–11:00am**

Cultural-Historical study of the development of culturally diverse online learners in higher education

Sonour ESMAEILI
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Abstract: Over the last two decades, online teaching and learning have become increasingly prevalent in higher education, enabling students and instructors from diverse cultural backgrounds to connect across geographical boundaries. However, this integration of cultures presents a unique challenge, as students and educators may have differing values and perspectives that underpin the development of online courses. Owing to their distinct linguistic and cultural backgrounds, they may approach tasks and engagement in varying ways, revealing the limitations of a one-size-fits-all approach to course design. This study emphasises the need for a culturally responsive pedagogy to address these issues and promote equity in the online learning environment. The primary objective is to explore the significance of cultivating a culturally responsive online learning environment to support the intellectual development of students in higher education. Beyond mere content transfer, educators are pivotal in nurturing learners' intellectual growth. Employing qualitative research, the study collected data by observing recorded Zoom classes and conducting interviews with educators and students from a prominent Australian university. Cultural-Historical Theory was the theoretical framework, and the Cultural-Historical Analytical Matrix was utilised to analyse the data. The research examined how teachers established the Social Situation of Development (SSD) to facilitate the intellectual development of culturally diverse online learners. Findings revealed that establishing SSD was facilitated through group discussions in the break-out rooms and main session, "application to life experiences" tasks, and using linguistic resources.

Keywords: *Online learning environment, Cultural-Historical theory (CHT), Social Situation of Development (SSD), intellectual development, higher education.*

Biography: Sonour Esmaeili is a PhD candidate in the faculty of education at Monash University. She actively contributes to academia as a teaching associate and research assistant at Monash University and Australian Catholic University. Her research pursuits primarily revolve around online learning/teaching, technology-mediated learning/teaching, culture, Cultural-Historical Theory, and meta-discourse analysis.

Abstract: 2   **Time: 11:00am–11:30am**

Investigating preschool children's social-emotional development in the Chinese context: Conceptual PlayWorld as an intervention

Jianing LIU
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Abstract: Globally, there is a growing attention on educating the child who is both cognitively and emotionally capable of thriving in today's fast-changing world. Early childhood is a crucial period in developing children's social-emotional competency, as it can lay the foundation for a child's long-term success. Numerous studies have explored the power of free play and peer imaginary play in facilitating preschool children's learning and development. So far, however, there has been little discussion about how shared imaginary situations between adults and children can support children's emotional development in the kindergarten classroom. Thus, this study seeks to examine how young children's developmental conditions in emotional aspects could be changed after using Conceptual PlayWorld as an educational intervention in their transitions from Chinese kindergarten to primary school. Video observations, semi-structured interviews, and field notes are proposed to be used for data collection. Drawing on Vygotsky's cultural-historical theory, this study will focus on the concepts such as play, crisis, and the social situation of development to analyze the change in the observed child. It is hoped that this research will contribute to a better understanding of how collective play can create developmental conditions and make a difference in children's emotional development from a young age.

Keywords: *Cultural-historical theory, PlayWorld, Emotion, Preschool education, China*

Biography: Jianing Liu is a PhD student in the Faculty of Education, Monash University. She completed Graduate Certificate of Educational Research from Monash University. Her current research interests are early childhood education, play-based learning, and social and emotional development.

Abstract: 3   **Time: 11:30am–12:00pm**

The power of agency in transforming identity of early career researchers: An autoethnography of a PhD journey

Amani ALSHOMRANI
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Abstract: In this paper I investigate my experiences as an early career researcher, including my identity transformation and agency achievement throughout my academic development journey as a PhD student in Australia. My focus is on the liminal spaces of identity and experience that are not prominent in the research literature about PhD students and early career academics. One of these liminal spaces is being positioned as a researcher rather than an employee in terms of my institutional research context. In investigating my developing agency as a researcher, I offer a more personal perspective about being a PhD student involved in a larger scope research project about empowering professional English language teachers in the Saudi context. I examine my own academic identity and achievement of agency in the challenges and transformations experienced across three years of research. This paper is thus an autoethnography that investigates the many factors that have played a role in my early career as a researcher and what I have learned through experiencing this process. It makes a contribution to the field of PhD

research through understanding the PhD journey emically through an account of both the individual demands of doing a PhD and the supporting relationships that are part of the researcher's professional identity development journey. The paper is based on data that includes a chronicle of my past three milestones in the form of complex and multifaceted self-narratives about the candidature experience. A thematic analysis of my autoethnographic data was conducted to understand the many aspects that have impinged on my PhD experience and assisted my development as a researcher.

Keywords: *Agency, researcher identity, transformation, professional development, higher Education, Australia*

Biography: Amani is an English language teacher at King AbdulAziz University, Saudi Arabia. Currently, Amani is doing her PhD in Education at Monash University. Her research interests are mainly teacher education and teacher professional identity and agency.

Abstract: 4	Time: 12:00pm–12:30pm

From the margins: An autoethnopoetic exploration of queer experiences in Australian tertiary STEM education

Philip KAIRNS
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Abstract: This article presents a retrospective autoethnopoetic study that explores the experiences of a queer student within Australian tertiary STEM education environments. Utilising an intentionally queer research methodology, this study aims to shed light on the challenges queer individuals face within STEM education. Through personal narrative and poetic writing, four primary themes are identified: microaggressions and discrimination, the intersection of self-identity and academic achievement, navigating cisheteronormative contexts, and coping and resilience strategies. The findings reveal that queer individuals in tertiary STEM education frequently face discrimination, microaggressions, and an absence of representation and support, all of which significantly impact their academic performance and overall well-being. This study underscores the significance of queer theory and the autoethnopoetic methods in challenging normative assumptions within STEM education research. By providing a deeper understanding of queer students' experiences in STEM, this research emphasises the need for more inclusive and equitable learning environments.

Keywords:*LGBTIQA+, autoethnography, poetry, STEM education*

Biography: Phil (he/they/any) is a proud member of the queer community who has a passion for social justice and LGBTIQA+ rights in STEM/Education. Their research as a HDR student in the Faculty of Education revolves around exploring the lived experiences of queer students and faculty in Australian post-secondary Science, Technology, Engineering, and Mathematics (STEM) Education. Phil has a background in STEM as a microbiologist and STEM education as a F-12 STEM teacher.

Language Education and Literacy (1)

Abstract: 5	**Time: 11:00am–11:30am**

Breaking the barriers: Immigrant students' language practices in different multilingual contexts in the Basque Country

Jaione Diaz MAZQUIARAN
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Abstract: The Council of Europe has embraced plurilingualism in education as a response to linguistic diversity. However, the languages of immigrant students do not always seem to be as valuable as European (including regional) languages. Therefore, there is a need to better understand the leveraging of minority students' linguistic repertoire in the context of regional language bilingual education in Europe. In settings like the Basque Country, the ideology of language separation to protect the minority language in place is still very relevant. The main challenge that the Basque school has in relation to immigrant pupils is to bring together these three aspects: the learning of the Basque language, the learning of the language of origin and school success that facilitates them with subsequent social and work inclusion. In order to address this issue, there is a need to better understand these learners' linguistic repertoires and the ways in which they language depending on the context in which they are immersed. This study will investigate the language practices of 10-12-year-old immigrant learners in their interactions with family, peers and teachers, and the positioning of these practices within the Basque setting. It will employ translanguaging, positioning theory and language ideologies framework as conceptual lenses informing the main analytical tool, nexus analysis. The study seeks to inform teaching and learning in multilingual contexts. These findings will help teachers and parents to know how to capitalize on the communicative repertoires of students in such a way that this mediates their learning and development.

Keywords: *Plurilingualism, Translanguaging, Positioning Theory, language ideologies, nexus analysis*

Biography: Jaione is a third-year PhD student at the Faculty of Education, originally from Spain. She completed her undergraduate degree in English Studies at the University of Salamanca. She completed a Master program in Bilingual Education and another one in Intercultural Communication and TESOL, both at two US universities.

Abstract: 6	**Time: 11:30am–12:00pm**

Identifying Students' English for Specific Purposes (ESP) Learning Experience at an Indonesian university using Q methodology

Nurlaily
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Abstract: While learning English, students from diverse backgrounds construct their identities as English learners. Students enrol in English for Specific Purposes (ESP) classes since they believe that their future careers will involve interactions in which English is the language of communication. This study examines how students perceive ESP and how they view their learning experience within multicultural and multilingual communities such as Indonesia, where English learning becomes a dynamic process. By using identity construction (Norton Peirce, 1995) and a model of investment (Darvin & Norton, 2015),

this study explores the learning experience of ESP students and how their cultural and linguistic backgrounds affect their learning experiences. This study employs a Q-Methodology study, a mixed-methods approach that combines quantitative and qualitative approaches. A total of 38 students from various backgrounds participated in this study, and they completed a Q-sorting process containing 48 statements related to their ESP learning experience in Batam, Indonesia. The findings of this study will provide educators, school administrators, and policymakers with valuable information regarding the needs of ESP students so that they can make informed decisions concerning the design and implementation of ESP courses.

Keywords: *ESP, English learning, Identity, Investment, Q-Methodology*

Biography: Nurlaily is a PhD candidate at the Faculty of Education, Monash University. Her research interests are bi/multilingualism, identity and English for Specific Purposes. Nurlaily has worked as a teacher educator in Indonesia and has undertaken some research on English learners at the school and university levels.

Mathematics Education

Abstract: 7	Time: 10:30am–11:00am

A cultural-historical study of how the conceptual PlayWorld model supports young girls' mathematics learning in the Chinese rural context

Simeng WANG
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Abstract: Girls' disadvantaged status in early mathematics learning is a problem worldwidely, stemming from the underrepresentation of females in mathematics domains and the stereotypical influence of "girls are not good at math". These factors shaped girls' identities from an early age, leading to disinterest in learning mathematics. In China, girls' mathematics learning is of particular concern, especially in rural areas, with a historical legacy of "son preference". As societal needs change in STEM industries in the 21st century and the introduction of educational equity policies, it is urgent to find paths to promote girls' mathematics learning at the early age. Previous Chinese studies focus on examining pre-schoolers mathematical skills, yet there is a limited focus on girls' exploration of mathematics in rural area contexts. Drawing on cultural-historical concepts including play, imagination, relations between everyday and scientific concepts, and motive development, this study extends Fleer's Conceptual PlayWorld to explore how mathematical PlayWorlds create motivating conditions to support children, especially girls, mathematics concept learning in a Chinese rural kindergarten. This study follows a class in a rural kindergarten in north-eastern China for three months by implementing an educational experiment. The data consists of video observations of PlayWorld implementation, field notes and stimulated recall interviews with teachers. Hedegaard's iterative three-level of analysis provides a holistic view of the target girls' learning process of mathematical concepts. This study argues that there is a great need to develop a culturally sensitive play-based pedagogical approach in Chinese rural kindergartens, thereby supporting girls' mathematical thinking development.

Keywords: *Cultural-Historical Theory, Conceptual PlayWorld, Mathematics, Girls in Chinese rural area*

Biography: Simeng Wang is a PhD student of Faculty of Education, Monash University. Her current research interests include early childhood education, play-based learning, girls

learning and mathematics.

Abstract: 8   **Time: 11:00am–11:30am**

Studying children's motives in mathematical problem solving: A Mathematical PlayWorld approach

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Abstract: Growing focus on developing young children's mathematics problem-solving in early childhood education has been highlighted in educational frameworks and studies. The studies emphasised that the early development of mathematics problem-solving builds perceived links to children's future success in mathematics. However, little research has been focused on how children in their last term of ECE are encouraged to engage in mathematics problem-solving to develop their understanding of mathematical concepts in a play-based setting. Drawn on the cultural-historical concept of play and motives, and extending Fleer's Conceptual PlayWorld and Li and Disney's Mathematical PlayWorld [MPW], this research aims to investigate how MPW motivates children in mathematical problem-solving in the last term of kindergarten. This paper conducted an educational experiment which gathered video observations (3.5 hours) of interactions between teachers and children (4-5 years old) during the MPW implementation about the mathematical concepts of informal measurement. Following the focus child, William's intentions and motives in MPW, we argue that MPW creates motivating conditions where children's mathematical learning motive is developed in the implementation of MPW. This study contributes to the empirical evidence of the Mathematical PlayWorld, in supporting Australian children's mathematics problem-solving in their last term of kindergarten.

Keywords: *Mathematical PlayWorld, Motives, Cultural-Historical Theory, Problem-solving*

Biography: Hong Chen is a 2nd year PhD student in the Faculty of Education, Monash University. She has been working as an Early childhood teacher for seven years. Her research interests are early childhood education, mathematics, transition and play-based learning.

Abstract: 9   **Time: 11:30pm–12:00pm**

Student, Parent, and Teacher Experiences of Mathematics Education in Multicultural Classrooms

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Abstract: As cultural diversity has grown in societies around the world, the increase in multicultural cohorts within mathematics classrooms has posed a challenge to traditional teaching practices. This research explores student, parent, and teacher experiences of mathematics education in multicultural classrooms. Differences in cultural background, language, race, ethnicity, and prior knowledge constitute the definition of 'multicultural' within this research. A rigorous systematic literature review into the area yielded 34 studies, giving rise to a number of research questions. Main Question: What are the experiences of students, parents, and teachers of mathematics education in multicultural classrooms in Australian Primary Schools? Sub-questions: How do students in multicultural classrooms describe their experiences of mathematics education? How do the parents of

these students describe their experiences of their child's mathematics education? How do teachers in multicultural classrooms describe their experiences of teaching mathematics? Bourdieu's theory of practice scaffolds the conceptual framework, focussing on the concepts of habitus, field, and cultural capital, which were well suited to exploring the complex dimensions of student, parent, and teacher experiences. This study aims to use a qualitative case study approach to explore and understand the triad of student, parent, and teacher experiences in multicultural mathematics classrooms. Furthermore, the findings of this study will contribute to the body of knowledge that helps teachers, education leaders, and the Department of Education to empower multicultural schools and their families with their mathematics journey.

Keywords: *mathematics, multicultural classroom, experiences, culturally relevant pedagogy*

Biography: Nilushi Minoli Dediwalage is a doctoral candidate at Monash University in Australia, and her research focuses on mathematics education in a multicultural context. She is also a school teacher and a Mathematics Learning Specialist. Her interests are in Mathematics Education, Culturally Responsive Pedagogy, Multicultural Education and Social Justice.

Abstract: 10   **Time: 12:00pm–12:30pm**

Collaborative professional learning for Iranian mathematics teachers: Affordances and Constraints

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Abstract: The continuing professional learning (PL) of practicing mathematics teachers is vital to ensuring high-quality mathematics education. However, existing studies reveal a reluctance among these teachers to engage in continuous learning opportunities, a pattern also seen among secondary school mathematics teachers in Iran. Current pedagogical research emphasizes the effectiveness of cyclic and collaborative learning, yet Iran's educational system predominantly relies on traditional, isolated professional development sessions. This study aims to explore how secondary mathematics teachers in Iran engage in collaborative professional learning scenarios.

Adopting a multiple-case study design, this research selected nine secondary school mathematics teachers from Iran for an experimental collaborative professional learning opportunity. Prior to the formal professional learning sessions, participants were required to complete a questionnaire probing their pedagogical practices as well as their preferences for the structure and content of the PL. Subsequent to this, participants participated in a series of five group sessions forming the core of the PL initiative, which aimed at introducing the concept of mathematical proficiencies and elements of student-centered pedagogical approaches. The collaborative interactions that took place during these meetings led to the development of lesson plans intended for classroom implementation.

The researcher then observed the teachers implementing these lessons, followed by debriefing sessions. Finally, interviews were conducted with the participants to gather insights about their experiences during the professional learning process. This study seeks

to contribute to a more profound understanding of the dynamics of professional learning among Iranian secondary mathematics teachers as well as in a broader, global context.

Keywords: *Professional learning, Multiple-case study, Secondary mathematics teacher, Iranian context, Student-centred approaches*

Biography: I am a last year PhD student conducting research about professional learning for practicing mathematics teachers in the Iranian context.

Learning and skills for life, work and changes

Abstract: 11	Time: 11:00am–11:30am

Transforming identities: Positive ageing through instrumental music learning in residential aged care

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Abstract: This paper reports on two longitudinal case studies, conducted as a part of a PhD project exploring the music learning experiences of two residents of aged care facilities. The case studies examined 90-year-old Jay and 80-year-old Herbert's participation in a 12-months program of regular piano lessons taught by the researcher. Using a qualitative case study methodology, the research investigated the impact of piano lessons on Jay and Herbert's quality of life. Collected data included video recordings of piano lessons, interviews, emails, reflective journal, and phone conversations. Data analysis was done using Nvivo and hard copy analysis with identifications of themes.

This study provided evidence that systematic engagement in music learning and music-making creates new realities for older adults, transforms their identities and contributes to a meaningful life. The study demonstrated that long-term participation in activities of choice (in this case piano playing) offers a solution to engage residents in care facilities based on things they are passionate about, linking them socially, building relationships with other people, and creating a sense of belonging.

Since the aged care homes are unlikely places for formal learning and since older adults, especially in residential care, are not considered likely candidates for learning, this research opens the door for innovative thinking about where and to whom educational programs can be delivered. By addressing the educational needs of residents in aged care facilities, this study contributed to the under-researched field of fourth age learners.

Keywords: *Positive ageing, Music education, Passion, Wellbeing, Quality of life*

Biography: Ellina Zipman is a PhD research candidate at Monash University Faculty of Education. She is a music educator and aged care specialist, interested in positive ageing through instrumental music learning.

Abstract: 12   **Time: 11:30am–12:00pm**

The transition of students with SEND from rehabilitation centers to mainstream schools in the United Arab Emirates (UAE) Exploration

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Abstract:

Purpose

In the UAE, Students with disabilities have increasingly attended mainstream schools. However, some students are still left behind in rehabilitation centers (Abdat, 2020). Educators and parents have an impact on the transition from rehabilitation centers to mainstream schools. Fewer researchers have covered the transitional experience (Beamish et al. 2014). Thus, this study investigated the factors that influence the transition of students with disabilities from rehabilitation centers to mainstream schools in the UAE.

Methodology

The study was conducted using a qualitative method to provide meaningful descriptive data about the perceptions of participants, which were teachers and parents. The data were collected using several approaches; including semi-structured interviews, two focus groups, and four non-participant observations. All the collected data were analyzed by the researcher, using thematic analysis.

Findings

Teachers in interviews highlighted barriers to implementing efficient transitional practices. They pointed to the curriculum inflexibility, in addition to the lack of supervision from a curriculum specialist. Also, teachers demanded partial inclusion during extracurricular activities in schools to support socialization. Furthermore, parents' interviews revealed their perceptions. They were satisfied with rehabilitation centers' therapies (e.g., speech therapy), leaving them doubting the schools' services and compensations. The identified themes by the researcher determined the lack of a clear transitional plan, which leaves inclusion and educational accessibility inequitable for all students in the UAE.

Implications

The study provides recommendations on the status of the transition from rehabilitation centers to mainstream schools for students with disabilities.

Keywords: *Transition, Rehabilitation, Parents, Mainstream, Schools*

Biography: Ayesha Al-Shamsi is a specialist in inclusive education. She acquired knowledge and experience during working in rehabilitation centers and schools in Dubai. She earned a bachelor's degree in primary education and a master's degree in special and inclusive education. Ayesha is studying for a PhD in educational psychology and counseling at Monash University.

Abstract: 13   **Time: 12:00pm–12:30pm**

Contribution of Capitals to Chinese International Graduates' Employability in Australia

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Abstract: The study explored how Chinese international graduates use their capitals (i.e., human, social, cultural, psychological, identity, and agentic capitals) to navigate the field of the Australian labour market. It captured the contribution of each capital to the graduates' employability. This study employed a mixed method approach in which data were firstly collected via an online survey (N=203) and secondly through in-depth interviews (N=14). The survey results revealed that social capital was given the lowest score among all the capitals in terms of the contributions to the graduates' employability. The interview data provided insights by revealing that the participants had limited control on the impact of social networks on their employment outcomes, so were more willing to develop other capitals such as human capital (i.e., professional skills, English proficiency), and cultural capital (i.e., cultural understanding, embodied behaviours) to achieve their desirable employability outcomes. This study argues that the international graduates are not a habitually weak or marginalised group, instead, they are agentic and conscious doers of change from "fish out of water" to "fish in the water" in relation to different aspects of employability outcomes in Australia.

Keywords: *Bourdieu, Capital, Employability, International graduates, Higher Education*

Biography: Melody Tang is a third year PhD candidate at the Faculty of Education, Monash University. She received Master of Education and Master of Applied Finance from Monash University. Her research interests include employability, agency, and Bourdieu. Her PhD project is to explore Chinese international graduates' employability in Australia.

Values, justice and integrity in education

Abstract: 14	Time: 10:30am–11:00am

Enterprising Mindsets - the Enterprise Academy transforming the provision of alternative schooling for at-risk youth in Australia

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Abstract: Enterprise education is an emerging field within the secondary schooling sector. Alternative schooling models provide the ideal setting for the development of life and work skills central to enterprise education. Research into mindset theory generally supports the notion that psychological practices have a positively motivating effect upon students of lower socio-economic backgrounds, however there is little research which highlights student voice. This study provides an in-depth analysis of the lived experiences of an at-risk youth cohort at an Adelaide-based Enterprise Academy, School Inc. It offers insights into the culture, materials and practices of the school and sets these alongside students' experiences to unpack the central themes associated with developing an enterprising mindset. The study is broken down into two phases. The first phase of the study entails interviews with school leadership and staff to understand the pedagogical practices. The second phase seeks to understand how positive psychology and business innovation influence the student learning experience, considering what motivates students to persist in the context of alternative provision. Interpretive phenomenological analysis provides the ability to identify the key themes influencing the enterprise education phenomena. Findings reveal that self-awareness, an ability to approach others for support and having clear means of intrinsically motivating action were central to the foundations of enterprise schooling as a phenomenon. It is from these findings, grounded in fundamental principles from psychology and transformative pedagogies, that key recommendations for alternative

schooling provision of this sort are formed.

Keywords: *Alternative provision, enterprise education*

Biography: Olivia Rinato is a final year PhD candidate in the field of Enterprise Education. Her research focuses on the alternative provision of Enterprise Schooling for an at-risk youth cohort. Enterprise education combines the disciplines of positive psychology with business innovation.

Abstract: 15	Time: 11:00am–11:30am

Teaching for Social Justice Education?: Australian Teacher Educators' Understanding of Critical Pedagogy in their Practices

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Abstract: The Australian Institute for Teaching and School Leadership (AITSL) calls for greater emphasis on developing Pre-service teachers (PST) understanding of critical education in schools. A push for more emphasis on critical knowledge and pedagogies among PST has brought about renewal in both agendas and policy across Initial Teacher Education (ITE) courses Australia wide. Yet there remains a paucity of empirical research which seeks the viewpoints of teacher educators on their understanding of critical pedagogy and how they apply this in their practice. Underpinned by a critical pedagogical framework, this study seeks to identify how Teacher educators view CP in their practices. Using a qualitative case study approach, 6 teacher educators from a public Australian university were interviewed about their thoughts and experiences on critical pedagogy, and their classroom practices were observed. Findings suggest that while there was no commonly accepted definition or understanding of critical pedagogy, about half the participants in this study neither ascribe their teaching exclusively to critical pedagogy nor teach about CP as a distinct teaching approach to their students. Instead, teacher educators considered CP a pedagogical approach for them to express different values and for students to bring their interests into the classroom. However, the observations of teachers in their natural classroom settings reveal that principles of CP firmly underpin most of their teaching approaches and strategies. By sharing these narratives, I demonstrate the possibility for CP-informed pedagogies to enhance critical education, paying particular attention to other salient hindrances that impede the execution of CP within university-based teacher education in Australia.

Keywords: *Critical Pedagogy, Teacher Educators, Pre-Service Teachers, Initial Teacher Education*

Biography: I am a 2nd year PhD student, preparing for the mid-candidature review in 6 weeks while working on a series of discussion chapters planned for publication. My research attracts critical theories, especially critical pedagogy pioneered by Paulo Freire, critical teaching in initial teacher education and schools in Australia, to unveil CP's implications on social justice educational agendas.

Abstract: 16	Time: 11:30am–12:00pm

Partnering for hope: Critical participatory action research with young people seeking asylum in Australia

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Abstract: Globally and in Australia, the social inclusion and educational access of people seeking asylum are severely constrained by complex architectures of exclusion, while there remains a dearth of research into participatory action or educational community organisations led by students seeking asylum. This paper investigates the formation of a grassroots organisation, the Hope Co-Operative (HOPE), comprised by students seeking asylum in solidarity with several Australian citizens, including myself. As co-designed participant research praxis, it aimed to contest protracted educational exclusion of asylum-seeking students, and to understand the practices and arrangements that comprised this contestation.

The paper posits a hybrid conceptual lens: the theory of practice architectures, a Levinasian notion of human dignity, and Arendt's concepts of political rights and evildoing. It explores the challenges and affordances of a CPAR methodology for transformation and impact within socially unjust conditions. It discusses participant research, co-design and ethics-in-practice, particularly in terms of co-participants experiencing extreme precarity. The paper foregrounds practices and practice architectures of the emergence and governance of Hope Co-Op, and how these shaped and were shaped by one another.

This paper examines the study's findings that an ecological niche for hope and possibility can be created by a symbiotic nexus of practices that are particularly characterised by relatings and social-political arrangements of egalitarian and empathic solidarity. It concludes with a focus on the possibilities suggested by Partnering for Hope that the impacts of powerful institutionalised architectures of exclusion are able to be contested by humane, bottom-up and co-operative critical praxis.

Keywords: *Asylum seekers, Refugees, Education, CPAR, Ethics, Participant research, Practice architectures.*

Biography: A recently completed doctoral researcher at Monash University, Sally Morgan's ongoing work builds on eight years of educational and advocacy work with asylum-seeking and refugee background students. She is Secretary of the HOPE Co-operative, run by and for asylum seeker students, and is particularly interested in praxis and participatory research.

Abstract: 17	**Time: 12:00pm–12:30pm**

The development of critical consciousness in academic high-achievers

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Abstract: This research seeks to understand the development of critical consciousness in academically high-achieving students. These students possess latent potential for social justice because they often develop some level of privilege and talent from their academic achievements. This mix of privilege and talent should therefore be operationalized as a meaningful means of combating oppression rather than as an unintentional means of

reproducing social inequality. However, the mechanisms of social reproduction are complex, and further research is needed to understand the role of academic high-achievers in relation to issues of systemic oppression. I argue that the social justice potential of these students could be realized through the development of their critical consciousness. Critical consciousness refers to an individual's engagement with oppressive or unjust practices. In this mixed methods research project, 235 university students who attained Australian Tertiary Admission Rankings in the 90th percentile completed a survey that measured their critical consciousness. This survey also collected demographic information such as race, gender and sexual identity. From this first phase of data collection, 15 participants were then interviewed to further explore the experiences that affected their development of critical consciousness. The quantitative findings of this research suggested that it is possible for academic high-achievers to develop critical consciousness. Thematic analysis of the qualitative data emphasised both the importance of diversity in schools and the need for relevant curricula as a means of developing critical consciousness in the academically talented.

Keywords: *Critical consciousness, Academic talent development, Gifted education, Critical pedagogy, Social justice*

Biography: I am a final year PhD candidate at Monash University's Faculty of Education. My research interests include academic talent, critical pedagogy and sociology of education. Outside of educational research, I teach secondary school English and EAL.

RESEARCH FROM GUEST PRESENTERS FROM VNU-ULIS

Parallel Presentations - Afternoon Sessions
1:30pm - 3:30pm

INCLUSIVE AND EQUITABLE EDUCATION

Abstract: 18   **Time: 1:30pm–2:00pm**

Evidence-based teaching practices for teachers of autistic and ADHD students: A pilot evaluation of the AllPlay learn professional learning course

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Abstract: Professional development to support the teaching of students with disability and developmental challenges is recognised as a top priority by Australian teachers. However, finding evidence-based, accessible and cost-effective professional development can be

difficult. The AllPlay Learn professional learning course for Victorian school teachers and educational professionals is a free, online, 4-6 hour, self-paced course focused on strengths- and evidence-based classroom practices that support the inclusion of children and students with disability in education. This research aims to conduct a mixed-methods pilot evaluation of the AllPlay Learn course for primary school teachers of autistic students, and secondary school teachers of students with ADHD. Three studies will examine 1) the impact of engagement with the AllPlay Learn course on teacher behaviour and factors associated with the use of inclusive teaching practices, 2) teachers' experiences implementing the AllPlay Learn strategies in their classrooms, and 3) the impact of teachers' engagement with the AllPlay Learn course on self-reported students' perceptions of the inclusion climate in their classroom and their psychological wellbeing. It is expected that engagement with the AllPlay Learn professional learning course will provide teachers with the knowledge and resources to make meaningful strengths- and evidence-based adjustments to their teaching in response to the individual needs of their students. It is expected that teacher attitudes towards the use of inclusive teaching practices, their belief in their ability to do so, and student wellbeing will be positively affected after teachers complete the AllPlay learn course.

Keywords: *inclusive education, autism, ADHD, professional development, teachers.*

Biography: Rachel Ho and Clare Nowell are both PhD candidates and provisional psychologists from the combined Master and PhD in Educational and Developmental Psychology. Both are interested in how educational research can transform the landscape of inclusive education for children with autism and ADHD.

| **Abstract: 19** | **Time: 2:00pm–2:30pm** |

Factors Influencing Teacher Self-efficacy for Inclusive Education: A Systematic Literature Review

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Abstract: Inclusive schools raise our collective social capital and thereby build our capacity to develop inclusive societies of tomorrow. Empowered teachers who are confident and capable to include all learners support the building of thriving education communities. This presentation presents on how teacher self-efficacy has been measured and the factors that influence the perceived self-efficacy of teachers within inclusive schools. A systematic search for literature examining teacher self-efficacy for inclusive education practices yielded 71 studies illustrating that self-efficacy beliefs related to inclusive education impact teaching practices and could positively impact on students. Analysis revealed that teaching experience and teaching context impacted self-efficacy. Knowledge of inclusive education policies elevated the self-efficacy beliefs of teachers. Confidence in teaching in inclusive classrooms, pre-service teacher education, professional learning and experiential contact with people with disability were also influential.

Keywords: *attitudes, self-efficacy, collective efficacy, inclusive education, school staff.*

Biography: Emma Wray is a PhD candidate, teacher and school leader. Emma has developed and delivered professional learning programs and resources in the area of

inclusive education for Australian schools. Emma's research interests include: Teacher self-efficacy for inclusive practices, whole school collective efficacy for inclusive practices, access to education for diverse learners.

Abstract: 20	**Time: 2:30pm–3:00pm**

Teachers' Attitudes and Self-efficacy toward Inclusive Education in Mainland China: A Systematic Literature Review

Yanlin LONG
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Abstract: Teachers are seen as central to education and have key significance for inclusive education success. Positive attitudes and high self-efficacy beliefs about inclusive education are therefore argued to play a considerable role in implementing this educational change. This study aims to examine the development of teachers' attitudes and self-efficacy of inclusive education philosophy and practice in mainland China. Through a systematic search across ten electronic databases from 2012 to 2023, we identified 13 quantitative studies. The results indicated that although Chinese teachers' self-efficacy reached medium to upper-middle levels, their attitudes regarding inclusive education tended to be ambivalent or neutral. Furthermore, teachers's attitudes and self-efficacy remained relatively stable over the past decade. Several variables were discovered to influence these psychological attributes, including teachers's knowledge about inclusive education, their training and teaching experience, and the inclusive climate of the school. In light of these findings, we discuss the importance of enhancing teacher education programs and emphasize the necessity for ongoing professional development.

Keywords: *Teachers, Attitudes, Self-efficacy, Inclusive education.*

Biography: Yanlin Long is a PhD student at Monash University. Her research interest focuses on examining teachers' attitudes, self-efficacy, and intentions regarding inclusive practices within the Chinese context.

Abstract: 21	**Time: 3:00pm–3:30pm**

Teachers' Attitudes Toward Inclusion of Students with Hearing Impairment in Saudi Arabia

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Abstract: The education system in Saudi Arabia has seen significant improvements due to the National Transformation Plan 2030 Vision. As part of this plan, the Ministry of Education has undertaken the process of inclusion to ensure that all students with disabilities are included in regular school classrooms. Teachers play a crucial role in implementing inclusion for students with hearing impairments in particular. This study focuses on the attitudes of teachers towards including students with hearing impairments in regular schools in Taif, Saudi Arabia. Additionally, the study explores the strategies that teachers use to accommodate students with hearing impairments in their classrooms, as well as the support they receive. The study used a mixed-method design, with 372 teachers participating in the TAIS survey and ten teachers involved in semi-structured

interviews. The results show that teachers in Taif hold negative attitudes towards including students with hearing impairments, and that male and female students are accommodated differently. Male students with hearing impairments are placed in segregated classrooms, while female students are included in regular classrooms. Teachers also expressed their need for more training and preparation to effectively implement inclusion as part of the 2030 Vision of the Ministry of Education plan in Saudi Arabia. The study's findings have the potential to inform Saudi Arabian policymakers to enhance inclusive education practices in regular schools and equip teachers with the necessary resources to attain the 2030 Vision of Education objective.

Keywords: *Teachers, attitudes, inclusion, hearing impairment, Saudi Arabia.*

Biography: Sultan, a PhD student at Monash University, is passionate about studying teachers' attitudes and their impact on inclusion for students with disabilities. His research interests include exploring the attitudes of teachers, examining inclusion practices, and studying students with disabilities.

TEACHER PROFESSIONAL DEVELOPMENT

Abstract: 22   **Time: 1:30pm–2:00pm**

'Asking the question is the key': Chinese kindergarten teachers support children's spatial reasoning through a Playworld Approach

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Abstract: Spatial reasoning is a recognised pathway to improved science, technology, engineering and mathematics (STEM) performance and entry into STEM careers. A range of research indicates that there is a strong link between children's early spatial reasoning and their future mathematics achievements. Although teachers acknowledge the importance of spatial reasoning for the development of mathematics, there is little research on how teachers can embed activities about space reasoning into their practice (Bates et al., 2023). Hence, this paper explores how Chinese kindergarten teachers use an innovative play-based teaching approach, Mathematical PlayWorlds approach (Li & Disney, 2020) to promote children's spatial reasoning skills in imaginative play. This study collected multiple sources of data, including video observation, interviews, focus group discussions with teachers, documentation (i.e. lesson plans and teachers' reflections on Mathematical PlayWorld) and field notes. The dialectical-interactive approach from Hedegaard (2008) was applied to interpret and analyse the interaction between teachers and children. The analysis of the findings shows the important role of teachers in imaginative play, where they can use dramatised questions to drive play and expand children's understanding of spatial reasoning. Further, this study argued that Mathematical PlayWorlds offers an effective way to help teachers reflect on the questioning techniques they use in their daily practices in teaching mathematics.

Keywords: *Cultural Historical Theory, Play, Mathematics, Chinese Early Childhood Teachers.*

Biography: Wenxuan Zhang is a Ph.D. student at Monash University. Her research interests focus on the early childhood mathematics education in China, with specific

emphasis on applying cultural-historical perspectives to understanding play-based pedagogy in children's mathematics development.

Abstract: 23   **Time: 2:00pm–2:30pm**

Exploration on the pedagogical practices of Chinese private kindergartens from the perspective of teachers and parents

Siyan JIANG
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Abstract: This research is focused on pedagogical practices employed by private kindergartens in China. Kindergartens in China consist mainly of public and private kindergartens. Within China, it is not uncommon for the general public to express a preference for public kindergartens over private ones. From 2011 to 2021 private kindergartens represented a larger proportion of Chinese kindergartens in comparison to public ones. Research in public kindergartens has investigated pedagogical practices
being implemented in Chinese kindergartens. However, the teaching practice of private kindergartens in China has yet to be understood despite private kindergartens playing a pivotal role in the provision of early childhood education. To address this gap, this study aims to explore pedagogical practices being implemented in Chinese private kindergartens from the perspectives of teachers and parents. Using a qualitative case study approach, this study will examine three main types of private kindergartens (i.e., private elite kindergarten, private affordable kindergarten and unregistered kindergarten) in different provinces of China. My proposed study will involve video observations of teachers' practice implemented in different kindergarten classrooms, and in-depth, semi-structured interviews with teachers and parents, as well as teachers' assessment and planning documentation. The intent is to develop a detailed picture of the type of pedagogical practices being implemented in these three private kindergartens. This study will contribute to understandings of pedagogical practices being implemented in a Chinese early childhood educational context. As China pays close attention to the transformation of private kindergartens in recent years, the research results may also contribute to this transformation.

Keywords: *Pedagogical practices, kindergarten education, Chinese private kindergartens, teachers, parents.*

Biography: Siyan Jiang is a PhD candidate at Monash University and also an early childhood education teacher. Her research interests include the teaching practice, and the notion of play pedagogy in different social and cultural contexts. Her doctoral study focuses on exploring the pedagogical practices in Chinese private kindergartens.

Abstract: 24   **Time: 2:30pm–3:00pm**

A Systematic Literature Review of Student, Parent and Teacher Experiences of Mathematics Education in Multicultural Classrooms

Nilushi Minoli DEDIWALAGE
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Abstract: This systematic literature review examines research on student, parent, and teacher experiences of mathematics education in multicultural classrooms. Focusing on a P-12 mathematics setting, this review examines 34 studies published within a 20-year period from 2002 to 2022. It aims to answer the following questions: (1) What are the challenges faced by students, parents, and teachers in mathematics education within a multicultural classroom? (2) What are the dispositions of the students, parents, and teachers towards mathematics education within a multicultural classroom? The literature addressed a number of emergent themes such as Relationships, Parental Involvement, Racial Narratives, Culturally Responsive Pedagogy, and Teacher Diversity which contributed to the formation of student, parent, and teacher experiences. The exploration of these themes was viewed through a lens focused on the challenges and dispositions of students, parents, and teachers as they traverse the mathematics education journey in an increasingly multicultural setting. The interrelationship of the themes in shaping the experiences and dispositions of these participants is also highlighted, revealing that providing an environment that fosters positive experiences should be the ultimate goal. This encourages greater parental involvement by fostering positive relationships between students, parents, and teachers, leading to better learning outcomes for students. As such, it is recommended that future research focus on this experience triad within a multicultural mathematics classroom setting in order to further understand where investment in pedagogy reform and teacher development should be targeted.

Keywords: *mathematics, multicultural classroom, experiences, culturally relevant pedagogy*

Biography: Nilushi Minoli Dediwalage is a doctoral candidate at Monash University in Australia, and her research focuses on mathematics education in a multicultural context. She is also a school teacher and a Mathematics Learning Specialist. Her interests are in Mathematics Education, Culturally Responsive Pedagogy, Multicultural Education and Social Justice.

Hybrid Professional Becoming: The Novel way to View the Language Teachers

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Abstract: 25	**Time: 3:00pm–3:30pm**

Hybrid Professional Becoming: The Novel way to View the Language Teachers

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Abstract: Employing hermeneutic phenomenological narrative (HPN) enquiry, this research sought to understand how immigrant English language teachers (ELTs) in Australia constituted their professional identity (PI) in relation to their lived experiences over time. The key research problems in this study were identified as first, the misrecognition of their identity in Australian context in terms of the "binary logic" of native English-speaking teachers (NEST) — non-native English-speaking teachers (NNEST), and second, the lack of research representing the transnational ELTs' whole life in the field of language teacher professional identity. Sixteen immigrant NNESTs in Australia participated in the study. An innovative method of HPN enquiry under the methodological approach of hermeneutic phenomenology was employed in the data generation and analysis processes. While investigating the research questions involving how the ELTs' professional identity constitution happened since early childhood up until now, including their imagination of PI in the future, the lack of a complete theoretical frame to conduct

such research was identified. This followed by the data analyses entailed the emergence of a novel theoretical framing, "hybrid professional becoming" encompassing multiple transdisciplinary notions representing ELTs professional identity developed over time. Beyond the binary logic of NEST—NNEST, hybrid professional becoming was uncovered as an open-ended and unfinalized form of identity in the interplay of the transnational ELTs' professional agency vis a vis the ideologies of power, and their multiple axes such as race, language, and culture, and their intersections. Key to the process of hybrid professional becoming were the interaction of the ELTs' desire in terms of "will to power" and body's power of affecting and being affected in the identity formation process. Beyond the binary relations of NEST — NNEST, through the practises of reflexivity; agency; solidarity; and productive imagination lead them realise their potential hybrid professional becoming as cosmopolitan teachers of English (CTEs). Implications of hybrid professional becoming suggest unanimous recognition and practice of this in the professional contexts and beyond. This promises one way to address the critical issue of teacher shortage in Australia and ascertain multicultural and egalitarian values of acknowledging the CTE's transcultural professional and cultural backgrounds. The professional recognition of the hybrid professional becoming by the practice and policy is not only the precursor of normalising interculturally enriched cosmopolitan professionalism fostering culturally responsive teacher capabilities to ensure intercultural and ethical English language education.

Keywords: N/A

Biography: Nashid Nigar is currently teaching postgraduate courses at the Melbourne Graduate School of Education (MGSE). Nashid's teaching career involved teaching English language and literacy, academic literacy across sectors in Australia and overseas. She has also taught undergraduate and postgraduate teacher education courses across universities and supervised educational research projects at MGSE. Nashid is towards the very end of her PhD on language teacher professional identity at the Faculty of Education, Monash University, supervised by Professor Alex Kostogriz (Monash Education) and A/Professor Jason Beech (MGSE). Nashid's current research projects focus on professional identity of language teachers and language and literacy learning and teaching in Australia and overseas.

LEADERSHIP AND POLICY IN EDUCATION

Abstract: 26	Time: 1:30pm–2:00pm

An Analytical Exploration of Leadership Selection Processes in Indonesian Islamic

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Abstract: This qualitative study delves into the dynamics of leadership selection processes in Indonesian Islamic schools, a topic often overlooked in educational leadership in Indonesia. This study uncovers the underlying reasons and pathways for individuals ascending to school leadership positions, and the implications of such processes for the institutions they lead. The study utilised in-depth interviews with 25 Islamic school leaders. Findings reveal a paradoxical scenario in leadership appointments. A minority of participants consciously aspired to and navigated competitive selection processes to acquire leadership positions. These individuals often demonstrated strategic foresight and underwent formal leadership training. However, the majority of principals received their promotions as a result of outside factors, often with little or no formal training, but fortified

by their religious alignment and the trust placed in them. This group displayed a strong alignment with religious values and trust, which superseded conventional leadership selection criteria, pointing to the cultural context of Islamic schools. It elucidates the multifaceted nature of leadership appointments in Islamic educational institutions, emphasising the role of trust and religious alignment. Simultaneously, it reveals the potential limitations of such practices, especially concerning the unpreparedness of many school leaders for their roles. This study holds the potential to inform and reform educational leadership policy and practice, fostering a delicate balance between trust, religious understanding, and essential leadership skills for more efficient and effective school leadership within the specific context of Islamic schools in Indonesia.

Keywords: *School leader's selection, Islamic school leaders, school leadership*

Biography: Yasni is a final PhD student at Monash University. His area of research project is Educational Leadership and Islamic Education.

Abstract: 27	Time: 2:00pm–2:30pm

Negotiating Mess and Connecting with Community
Towards Contextualising Food-related Public Health Policy

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Abstract: Recent studies have indicated that 40% of populations in high-income and low-middle-income countries do not adhere to their national dietary guidelines. In Australia, <2% of women attained the intake of vegetables recommended by the 2013 Australian Dietary Guidelines. This is startling considering the diet-related non-communicable diseases faced by most countries globally (e.g., cardiovascular diseases, type II diabetes, osteoporosis).

Two decades of Public Health interventions focusing on obesity and malnutrition in Australia have met with mixed results, while 'high risk' categories have slowly become the 'new normal'. One possible reason for this is the disconnect between dietary guidelines and the 'messy' contextualised social worlds that people inhabit. The varied ways in which individuals and communities source, prepare, consume and learn about food are not reflected adequately in current Public Health policy.

Focusing on how people interact with and learn about food within communities, this research project draws on approximately 160 hours of ethnographic fieldwork over five months and interviews (n=12) with participants at a local community centre. Drawing conceptual inspiration from the fields of Food Pedagogies and Affect Theory, this project explores the roles of place, identity and memory in the exchange of food knowledge(s). It argues that an appreciation of how people find/create emplaced and affective meaning with food can provide critical new perspectives on how to tackle complex food-related issues. This project can also give insight on how to make public health interventions more relevant to a diverse range of individuals and communities.

Keywords: *Food Pedagogies, Public Health, Nutrition, Community Pedagogies*

Biography: Deborah has a BA(Hons) in Anthropology which she completed at Melbourne University as well as a Graduate Diploma in Human Nutrition from Deakin University. She

is also a qualified chef with extensive industry experience and a community food educator based in Melbourne's inner-west suburbs.

Abstract: 28	**Time: 2:30pm–3:00pm**

Does Context Matter in School Leadership? A Case of the Basic Education Sector of Ghana Education Service

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Abstract: Ghana Education Service (GES) is managed hierarchically at all levels, with headteachers at the lower level of the hierarchy. Headteachers are leaders at the school level who preside over and are responsible for the school's daily activities in their contexts. Context is an inherent determinant of leadership, considering that leading occurs within the cultural spaces of school institutions. Contextual leadership emphasis was dropped in the early 20th century with the emergence of salient contemporary leadership theories such as transformational and charismatic leadership. Meanwhile, a growing body of evidence suggests the relevance of context in leadership. How GES headteachers accommodate the subtleties of context in leadership is less researched and, hence, less understood. This study aims to examine the contextual factors present in GES headteacher leadership and explore contextual leadership mores implemented by headteachers. The study is a PhD project that involves a rapid literature review, critical discourse analysis of GES policy documents, and interactional ethnography to investigate contextual leadership practices among six GES headteachers across Ghana. The rapid review showed a lack of leadership training programs as headteachers enacted idiosyncratic practices, while the CDA established that headteacher leadership implies accountability, subjugation, responsibilization, and obligations with constraint. Preliminary themes emerging from the ethnography confirm these findings as new contextual leadership concepts begin to surface. This study will provide an avenue for understanding how headteachers enact their leadership practices, thus expediting leadership theorization within Ghana and GES.

Keywords: *GES, Context, headteacher, leadership.*

Biography: Philip Saagyum Dare is a PhD candidate at Monash University in Melbourne, Australia. His work focuses specifically on Headteacher leadership at the Early Childhood Education level. He is also interested in family and parenting, especially fathers' involvement in children's education and general empirical research surrounding child development..

Abstract: 29	**Time: 3:00pm–3:30pm**

Principals' transformational leadership and teachers' emotional intelligence in conflict-affected countries: A study of Takhar high schools, Afghanistan

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Abstract: Transformational leaders are role models for their followers, they pay attention to the different needs of the followers. Principals' effective use of transformational

leadership skills affects teachers' emotional intelligence and job satisfaction. There is a paucity of research focusing on principals' transformational leadership and teachers' emotional intelligence in conflict-affected countries, particularly in the Afghanistan context. This study explored the relationship between principals' transformational leadership and teachers' emotional intelligence in Takhar High School, a conflicted country in Asia. It also investigated the differences in the level of teachers' emotional intelligence by their demographic variables, i.e. gender, education qualification, teaching experience, and school location. Using a survey questionnaire, the author collected data from 395 randomly selected teachers from Takhar high schools, Afghanistan and statistically analysed them using SPSS, Version 26. The study found a statistically significant positive correlation between principals' transformational leadership and teachers' emotional intelligence. It also revealed that there were statistically significant differences in the level of teachers' emotional intelligence by their demographic factors: gender, education, work experience, and school location. Female teachers had a higher level of emotional intelligence than their male colleagues, teachers with higher education qualifications and teaching experience had a higher level of emotional intelligence and teachers based in urban schools had a higher level of emotional intelligence than those in rural schools. The study's findings will be helpful in the improvement of policies to advance principals' transformational leadership and teachers' emotional intelligence in the Afghan context and other conflict-affected countries.

Keywords: *Transformational Leadership, Emotional Intelligence, School leadership and management, Afghanistan Education system*

Biography: Abdul Qawi Noori is a PhD student in the Faculty of Education at Monash University. His research interests are inclusive leadership, students' sense of belonging in higher education, data-driven decision-making, school management, and leadership.

DIGITAL LEARNING & TRANSFORMATION

Abstract: 30   **Time: 1:30pm–2:00pm**

Feasibility and Acceptability of Telehealth Sleeping Sound for Primary-School Aged Autistic Children

Samantha LEWIS
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Abstract: Approximately 50-80% of autistic children experience sleep problems, which negatively impact a range of domains including classroom behaviour and academic performance. Behavioural sleep intervention (BSI) can improve sleep and broader outcomes; yet, is not very accessible nor necessarily provided in an 'autism-friendly' context. Although growing research supports the use of telehealth with autistic children, there is little evidence for telehealth BSIs specifically. This study, as part of a larger research program at the Monash Krongold Clinic, aimed to evaluate telehealth delivery of a BSI for autistic children called Sleeping Sound. Using a pragmatist epistemology and mixed-methods approach, Sleeping Sound was trialled with 61 families of autistic children with sleep problems, via telehealth. This study focusses on qualitative analysis of data from ten semi-structured interviews with caregivers who experienced the intervention. The primary outcomes are feasibility and acceptability. Using template analysis, an initial coding template was created with a priori feasibility and acceptability codes informed by constructs

identified in the research literature. The template was iteratively refined across five transcripts and the remaining transcripts coded to the final template. Preliminary results suggest that Sleeping Sound can be feasibly delivered via telehealth and that caregivers found it acceptable. Caregivers speak positively about Sleeping Sound and the convenience of telehealth: "I've seen the value in it" and "it was a game changer". However, preference for in-person versus telehealth delivery is mixed thus far. Increased access to and flexibility of Sleeping Sound may improve outcomes for autistic children, including classroom behaviour and academic performance.

Keywords: *Autism, Sleep, Behavioural Intervention, Telehealth..*

Biography: Samantha Lewis (BA, BPsyScHons) is a third year PhD candidate with the Monash Krongold Clinic, supervised by Dr Nicole Papadopoulos, Dr Ana Mantilla, and Professor Nicole Rinehart. Samantha trialled telehealth delivery of a brief behavioural sleep intervention for autistic children to explore feasibility and acceptability, aiming to improve access.

Abstract: 31   **Time: 2:00pm–2:30pm**

Students' Voices on Online Learning: Constraints, Preferences, and Expectations

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Abstract: There is no longer an emergency situation that necessitates full online learning in education, as COVID-19 has ended. However, now that digital learning has become firmly established, its integration seems inevitable. Therefore, students' voices during their experiences of full virtual learning are crucial, allowing us to anticipate and create a qualified and well-prepared post-pandemic learning environment that integrates online classrooms. Studies into what students have undergone during online learning in the pandemic are still limited in Indonesia, especially in West Kalimantan as one of the provinces in the country and this research aims to fill that gap. The research utilized a quantitative method to gather the experiences of the participants during online learning, with the goal of describing the constraints, preferences, and expectations related to online education. The survey collected responses from 769 undergraduate students at the researched university. The findings suggest that, despite the major constraints of online learning, including stable internet connections and internet data quotas, these Indonesian students claim to be digitally literate and expect to continue experiencing online learning to complement the traditional face-to-face classrooms they deeply yearn for. The absence of interviews in this study invites further investigation to enhance the findings.

Keywords: *Online learning, constraints, preferences, expectations.*

Biography: Nining Ismiyani is a PhD student of Monash University Faculty of Education, Melbourne Australia. Her area of interests include technology assisted language learning, language education, teaching material development, and other subjects in the field of research in education.

Abstract: 32   **Time: 2:30pm–3:00pm**

Differentiation: A comparison between Emergency Remote Teaching and the face-to-face classroom

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Abstract: Differentiation has been acknowledged as an important classroom practice and a powerful way to cater for a wide range of learning needs. Many teachers find providing effective differentiation hard to achieve. Differentiation involves maximising the learning opportunities for each student which can be enacted by adapting teaching approaches, instruction, resources, or classroom activities. In 2020 teachers and students moved to teaching and learning online during the Covid-19 pandemic. This time was known as 'Emergency Remote Teaching' or ERT. Teachers had to adapt their teaching and learning practices very quickly to suit the online learning environment. As a part of an extensive qualitative study grounded in a constructivist learning theory two semi-structured interviews were conducted with eight teacher participants from Victorian schools in late 2020. These interviews investigated what teachers are cued into noticing in the primary mathematics classroom. One interview was conducted during ERT, and the second was conducted after returning to the face-to-face classroom. Teachers reported finding it more challenging to differentiate the learning in the online environment. This presentation will share participants' experiences of adapting their teaching practices in ERT and the difficulties they faced differentiating effectively. In order to differentiate effectively and find the right level of challenge for each student, participants all used levelled groups and tasks in the online environment even if this was not their usual teaching practice in the face-to-face classroom. The reasons why participants chose this approach in the online environment and how this differed from their regular teaching practice in the face-to-face classroom, which involved using more open-ended, rich tasks, will be discussed. Returning to teaching post Covid it is important to reflect on the implications of these findings for our future teaching practices across diverse learning environments.

Keywords: *Teaching practices, differentiation, online, primary teachers..*

Biography: I am in the last year of my part-time PhD. I have over 20 years experience as a primary school teacher. I have also been a sessional lecturer with Monash since 2015.

LANGUAGE EDUCATION AND LITERACY (2)

Abstract: 33   **Time: 1:30pm–2:00pm**

Empowering young people: understanding English teachers who discuss stories and issues in the news with their students

Kirk WEEDEN
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Abstract: In the face of public concerns about fake news and increasingly hostile public debate about social issues, schools have a role to play in developing democratic citizens who can engage in constructive and informed dialogue with others about the world around

them. With a curriculum scope that foregrounds language, media representation and communication, secondary English teachers in Australia are well placed to have a lasting impact on their students' growth as informed and critical citizens. In this way, classroom discussions around stories and issues in the news can be rich and instructive democratic learning opportunities. Yet despite this, scholars know very little about the identities of English teachers in Australia who engage in such dialogue with their students – let alone how they do so and the challenges they face. In light of this and drawing on a qualitative reflexive thematic analysis of interviews and focus group data with a group of six teachers, this paper explores the beliefs, identities and practices of secondary English teachers who discuss news stories and current issues with their students. The findings suggest that while teachers view their work positively as a means of empowering young people, they also face a range of cultural and political barriers to helping their students access and participate in discussions. The findings support the view that while classroom conversations about current affairs are increasingly complex, one of the keys to managing them is building a respectful and communicative classroom environment.

Keywords: *classroom discussion, English, news, issues*

Biography: Kirk Weeden is a PhD student broadly interested in English teaching and democratic citizenship.

Abstract: 34　　　　　　　　　　　**Time: 2:00pm–2:30pm**

Promoting Indonesian Pre-Service Teachers' Building Ideas in Academic English Writing Classroom

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Abstract: Building ideas is a central aspect of academic writing, and collaborative talk is a well-established way of doing this. The process of constructing knowledge involves a dialogic process in which students co-construct, co-fortify, and negotiate ideas to create new knowledge and understandings (Zwiers et al., 2014). Limited studies examine how students converse with others to build ideas in the context of additional/foreign language learning. This raises an issue when implementing dialogic pedagogy in other contexts and cultures; particularly when the medium of instruction is not students'/teachers' home language or where teachers and students are accustomed to transmissive modes of teaching. Additionally, studies commonly focus on teacher-student talk rather than student-student interaction. The current research is a case study using ethnographic methods investigating building ideas in an academic English writing classroom at a public university in Indonesia. The research participants comprised me (as a teacher educator and participant observer) and 12 PSTs. The data were collected in participant observation, self-reflective journals, and semi-structured interviews. The data were coded through three analytical lenses: dialogic, translanguaging, and positioning lenses, then analysed using a thematic approach. The preliminary findings show that (1) PSTs used specific talk moves to extend the discussion, for example: self-talk and question-to-question; (2) PSTs talked dynamically, ranging from consistently speaking content-related word(s) in one language to speaking in multilingually creative formation. I argue that dialogic and a flexible languaging process supported PSTs' individual idea development. This research has implications for promoting dialogic talk in EMI classrooms in non-English-speaking countries.

Biography: I am a third-year PhD student at Monash University. Before my PhD study, I taught TESOL to Indonesian pre-service English teachers. It was from 2012 to 2021. Currently, I teach Academic English at Melbourne colleges. I am interested in multilingualism, TESOL, teaching English for academic purposes, and Systemic Functional Linguistics.

Abstract: 35	**Time: 3:00pm–3:30pm**

Developing EFL Learners' Agency through Inner Speech

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Abstract: The sociocultural theory in language learning postulates that inner speech represents the internalization of the target language and reflects learners' proficiency levels. Research has shown that, despite its elusive nature, learners use inner speech to manipulate language forms, practice before speaking and writing, and imagine conversations for purposes of learning or language play. In parallel, agency is further important to learners as it fosters language learning even beyond the classroom. Although inner speech reflects self-control, the link between inner speech and agency is relatively understudied. Given the complexity of the two concepts and methodological demands to pursue such an investigation, the link between inner speech and agency has yet to be established in language education.

This study seeks to explore how inner speech of Saudi EFL learners play a role in developing their agency as language learners, and subsequently their language learning. The study will follow a qualitative case study design in which it will follow six university-level students enrolled in English language courses over the span of three months. The study will utilise three instruments: (1) semi-structured interviews to explore learners' perceptions on inner speech and language learning, (2) inner speech diary to shed the light on learners' inner speech related to language learning, and (3) task completion to observe how learners will use their private and inner speech in language learning. The study has potential implications to inform theory and practice in language learning in Saudi Arabia and language education, regarding developing language learners' agency and language learning.

Biography: Tahani Alosaimi is a second-year PhD at the School of Education, Monash University. She obtained her BA in English language from Taif University, Saudi Arabia in 2012. Tahani worked as an English language instructor before she completed her MA in Applied Linguistics from The University of Queensland in 2020.

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