Monash Education Research Community Presents

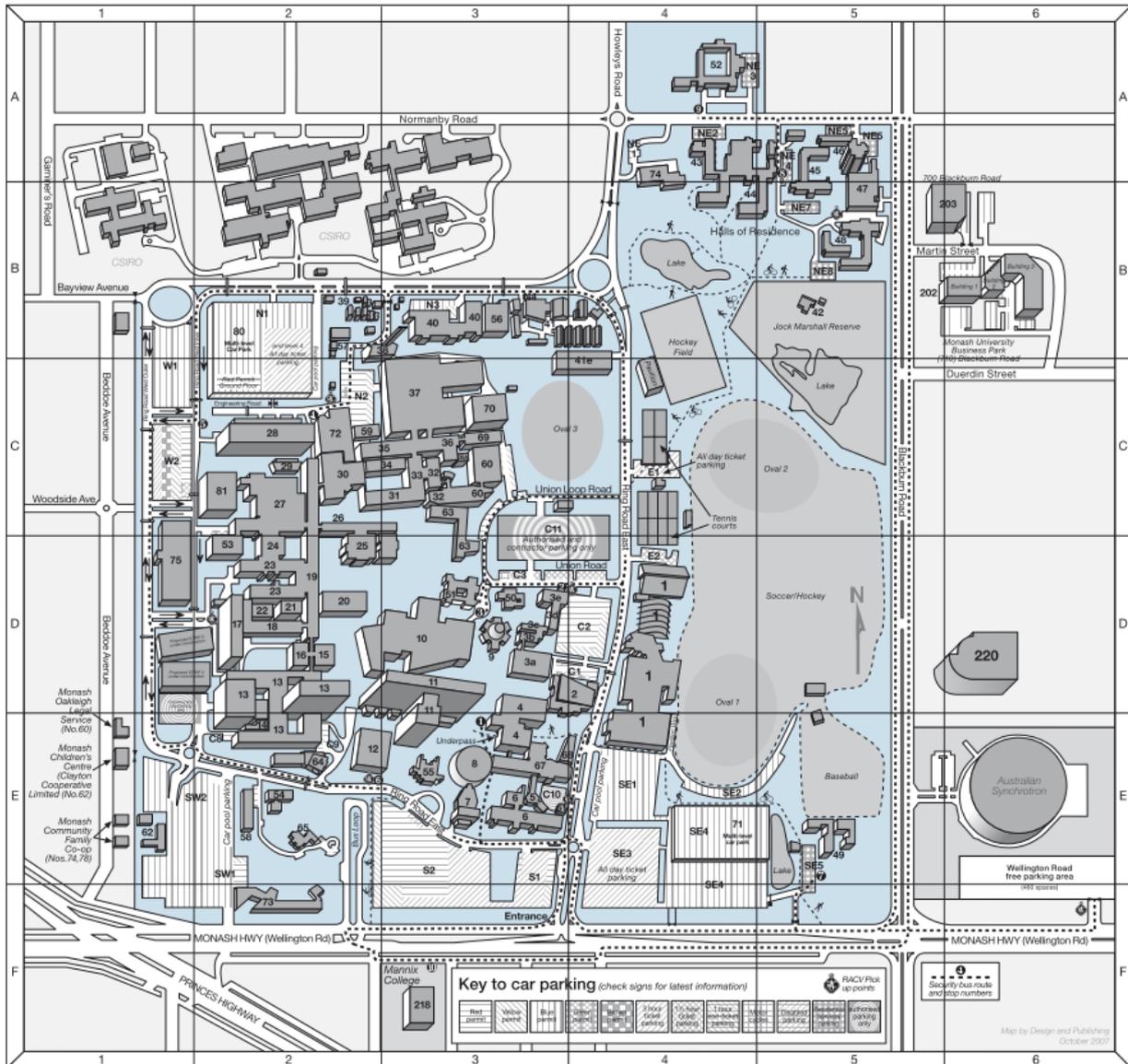# MERC Annual Conference

3 July 2009

Faculty of Education, Ground Floor, Building 6, Clayton Campus

Monash University Clayton campus

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2. Sir Robert Blackwood Concert Hall **D4**
3a. Administration Building 3a **D3**
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3c. Administration Building 3c **D3**
3d. Administration Building 3d **D3**
3e. Administration Building 3e **D3**
4. Sir Louis Matheson Library **E3**
5. Krongold Centre **E3**
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9. Religious Centre **D3**
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24. Science S5-S6 **D2**
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29. Science S13-S15 **C2**
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MONASH University

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MERC Conference 2009. Go Boldly: Act Locally, Think Globally
Friday July 3rd 2009 – Education Building (6), Monash University, Clayton Campus.

Time	Events				
8.30-9.00	**REGISTRATION**				
9.00-9.05	**WELCOME FROM MERC. WELCOME TO COUNTRY. Room G23**				
9.10-9.55	**MERC ANNUAL INVITATIONAL LECTURE ROOM Room G23** **Global Worldviews Realized Through "The Belladonna Effect"** *Professor Marilyn Fleer*				
10.00-11.00	**PAPER SESSION 1**				
	G 19 RETREAT room, Coffee/tea Resources	**G 23** **Local/Global Educational Contexts** **10:00 am** **1. Mico Poonoosamy** The International Baccalaureate Diploma Programme in Post-Colonial Mauritius as a Context for Reaffirming Local Identities and Knowledges **10:30 am** **2**. **Byanjana Sharma** Dynamic Perspectives of an ESL Parent on Literacy Practices in a Mainstream Primary School in Victoria	**G 25** **Local/Global Professional Practice** **3. Wing Keung Chan (Philip)** The Public School Reform in China before and after Credit Crunch 2008 **4. Brett Williams** Paramedic Graduate Attributes: Results from a Pilot Study	**G 29** **Local/Global Methodologies** **5. Avis Ridgway** Using Cultural-Historical Methodology for Understanding Childhood Development. **6. Gloria Quinones** Everyday Life Matters!?	**G34** **Local/Global Institutions** **7. Tamar Black** Acceptance and Commitment Therapy in the Classroom: A Preventative Approach **8. Kelly Reynolds** Re-negotiating Professional Identity: How do Learners Re-negotiate their Professional Identity following a Continuing Professional Education Experience?
11.00-11.30	**MORNING TEA Room G19 and FOYER**				

11.30-12.30	**PAPER SESSION 2**				
	G 19 **RETREAT room** **Tea/coffee** **11:30 - 12 noon** **Local/Global Methodologies** **33. Catherine Denney** "Closing the Gap": Indigenous Versus Non-indigenous Education Outcomes: Can Statistics Help? **12 noon** **RETREAT room** **Tea/coffee**	**G 23** Local/Global Educational contexts **11:30 am** **9. Hilary Monk** "Eating Sweet Treats": A Cultural-Historical Analysis of the Motives and Goals Imbued in a Shared Family Practice of Baking Biscuits **12:00 noon** **10. Liang Li** Socio-Dramatic Play Versus Children's Cognitive Development: A Cultural Historical Approach to Early Childhood Education	**G 25** Local/Global Professional Practice **11. Ahmad Munir** Indonesian Pre-Service English Teachers Learning Classroom Language: Theory into Practice **12. Katrina Tour** Technoliteracy and ESL at the Intersection: Contradictions and Challenges	**G 29** Local/Global Theoretical References and Methodologies **13. Thi Nhai Nguyen and Thuy Linh Le** Realigning English Language Teaching in Vietnam with the Globalization: A Critical Pedagogy Approach **14. Lorraine White- Hancock** *Spitballs, Woolly Nets and Symbiosis*: Negotiating Boundary Zones to Enable Innovation	**G34** Local/Global Institutions **15.Kimberley O'Brien** Self Esteem and Social Relationships for Early Adolescents in Transition from Primary to High School **16. Hosne Begum** Effectiveness of Professional Development that Focus on Inclusive Education for Secondary School Teachers in Bangladesh
12.30-1.30	**LUNCH ROOM STAFF ROOM 2.24**				
1.30- 1.35 1:35 - 2.15	**Presentation of Annual Publication Awards:** *Professor Ilana Snyder* **Graduate Panel Room G23 "Go Boldly: Career Trajectory"** Chair - *Professor Jane Kenway* Panel members – Dr. Judy Williams, Dr. Michael Henderson, Dr. Phan Le Ha				
2.15-3.15	**PAPER SESSION 3**				
	G 19 **Retreat space and tea/coffee**	**G 23** Local/Global Educational Contexts **2:15 pm** **17. Calvin Taylor** Adolescence-Mobiles-Literacies: A Local Reading of Global Literacy Discourses	**G 25** Local/Global Professional Practice **19. Marlina Ali** Investigate Problem Solving Process between Good Problem Solver and Poor Problem Solver from Metacognitive Perspectives	**G 29** Local/Global Professional Practice **21. Andrew Powell** Internationalising the Curriculum: Difference, Subjectivities and Power	**G 34** Local/Global Educational contexts **23. Mohammad Tariq Ahsan** Status of Primary Level Pre-service Teacher Education Curriculum for Implementing Inclusive Education in Bangladesh

	G 19	G 23	G 25	G 29	G 34
	Retreat space and tea/coffee	**2:45 pm** **18. Mahbub Alam Sarkar** A Framework to Examine Scientific Literacy in Curriculum Documents: Bangladesh Perspective	**20. Rafidah Aga Mohd Jaladin** Respecting Diversity: Becoming Multiculturally Competent Counsellors in Malaysia	**22. Shamsun Siddiqie** Intercultural Exposure through English Language Teaching: An Analysis of English Language Textbooks in Bangladesh	**24. Jahirul Mullick** Distributed Perspective on Leadership and Leadership Practice in Regular Government Primary Schools of Bangladesh

3.15-3.45	**AFTERNOON TEA ROOM G19** **POSTER PRESENTATIONS in Foyer** **34. Preman Rajalingam. What is Engineering?: Singapore Students' Beliefs about Engineering** **35. Hien Phan. Preschool Curriculum Reform: How Vietnam Early Childhood Teacher Education Responds to the Challenge.**

3.45-4.45	**PAPER SESSION 4**

	G 19	G 23	G 25	G 29	G 34
	Retreat space and tea/coffee	**Local/Global Educational contexts** **3:45 pm** **25. Phiona Stanley** Knowing Me, Knowing You: Constructing Western Teachers' Roles and Identities at a Chinese University	**Local/Global Educational contexts** **27. Teuku Zulfikar** I am a Muslim: Voices of Indonesian Muslim Youth in Australian Public School	**Local/Global Theoretical References and Methodologies** **29. Pui Ling Wong (Pauline)** A Dialectical Approach to Study the Relationship between Parental Education Values and Children's Development	**Local/Global System and Policies** **31. Maryam Ismail** Linguistic Capital: An Overlooked Factor in Poverty Reduction in Zanzibar
		26. Saad Alamer The Perceptions of Teachers and Parents Regarding the Characteristics of Gifted Children in Saudi Arabia	**28. Sue Plowright** In Search of the Quality Factor in Universities	**30. Sue March** Understanding the Language and Concepts of Cultural-historical Theory in the Context of Contemporary Russian Early Childhood Settings	**32. Hongzhi Zhang** China Higher Education Equity Policy Analysis: A Social Class Perspective

4.45-5.00	**Prize draw - we have five $50 book vouchers to give away, you must be present to collect your prize.** **PLENARY AND SUMMARY** *Professor Marilyn Fleer* **Room G23**

5.00	**WINE, SOFT DRINKS, CHEESE AND FRUIT – Room 2.24**

<p align="center">**MERC CONFERENCE 2009**</p>

<p align="center">**Go Boldly: Act Locally, Think Globally**</p>

<p align="center">***July 3, 2009***</p>

<p align="center">*The conference will be held in the Education Building 6, Clayton Campus,
primarily in rooms G 19, G23, G25 and G29 G 31 as well as in the Foyer area.*</p>

- General Information -

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

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

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

Poster Display
Participants are invited to view the poster presentations on display all day outside Room 2.24.

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

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

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

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

<p align="center">***If you have any further questions or concerns, please feel free to ask anyone at the reception desk – we are more than willing to assist.***</p>

MERC ANNUAL INVITATIONAL LECTURE

Global Worldviews Realized Through "The Belladonna Effect"
Professor Marilyn Fleer
9:10am- 9:55am
Room G.23

Marilyn Fleer is Professor of Early Childhood Education at Monash University and Research leader for the Centre for Childhood Studies. Currently she is the World President for the International Society for Cultural Activity Research. Marilyn has taught in universities since 1988. She has over 200 publications, and has work on a range of research projects covering early childhood education, technology education, science education, family studies and Indigenous education. Much of her conceptual work has concentrated on pedagogy, culture and learning in the early years.

Recent publications include:

Fleer, M., Hedegaard, M., and Tudge, J., (2009) (Eds.). ***Constructing Childhood: Global-Local Policies and Practices***, World Year Book Series, Routledge, New York.

Fleer, M., and Hedegaard, M., (2008). ***Studying Children: A Cultural-Historical Approach***. Open University Press, UK (with contributions from P.Hviid and J.Bang).

EARLY CAREER RESEARCHERS GRADUATE PANEL

Go Boldly: Career Trajectory
Professor Jane Kenway, Dr. Judy Williams, Dr. Michael Henderson, Dr. Phan Le Ha
1.35pm - 2.15pm
Room G.23

Abstract

What lies beyond a PhD degree? How should HDR students prepare themselves for the next stage of their career journey? This panel provides a platform for early career researchers to share their local and global trajectories and discuss possible opportunities before and after graduation in areas such as publications, funding grants, and the negotiation of national and international political climates.

PANEL CHAIR

Professor Jane Kenway
She is recognized internationally for her research expertise on the politics of educational change in the context of wider social, cultural and political change. Her more recent jointly written books are Haunting the Knowledge Economy (Routledge, 2006), Masculinity Beyond the Metropolis (Palgrave, 2006), and Consuming Children; Education-Advertising-Entertainment (Open University Press, 2001). Her more recent jointly edited book are Globalising the Research Imagination (Routledge, 2008), Globalising public education: policies, pedagogies and politics, (Peter Lang, 2005) and Innovation and Tradition: The Arts, Humanities, and the Knowledge Economy, (Peter Lang, 2004). She is widely acknowledged for her support and encouragement of early career researchers as evidenced in her jointly written Academic Support Kit (Sage 2004). This is a boxed set of books titled: Getting started on your research, Winning and managing research grants, writing for publication, Building networks, teaching and supervision and building your academic career. She is on the Editorial Boards of many A* and A peer refereed journals.

PANEL MEMBERS

Dr. Judy Williams
I was a primary teacher for approximately 25 years. I enrolled in my PhD in 2004 and during that time undertook sessional teaching in the Faculty of Education at Clayton and Peninsula. Near the end of my candidature I gained a full time position as lecturer at the Peninsula campus. I am teaching in the field of professional contexts, teaching studies and primary literacy. My research interests are teacher professional learning, including teacher education.

Dr. Michael Henderson
Michael Henderson was a classroom teacher for 10 years. His passion in professional development of teachers and issues surrounding technology mediated teaching and learning, led him to pursuing a PhD at James Cook University in Queensland. In 2004 he won an Australian Postgraduate Award and graduated in 2007. During this time he published 15 journal and conference papers and purposefully sought work as a Research Assistant, Tutor and Lecturer. In 2007, Michael joined Monash University as Lecturer in ICT in Education. Since 2007 he has continued to publish from his doctoral research as well as struggle with the difficult issue of establishing research networks and embarking on

new research projects which continue to support his research agenda. Finding a sense of identity within the research field has been a key theme throughout his PhD candidature and whilst being an Early Career Researcher.

Dr. Phan Le Ha

Dr. Phan Le Ha is a lecturer in the Faculty of Education, Monash University and holds honorary lecturer positions at universities in Vietnam. Her teaching and research areas include English as an international language, identity studies, TESOL, writing across cultures and international education. Phan Le Ha has published in international refereed journals and books. Her recent book with Multilingual Matters (UK) "Teaching English as an International Language: Identity, Resistance and Negotiation" (2008) examines how English language teachers see themselves as professionals and individuals in relation to their work practices, and reveals the tensions, compromises, negotiations and resistance in their enactment of different roles and selves, especially when they are exposed to values often associated with the English-speaking West. Phan Le Ha has served on the editorial and advisory board of several journals. She has also been invited to give keynote and featured presentations at international conferences and to deliver public lectures in different countries.

MERC CONFERENCE PAPER ABSTRACTS

Each paper presented will be of 20 minutes duration, with 10 minutes question time.

PAPER SESSION 1

G23 – Strand 1: Local/Global Educational Contexts

10.00 am
1. The International Baccalaureate Diploma Programme in Post-Colonial Mauritius as a Context for Reaffirming Local Identities and Knowledges

Mico Poonoosamy

Abstract
The world becoming a global village is a notion not new to anyone, but for the learner where to situate oneself intellectually and culturally in that world remains a crucial issue and a constant battle. This challenge is even more complex for former colonised states of Africa in their quest for national identity after colonial rule. For instance, the transition from a national educational programme to a (more) recognised internationalised program, the International Baccalaureate Diploma Programme, is a demanding task. Yet, the ability to do so is to go beyond one's geographical location and assimilate a dominant culture through knowledge. The issues explored are the impacts of the International Baccalaureate Diploma Programme on local students' identities and knowledges in former colonised states in Africa with a focus on Mauritius, former French and British colony. The leading research questions are: 1. Which knowledges and identities are privileged in the International Baccalaureate Diploma Programme (IBDP)? 2. What are the challenges faced by IB students to integrate the IB culture in post-colonial Mauritius? The claim for the judicious consideration of diverse cultural elements across the historical canvas is also made. These questions will be addressed by Identity and Learning theories and Post-Colonial theory.

Bio
Mico taught in an international school for four years in Mauritius. He came to Australia as an international student. He taught in three schools in Victoria and is currently teaching in a school in Melbourne, offering the International Baccalaureate Diploma Programme. Mico's areas of interest are philosophy, international education and cultural studies.

10.30 am
2. Dynamic Perspectives of an ESL Parent on Literacy Practices in a Mainstream Primary School in Victoria
Byanjana Sharma

Abstract
Being the parent of a ten-year old child, I became aware of the differences between schooling traditions in Nepal and in Australia, particularly in my own field of English literacy and language teaching, after my son started going to school in July 2008 in Australia. My curiosity about such differences led me to observe literacy lessons in my son's school and reflect on literacy practices in two countries – Australia and Nepal. In this paper, I will discuss how my perspectives have changed over time because of different factors. Those factors are my contact with school, my involvement in school activities, my observation of my son's literacy development and the changes that I found in him. The paper is a part of my proposed PhD research on "ESL parents' and teachers' perspectives on literacy practices in a mainstream primary school in Australia". I am using several data collection tools in my research, such as, focus group interview, in-depth interviews, field-notes, observation schedule for lessons, researcher's journal, school documents, and students' work. The paper is based on my reflective journal, classroom observation that I did during my background study and some of the literacy-related work that my son has been doing.

Bio
Byanjana Sharma has been a teacher educator for more than ten years in Nepal training primary and secondary pre-service English teachers. She is currently a candidate for PhD at Monash University. Her research interests include English language teaching and teacher training as well as understandings of ESL parents in Australia about how literacy is taught in primary schools.

G25 – Strand 3: Local/Global Professional Practice
10.00 am

3. The Public School Reform in China before and after Credit Crunch 2008
Philip Wing Keung Chan

Abstract
Network governance aims at initiation and facilitating interaction process between stakeholders, as a way of creating and changing network arrangement for better coordination of education (Rhodes, 1997). This project investigates network governance in State-Owned Enterprises schools (SOEs schools) in China. It focuses on the different independent actors

which need to exchange resources to achieve their objectives. In 1993, it was proposed that SOEs schools should separate from SOEs and be transferred to the Ministry of Education (MOE) as part of the process of implementing the modern enterprises system. However, the implementation of this decision has been uneven. This is partly due to the large number, and local factors affecting, SOEs schools scattered throughout China. It is also influenced by the emphasis on economic liberalism, market reform and a minimal state in China, which has been conveyed through free market advocates in China, together with privatization policies pushed by global organizations, such as International Monetary Fund, World Bank and Organization for Economic Co-operation and Development (OECD), since the 1980s. The "once-in-a-century" credit crunch 2008 is an opportunity to learn about the effects of market liberalism in public school reform in China and the way SOEs schools have negotiated the proposal to move from SOEs to MOE. It also permits reflection on the flaws in free market ideology and alternative ways of organizing public education that use neither state hierarchy approach nor market approach.

Bio
After completing the MEcon. (Hons) in Political Science in the University of Sydney, Philip worked in the Chinese University of Hong Kong and the University of Hong Kong for provision of I.T. in Education and Liberal study training to principals and teachers in Hong Kong. He was the director in Hong Kong Federation of Education Workers. Currently, Philip is co-convenor of MERC 2009 Clayton Campus.

10.30 am
4.   Paramedic Graduate Attributes: Results from a Pilot Study
Brett Williams

Abstract
The Australian paramedic discipline has seen a remarkable change in a number of areas including education, training, health care identity, and clinical practice particularly over the past three decades. There are no empirically-based graduate attributes for the Australian paramedic discipline. The objective of this study was to establish construct validity on the most important graduate attributes using exploratory factor analysis.
Data generated from a pilot study (n=63 content experts) rated the importance of 50 graduate attribute items. Exploratory factor analysis was then performed on the 50 items. Principal Component Analysis was applied to identify the number of factors followed by Orthogonal Varimax Rotation. Three different factor extraction techniques were used: Eigenvalue > 1 rule, Scree Test, and Explained Variance (70.3% - items with loadings greater than ± .40). The best fit from the pilot data generated a 10-factor solution. The ten factors were labelled as follows: personal characteristics, clinical reasoning skills, interpersonal and team skills, professionalism, continuing professional development, social awareness, flexible learning, accountability, evidence base practice, and self-directed practice. It is critical that empirically-based paramedic graduate attributes are agreed upon between industry and university groups, however, until this occurs, the national standardisation, accreditation, and benchmarking of education programmes will not be possible.

Bio
Brett is a senior lecturer at the Department of Community Emergency Health and Paramedic Practice, Peninsula Campus. He is currently undertaking his doctoral research part-time through the Centre for the Advancement of Teaching and Learning, and is about to be a dad for the fourth time.

G29 – Local/Global Diversities in Theoretical References and Methodologies

10:00 am
5.   Using Cultural-Historical Methodology for Understanding Childhood Development
Avis Ridgway

Abstract
How do the institutions including family, influence and shape possibilities in early childhood? Theorizing the inherent relations between childhood development and institutional practices is a challenge. As part of a wider study in an Australian community pre-school, this paper focuses on how using cultural-historical methodology led to the development of a conceptual tool for understanding institutional influences in childhood development over time. Undertaking field research in a former worksite for an Australian Research Council (ARC) project (Fleer and Gunstone 2005), challenged thinking about historic influences in childhood development and provided a cultural-historical filter for conceptualising a new tool called a past-present dialectic. Framing this study are Hedegaard's (2009) learning and development through participation in institutional practices model and cultural-historical theory (Vygotsky 1978, 1987, 1997). In this paper, data from one family are built into a methodological dialectic to theorize practices and illustrate the concept of historical childhood development. Using a past-present dialectic represents a new methodological direction in cultural-historical research.

Bio
Avis Ridgway is a full time PhD student, awarded an APA scholarship in 2008, supervised by Professor Marilyn Fleer, a member of International Society of Cultural-historical Activity Research (ISCAR) and current co-convenor of MERC Peninsula. Avis is creating a research methodology for seeing childhood development in new ways.

10.30 am

6. Everyday Life Matters!?
Gloria Quinones

Abstract

Everyday life of children and their families can bring to educators many possibilities. Understanding children's and families realities, life and funds of knowledge is sometimes taken for granted in schools (Vélez- Ibáñez and Greenberg, 2005). Investigating aspects of children's, families' and teacher's everyday life matters! I am interested in knowing what aspects of their everyday life children bring to the classroom and how children and teachers construct, enact, change and retain aspects of their everyday life when they enter and leave school life. This research is framed using a cultural-historical theory following the work of Vygotsky (1987, 1996). I present some theoretical ideas and visual methodological ways of researching what my participants might think, perceive and feel is everyday life. Visual field work collection will be located in Monterrey, Mexico. My research will provide new practices and pedagogies where children and their families' knowledge and everydayness are included.

Bio

Gloria Quinones is a first year PhD candidate under the supervision of Professor Marilyn Fleer. She was born in Monterrey, Mexico. She is 2009 MERC convenor at Peninsula Campus. In 2008, Gloria was awarded a Monash Graduate School (MGS) scholarship and CONACYT scholarship from Mexico to undertake her PhD full-time.

G34 – Local/Global Education in Services and Institutions

10.00 am

7. Acceptance and Commitment Therapy in the Classroom: A Preventative Approach
Tamar Black

Abstract

This research will compare the effectiveness of Acceptance and Commitment Therapy (ACT) and Cognitive Behavioural Therapy (CBT). The two programs will be delivered randomly to Year 9 students as an early intervention program as part of a school curriculum. Comparisons will be made by gender. It is expected that there will be a reduction in stress, anxiety and depression. It is expected that there will be a decrease in avoidant coping and a decrease in the believability of negative thoughts, and an increase in optimism. Acceptance and Commitment Therapy has been demonstrated empirically to be a valid therapy for the treatment of chronic pain, eating disorders, anxiety disorders and parenting. Most of the research has involved adults. The research with adolescents has been largely limited to community health centres and psychiatric clinics. There have only been three studies involving schools. These studies found positive results for the use of Acceptance and Commitment Therapy within schools, but did not compare ACT to any other therapies. The final study was conducted in Australian schools and only involved subjects with depression. This study also achieved positive results, however no other therapies were used. The present study will be the first of its kind to compare two different therapeutic based programs within a school curriculum.

Bio

Tamar is a first year PhD candidate. She has worked as a Psychologist for 8 years; and is employed by a private school as a School Psychologist. She has completed a Master of Psychology (Educational and Developmental). Tamar has a private practice and extensive experiencing working with children and adolescents.

10.30m

8. Re-Negotiating Professional Identity: How do Learners Re-Negotiate Their Professional Identity following a Continuing Professional Education Experience?
Kelly Reynolds

Abstract

This project aims to analyse the experiences of health professionals re-entering their workplace following a continuing professional education (CPE) program, using the central theme of identity to capture the essence of role negotiation and conflict that can arise after a transformational learning experience. Access to CPE is valued by health professionals and organisations alike, with many training programs available to up-skill and improve a health professional's clinical practice. Educators previously assumed that attendance at CPE would automatically result in a change in clinical practice once the learner returns to work. However, on closer investigation it has been shown that the ability to transfer learning is both challenging and poorly understood. This seminar will outline the literature reviewed to date, including adult education principles and transfer of learning, using the concept of identity as a way to understand some of the barriers to changing clinical practice upon workplace re-entry.

Through this understanding I hope to demonstrate the need for educational providers to expand their role outside the boundaries of the course, with a need to maintain the learning community of practice beyond the allocated contact time of the CPE program.

Bio

Kelly Reynolds completed a Bachelor of Health Science (Physiotherapy) in 2000 and since that time has been working as a Physiotherapist and Educator in paediatric physiotherapy. In 2007, she commenced a Masters of Education to gain a deeper understanding of the role of education in changing professional practice.

PAPER SESSION 2

G23 – Local/Global Educational Contexts

11.30 am

9. "Eating Sweet Treats": A Cultural-Historical Analysis of the Motives and Goals Imbued in a Shared Family Practice of Baking Biscuits
Hilary Monk

Abstract

A young child's development and growth involves diverse and dialectically complex interrelated lived experience within, across and between the varied contexts of their everyday lives.   Within these contexts the expectations and goals of the adults are not always in line with those of the children. Investigating these different perspectives provides opportunity to understand how children learn from and contribute to shared activities (Hedegaard & Fleer, with Bang & Hviid, 2008). The research presented in this paper explored the relations and transitions (Vygotsky, 1978) of values and beliefs within and between generations in three families with preschool children, living in Australia.   Drawing on a cultural-historical framework (Vygotsky, 1978, 1997) the study investigated factors that mediate and/or motivate family funds of knowledge and understanding. Data for the study was generated through a multi-phased iterative process consisting of family dialogues, photographs and video footage.   This paper presents initial findings regarding the different motives and goals parents and their children have for engaging in everyday shared family practices such as baking biscuits.   It appears that both the parent and the children were focused on what might be termed 'the good life' for the parent this was preparing the children for future learning but for the children it was the here and now of 'eating sweet treats'. This raises questions regarding our understandings of the nature and value of shared activities in diverse local and global family contexts.

Bio

Hilary Monk is a PhD student from New Zealand under the supervision of Professor Marilyn Fleer.   In 2007 she was awarded the Monash Silver Jubilee Scholarship.   Her research interests include early childhood education, intergenerational family studies and adult education.

12:00 noon

10. Socio-Dramatic Play Versus Children's Cognitive Development: A Cultural-Historical Approach to Early Childhood Education
Liang Li

Abstract

This paper focuses on the connections between cognitive development and high quality socio-dramatic play. Cultural-historical theory identifies make-believe play as the leading educational activity during the preschool years. Young children can learn and develop by engaging in socio-dramatic play. This study intends to use cultural-historical theory with a focus on the inner-relationship between socio-dramatic play and children's cognitive development. Firstly, the range of concepts related to socio-dramatic play and cognition will be defined. Then, this paper will proceed to clearly demonstrate the links between socio-dramatic play and social and linguistic competence. The need for adult scaffolding in children's play in the social context will then be analysed, and will thus conclude with the pedagogical implications of the cultural-historical approach towards play on children's cognitive, social, language and academic development.

Bio

Second year PhD student at Peninsula Campus.

G25 – Local/Global in Professional Practice

11.30m

11. Indonesian Pre-Service English Teachers Learning Classroom Language: Theory into Practice
Ahmad Munir

Abstract

This research will explore Pre-Service English Teachers (PSETs) learning classroom language experience both at an English teacher education program and schools during practicum, to explore the gap between PSETs preparation for using classroom language and practice. The general research question is: How do pre-service English teachers apply classroom language they learn as required coursework at English language teacher education into practice at secondary schools during practicum? Two research phases. Phase 1 (originally part of pilot study) is to explore PSETs learning classroom language experiences in Classroom Discourse and Microteaching units. Phase 2 will explore their experiences of learning and using classroom language during practicum. Theories used will include language teaching as a profession, competencies of foreign language teachers, classroom language and the use of target language. A qualitative approach will be used, with multiple case studies design. There are eight PSETs who have become the participants of phase 1. They will fill in background information questionnaire, writing learning journals in two units (classroom discourse and microteaching) and during practicum. They will also submit a videotaped microteaching and

audiotaped lesson during practicum. Semi structured interviews will be conducted with PSETs, lecturers and supervising teachers. The data will be analysed qualitatively.

Bio
I graduated in English teacher education in Surabaya, Indonesia in 1999. I then taught English in two secondary schools and a private teacher's college in Pasuruan. When I got M.Ed. (TESOL-Int) from Monash in 2003, I had a fulltime position as a lecturer in the State University of Surabaya Indonesia. I commenced my PhD in September 2008.

12.00 noon
12. Technoliteracy and ESL at the Intersection: Contradictions and Challenges
Katerina Tour

Abstract
The 21st century is characterised by the rapid development of information and communication technologies (ICT) which have had a significant impact on all aspects of the society, locally and globally - reshaping human practices and bringing new experiences to personal, academic and professional lives. In Australia, a wide range of technologies have been integrated into everyday life and education. However, people of non-English speaking background (international students, immigrants, refugees) may experience many challenges; they may feel unconfident and anxious because they are using technology in a new sociocultural environment and in a second language. Drawing on a research study of four students from Thailand, China, Saudi Arabia and France, which is informed by a sociocultural perspective, this presentation discusses the students' difficulties with using technology in English as a second language (ESL) in the Australian context and their nature. It introduces *technoliteracy in ESL* as a contemporary form of literacy which requires the development of a set of relevant and appropriate capabilities. The discussion emphasises the importance of teaching these capabilities in the context of second language learning and focuses on the need for ESL educators to rethink the use of ICT in a second language classroom.

Bio
After completing my education at Minsk State Linguistic University (Belarus) I started my career as EFL teacher. I have been always interested in ICT integration in language learning. Building on that early interest, I have decided to undertake an academic career. Currently I am finishing Master of Education (by research) Degree.

G29 – Local/Global Diversities in Theoretical References and Methodologies

11.30 am

13. Realigning English Language Teaching in Vietnam with the Globalization: A Critical Pedagogy Approach
Thi Nhai Nguyen and Thuy Linh Le

Abstract
The English Language Teaching (ELT) has undergone major changes, which marks its flexibility and sensitivity towards the global trend. Gone with the wind, the crucial importance of ELT has been recognized in the amendments of nation-wide curriculum of teaching English and the innovative strategy of Vietnamese Education to educate its citizens with the ability to communicate successfully in English. Nonetheless, challenges remain unsolved. The paper explores the current context of English Language Teaching (ELT) in Vietnam by looking at its changes and challenges, thereby suggesting a critical pedagogy approach (Giroux, 1983; Canagarajah,1999; Bourdieu, 1998) to address these challenges.

12.00 noon

14. *Spitballs, Woolly Nets and Symbiosis*: Negotiating Boundary Zones to Enable Innovation
Lorraine White- Hancock

Abstract
Governments around the world are racing to develop knowledge-based economies propelled by innovation and supported by lifelong learning societies. A great deal is written about cultures of innovation in organizations and specific occupational classifications but there is a surprising lack of information about developing broader cultures of innovation. My research aims to address this gap and to develop a case supporting arts practice as a valuable resource for a broad culture of innovation. The purpose of this paper is to outline the conceptual and theoretical framework that informs my research methodology. This approach investigates innovation through boundary crossing activities. It builds on Donna Haraway's cross boundary work, particularly her notion of symbiogenesis - how life forms evolve from acts of genetic collaboration with other life forms (2008). This concept highlights how collaborative processes blur distinctions between bounded spaces, raising questions about the transformation of knowledge. My intention is to investigate innovation empirically through a collaborative project, *Spitballs, Woolly Nets and Symbiosis*, crossing disciplinary divides by building knowledge through the process of making artworks. While this way of 'doing' academic research challenges conventions of methodology in the field of education, this paper presents an argument justifying my approach.

Bio
Current PhD candidate – Faculty of Education, Monash University. Master of Education (2006) - Faculty of Education, Monash University. Teacher – Centre for Media, Design and Art - Box Hill Institute.

G34 – Local/Global Education in Services and Institutions

11.30m

15. Self Esteem and Social Relationships for Early Adolescents in Transition from Primary to High School
Kimberley O'Brien

Abstract
This study examines the social experiences and self-esteem of 231 Yr 6-Yr7 students based in Sydney during a 12 month longitudinal study involving 8 NSW Independent schools. The current research is distinctive as it tracks relationships with out-of-school best friends and in-school peer affiliations, in addition to loneliness and self-esteem as factors affecting Australian early adolescents in transition to high school. This project used surveys and individual interviews to understand the experiences of male and female students aged 11-13 years in transition to Yr 7. Data were collected on two (2) occasions from students with a survey containing scales measuring friendship quality, loneliness, self-esteem, friendship status and presence of best friend. An individual interview provided qualitative date at Time 2.
The aim of the research was to better understand the impact of transition to Yr 7 on self-esteem and friendships. It was hypothesised self-esteem would reduce in Yr7 and friendship status with a nominated 'best friend' would also change due to high school transition. Further, it was hypothesized loneliness would increase due to the transition to Yr 7. Main analyses will have been conducted and will be reported on at the Conference.

Bio
Kimberley is a Sydney-based Child Psychologist with 15 years experience working with clients aged 2-18 years and their families, in private practice at the Quirky Kid Clinic. She is also a part-time PhD student, who has recently completed data collection and is currently writing-up her thesis under the supervision of Dr Helen Watt.

12:00 noon

16. Effectiveness of Professional Development that Focus on Inclusive Education for Secondary School Teachers in Bangladesh
Hosne Ara

Abstract
There is an increased interest globally in the idea of inclusive education (IE) to address the learning needs of diverse students, especially after the emergence of Salamanca Statement in 1994. Many national governments around the world and international organisations have made commitment to reform education in line with IE. A number of studies point out that, in general inclusion has positive or neutral effects on student achievement. Recently, Bangladesh has taken initiative to implement inclusive education at secondary level through teaching quality improvement in secondary education project (TQI-SEP). One objective of this project is to enhance teacher/teaching quality to implement IE in secondary school classroom. Professional development (PD) is considered as a mean to improve the quality of in-service teachers. TQI-SEP is involved in providing PD to the secondary school teachers for implementing inclusive teaching practice. Providing effective PD to the secondary school teachers is highly challenging. Thus it is important to understand whether the current PD is effective in supporting teachers to bring change to their teaching practice and to improve learning of all students. This study will broadly seek to address the question: how effective is the current PD for assisting teachers to practice inclusive teaching.

Bio
Bangladeshi; Involved in teaching and guiding students in the Institute of Education and Research; Contributions are made at national level education studies and policy making; Produced research papers in education.

PAPER SESSION 3

G23 – Local/Global Educational Contexts

2.15 pm

17. Adolescence-Mobiles-Literacies: A Local Reading of Global Literacy Discourses
Calvin Taylor

Abstract
This paper will report on emerging findings from an ethnographic research project investigating the literacy practices associated with adolescent use of mobile technologies. Set in a rural educational school, the study presents a profile of local literacy practices, a particular domestication of emerging global practices. Drawing on literacy and mobile technology research, the sociological theories of Pierre Bourdieu are used to examine the power relationships involved in using mobiles as part of social practice. Emerging observations concerning the structure of mobile literacy practices are examined; the role of financial cost, social and cultural influences, and situational demands are considered in their

relationship to meaning-making. The importance of considering local practices when developing curriculum and pedagogies of m-learning, is further emphasised through an examination of variation in individual agency and dispositions. In designing ways forward for education and learning, using emerging technologies, this paper will argue for the value of understanding local practices as ways for connecting with students and enhancing learning in different contexts.

Bio
Calvin Taylor is a current PhD student at Monash University, Clayton. He completed undergraduate and postgraduate studies at the University of Tasmania, before teaching senior secondary English, SOSE and Media for a number of years in rural Victoria. His research interests include: emerging literacies, youth identity, and ICTs and education.

2.45 pm

18. A Framework to Examine Scientific Literacy in Curriculum Documents: Bangladesh Perspective
Mahbub Alam Sarkar

Abstract
Like many other countries, junior secondary science education in Bangladesh aims to provide a good foundation in science for all students to make them able to use their science learning in real life contexts, i.e. to make them scientifically literate. However as a school student, as an intern school science teacher and a science teacher educator, I have experienced that in many cases school students do not find many school science topics as relevant and important in real life. As well, science teaching often emphasizes just memorizing the abstract science concepts instead of enabling students to apply their science learning in everyday life. Therefore there might be a gap among intended, implemented and experienced curriculum regarding scientific literacy. This paper presents a curriculum analysis framework to examine how scientific literacy is intended and represented in the junior secondary science curriculum and associated textbooks. The framework has been built by synthesizing the shared elements among the conceptions of scientific literacy in the existing literature. Four such aspects of scientific literacy have been justified: socially applied science concepts, science processes, nature of science, and attitudinal aspects. How emphasis on each of the aspects can be determined is exemplified in this paper as well.

Bio
Mahbub is a full-time PhD student studying under the supervision of Associate Professor Deborah Corrigan in Faculty of Education, Monash University. In his PhD study, he is interested in exploring how scientific literacy is promoted through junior secondary science education in Bangladesh. He was graduated from Institute of Education and Research, University of Dhaka in Bangladesh.

G25 – Local/Global in professional practice

2.15 pm
19. Investigate Problem Solving Process between Good Problem Solver and Poor Problem Solver from Metacognitive Perspectives
Marlina Ali

Abstract
The goals for physics courses are to improve students' understanding of physics principles and to improve students' problem solving skills. However, students perceive problem solving in physics as memorizing, recalling, and manipulating equations to get answers. Most studies especially in physics in earlier research claim metacognitive skill is involved during problem solving process. However there is less evidence show the type metacognitive skills which are involved during problem solving process and how they interrelate. So this study proposes to explore the type of metacognitive skills involved during physics problem solving process in order to use the outcomes in the context of teaching and learning in physics. This research will be divided into three phases. In the first phase the researcher will develop a problem solving taxonomy as an instrument to analyze problem solving behaviour from the subjects' think aloud protocols. In the second phase the researcher will identify metacognitive skills that are involved in problem solving process and finally in the third phase, the researcher will identify the difference between good and poor problem solvers on metacognition. Five data collections will be used in this research. These are: pencil and paper test, thinking aloud, observation, interview and student's written answer.

Bio
Marlina currently is a PhD student at the Faculty of Education, Monash University. Working as an educator at Universiti Teknologi Malaysia especially in physics education grows her interest to learn about problem solving in her PhD study. Marlina obtained her first degree and Masters in Malaysia and both were in physics education.

2.45 pm
20. Respecting Diversity: Becoming Multiculturally Competent Counsellors in Malaysia
Rafidah Aga Mohd Jaladin

Abstract
Due to globalisation and diversification, there is a need to enhance the quality of mental health services especially in countries with multicultural societies. Previous research findings and literature on multicultural counselling from selected multicultural contexts such as the United States of America, Britain, Australia, and New Zealand have identified the need for mental health professionals to become multiculturally competent especially when working with diverse clients and

contexts. Unfortunately, little is known about the state of multicultural competency in the counselling practice of counsellors in a specific cultural context such as Malaysia. Although many previous scholars have suggested that counselling practice should be multiculturally competent to work effectively and ethically with clients from different cultural backgrounds, there is no specific research in the Malaysian context regarding the need, current state, and the extent of multicultural counselling competency in the practice and training of counsellors. The purpose of this paper is to briefly review the relevant literature on multicultural counselling competency to highlight definitions, models, instrumentation, and guidelines for better counselling practices and training in specific cultural contexts. This review is to provide the background for advancing research devoted to the understanding of multiculturally competent practices in the socio-political context of Malaysia.

Bio
Rafidah has academic and professional training in the field of Psychology (BSc. with Honours) and Counselling (Master of Counselling) from Australia and Malaysia respectively. Currently, she is commencing her second year confirmed candidature as a full-time PhD student at Monash University and her research focus is multicultural counselling.

G29 – Local/Global in Professional Practice

2.15 pm

21. Internationalising the Curriculum: Difference, Subjectivities and Power
Andrew Powell

Abstract
Given the transformative realities of globalisation the local is increasingly being challenged and integrated into the global. Larger networks are being developed which span the globe, requiring new skills, values and attitudes to be developed. As a result schools are under increasing pressure to transform and restructure through changes to educational policies and practices. There has been a significant increase in the number of schools in Australia and overseas that have embarked upon the practice of "internationalising the curriculum" as a response to neoliberal pressures. In this paper, the author draws on his transnational experiences in China, Japan and Australia as an international school teacher, educational consultant and postgraduate researcher in problematizing practices of "internationalising the curriculum".

Bio
Andrew Powell is a part-time Master's research student currently working under the supervision of Dr Cynthia Joseph.

2.45 pm

22. Intercultural Exposure through English Language Teaching: An Analysis of English Language Textbooks in Bangladesh
Shamsun Siddiqie

Abstract
The treatment of culture in foreign language textbooks can have a significant impact on students' perceptions of other cultures. Since there are numerous debates on the exposure of learners to a specific culture, a new trend has come into use in language teaching: Intercultural language learning. Intercultural Learning and Intercultural Competence are buzzwords that have been used in the sphere of English teaching and learning for more than two decades. Intercultural language learning is an attempt to raise students' awareness of their own culture, and to help them to interpret and understand other cultures. In language textbook no specific culture should be paid in attention rather, with the increased exposure to cultures in the global world, the knowledge of other cultures is more significant than ever. The present study attempts to examine four Bangladeshi English language textbooks in relation to intercultural approach. These textbooks are produced locally and there is no other alternative book to teach English in Bangladeshi secondary level education. It is thus important to investigate how these textbooks help extend and broaden intercultural awareness. This study will identify what kind of knowledge on international cultures is introduced to Bangladeshi students and what intercultural abilities are promoted through such input.

Bio
Have done Bachelor and Master in English Literature from University of Dhaka, Bangladesh. Have been working as an English teacher at higher secondary and tertiary levels in Bangladesh. Presently doing Master of Education (TESOL) at Monash University.

G34 – Local/Global Educational Contexts

2.15pm

23. Status of Primary Level Pre-service Teacher Education Curriculum for Implementing Inclusive Education in Bangladesh
Mohammad Tariq Ahsan

Abstract
To make schools effective for all children, inclusive education philosophy has formally stepped in since 1990's through the Salamanca statement along with a promise to meet the learning needs of all children (United Nations Educational, Scientific and Cultural Organization-UNESCO, 1994). However, in order to create an inclusive environment in the

schools, there is no alternative to develop future teachers through a sound pre-service teacher education program. A standard pre-service teacher education program should have components like *Professional Knowledge* (i.e. content knowledge & pedagogy); *Professional Practice* (i.e. skill of instructional strategies, classroom management); and *Professional Engagement* (i.e. professional relationship and membership). Bangladesh started implementing inclusive education in the beginning of this decade (Directorate of Primary Education-DPE, 2006; DPE & Centre for Services and Information on Disability-CSID, 2002). Being a densely populated country, Bangladesh is facing huge challenges to implement inclusive education. Besides, the initiatives to reform of pre-service teacher education to create an inclusive learning friendly classroom have still been left in the darkness (Munir & Islam, 2005). In Bangladesh, primary school teachers go through a pre-service training titled 'Certificate in Education' (C-in-Ed/C Ed). This paper makes an effort to review the existing status of primary level pre-service teacher education curriculum and compares those with the international standards.

Bio
Mohammad Tariq Ahsan is doing PhD at Monash University on the *'Pre-service Teachers' Preparedness for Inclusive Education in Bangladesh'* under the Australian Government's Leadership Awards program. His supervisors are Dr. Umesh Sharma and Dr. Joanne Deppeler. Tariq did his *Masters in SpecEd.* from the Flinders Uni in 2004-05 under ADS program. In Bangladesh, Tariq is working in the Institute of Education and Research (IER), University of Dhaka as Assistant Professor.

2.45 pm

24. Distributed Perspective on Leadership and Leadership Practice in Regular Government Primary Schools of Bangladesh
Jahirul Mullick

Abstract
This paper describes the leadership practice in mainstream government primary schools of Bangladesh. Employing distributed perspective on leadership framework this paper makes an attempt to understand the leadership practices – determining direction, supporting professional development, designing the organization, and supervising teaching and learning. The distributed perspective on leadership explains that leadership is not the activities of principals or head teachers or group of people who are in formal leadership position; it is rather the activities engaged in by leaders, in interaction with others in particular context around specific task. The distributed perspective on leadership has two aspects that include leader-plus aspects and practice aspects. The leader-plus aspect is the focus of this paper. This paper analyses different government documents (e.g. Terms of reference of school management committee, other research reports, planning and progress report of second primary education development program and more) to reveal the leadership practice. The findings show that the leadership in primary school of Bangladesh is not following the rigid top down formate rather it encourages the team leadership or leadership of many. Members of School Management Committee (SMC) and Parent Teacher Association (PTA) have roles to play in planning and development activities of school.

Bio
Jahirul Mullick is full time PhD Researcher at Faculty of Education, Monash University. His area of research is leadership practice for inclusive education in Bangladesh. He did his BEd and MEd from IER, University of Dhaka. He was involved with teachers and school leaders' development programs at IED, BRAC University.

PAPER SESSION 4

G23 – Local/Global Educational Contexts

3.45 pm

25. Knowing Me, Knowing You: Constructing Western Teachers' Roles and Identities at a Chinese University
Phiona Stanley

Abstract
Universities are rapidly internationalizing, and one site for cross-cultural contact is Chinese tertiary education, in which foreign teachers are often employed to teach English language. But there is a problem: instead of this being an exercise in cross-cultural exchange, there pervades the notion among Chinese students and teachers that foreigners are 'funny foreign monkeys', as one teacher participant perceived her role, and this creates pressure on foreign teachers to *entertain* students in lieu of teaching. Clearly there are adverse consequences for educational effectiveness and students' English language proficiency. But there is also a more sinister side: the existence and perpetuation of a Chinese view of the foreign Other in which foreigners are caricatured as less serious and less competent than the Chinese. This is Occidentalism, the mirror image of Orientalism (Said, 1979). This paper examines the existence and effects of Occidentalism on the perceived roles and identities of a group of foreign teachers, drawing upon qualitative data collected at a Chinese university in 2007-2008. This phenomenon is of the utmost importance for global educational cooperation in other spheres, as Chinese students' first encounters with their foreign English teachers may create and entrench essentialist views of foreign 'Others'.

Bio
Phiona Stanley is a final-year doctoral candidate in Education (TESOL) at Monash University. Since 1993, she has taught English in six countries including China, and has taught on MEd programs at the Universities of Adelaide, South Australia and Sydney, the latter including teaching on the offshore MEd at Fudan University in China.

4.15 pm

26. The Perceptions of Teachers and Parents Regarding the Characteristics of Gifted Children in Saudi Arabia
Saad Alamer

Abstract
Prior research has shown that teachers' and parents' conceptions of giftedness influence their perceptions towards the gifted (Rohrer, 1995; Solow, 2001). In addition, some researchers (e.g., Copenhaver & Mc Intyre, 1992) found that the number of courses or workshops teachers had and the beliefs of parents of giftedness (Louis & lewis, 1992) significantly influence their perceptions toward the gifted. However, the impact of religious factor upon teachers' and parents' perceptions toward the gifted has not been addressed. Tarakeshwar, Stanton, and Pargament (2003) argued that "religion has been found to be a strong predictor of the important life domains among individuals all over the world" (p.2). The uniqueness of Saudi culture, which is considered from insider (AlFahaid, 2002) and outsider (Slackman, 2008) perspectives as a religious and conservative culture, may influence the perceptions of teachers and parents toward gifted children. The paper focuses on the perceptions of Saudi teachers and parents toward gifted children. The findings of the study revealed that the perceptions of the participants were influenced by two factors: 1) common views of gifted children found in the literature, and 2) the permissibility of areas, such as music and visual arts, based on religious and cultural attitudes.

Bio
Currently, I'm a PhD candidate and my interest focuses on gifted education. I worked as The director of gifted children's programs in Saudi Arabia for two years. I had a master degree in the field of giftedness, Gulf University, Bahrain (1997-2000). I had a bachelor degree in mathematics (1990-1994) and used to teach in primary school for three years.

G25 – Local/Global Educational Contexts

3.45 pm

27. I am a Muslim: Voices of Indonesian Muslim Youth in Australian Public School
Teuku Zulfikar

Abstract
Muslims in Australia is estimated to be 2% of Australian population. This minority group attempts to integrate to Australian mainstream cultures. Nevertheless, education is a major concern for Muslim minorities in Australia. Australian public schools hold secular system, which put little provision on religion. Such types of schools are considered by the Muslim community to de-Islamize Muslim children. In spite of this suspicion, some Muslim parents send their children to public schools, since such schools allow them to fully assimilate and integrate to the mainstream culture. This research aims at understanding the roles of schooling experience, family and community in shaping second generation Indonesian Muslims in Australia. The research will use theories of identity, sociology of education, resistance, family, and gender. The gender theory is important to examine whether gender makes difference in self-expression. The study attempts to examine religious identity of Indonesian Muslim children who study in Australian public schools. Students' parents and Indonesian community leaders will be also interviewed to understand their role in identity construction of these Muslim youths. The preliminary findings suggests that ways of Indonesian Muslim youth in negotiating their being Muslims at public schools are varied, one of which is exposing their *Muslimness* through sharing information on Islam.

Bio
Bachelor: Ar-Raniry State Islamic Institute, Indonesia, 1999. M.Ed: Monash University, Australia, 2004. M.Ed: Ohio University, USA, 2006. PhD: Monash University

4.15m

28. In Search of the Quality Factor in Universities
Sue Plowright

Abstract
What is quality in a university? Ask a politician, academic, bureaucrat, manager or student and you'll probably receive very different answers. Likewise, the consensus in the critical literature is that there is little consensus. What 'quality' is in a university is a hot topic globally but particularly in Australia at present, as the establishment of the new Tertiary Education and Standards Agency gets underway. So this presentation explores the critical literature in search of answers but finds the literature itself confused. It proposes that this confusion exacerbates a risk that universities, particularly those at the lcoal 'coal-face', will be positioned to respond to rather than contribute to policy (Lingard & Gale, 2007), which could be problematic when the one point on which the literature converges is that 'quality', as borrowed from the manufacturing sector and delivered within managerialist structures, is not a good fit for a university. However, this

mismatch could also be an opportunity to theorise better suited approaches and harness the imaginative potential of those in universities, taking up the hope and challenge of Whitehead when he says 'a university is nothing if not imaginative – at least nothing useful' (in Miliken & Cohen, 2004, p385).

Bio
Sue Plowright is Manager Academic Services and Quality in the Faculty of Education at Monash University. This is her first 'bold' step into the academic world as a very green PhD student.

G29 – Local/Global Diversities in Theoretical References and Methodologies

3.45 pm

29. A Dialectical Approach to Study the Relationship between Parental Education Values and Children's Development
Pui Ling Wong (Pauline)

Abstract
Literature indicates that many Hong Kong-Australian parents highly value education; they strongly believe that a good education qualification can greatly increase the chance of their children having a prosperous future, being successful in their career, earning a high income and achieving upward social class mobility. These are all related to the desire for a 'good life' for their children in the future. These parents place all their resources and priorities on making sure their children perform well academically. However, this parent-centred/dominant approach may not work as well as parents expected. Children's development is multi-faced. It is complex, dynamic and interrelated to the different institutions that children participate in their community. Despite parental education values have played an important role in children's development. Different institutional perspectives, values, practices, goals and children's own motives and perspectives are vital too. This paper will discuss a dialectical model and methodology adapted from Hedegaard (2005, 2008) to a study that aims to examine the dynamic relations between the Hong Kong-Australian parental education values and their children's developmental pathways.

Bio
Second year PhD student at Monash University, research interest in cultural-historical theory, dialectical methodology, child development and Hong Kong-Australian community.

4.15 pm

30. Understanding the Language and Concepts of Cultural-Historical Theory in the Context of Contemporary Russian Early Childhood Settings
Sue March

Abstract
Understanding conceptual terms and academic 'jargon' can be challenging to students in the early stages of PhD studies, including the present author. This paper presents an examination of some key terms in cultural-historical theory, and explores whether the contemporary methodology of Russia's Golden Key Schools can help us to understand the terminology that was developed in Russia (and in the Russian language) over seventy years ago. It takes as a starting point the variations in meaning and cultural context between the original Russian terms and their possible translations into English. Examples of practical applications of the theoretical terms in Russia's Golden Key Schools will be examined, with a view to identifying how the concepts could apply in contemporary Australian early childhood settings.

Bio
Sue March is a researcher in early childhood education and a current PhD Candidate at Monash University. She is researching fairy tales in early childhood development utilising Vygotsky's cultural-historical theory. Currently she is examining the use of fairy tales in Russia's Golden Key Schools and the theoretical underpinnings of this.

G34 – Local/Global Diversities in Theoretical References and Methodologies

3.45m

31. Linguistic Capital: An Overlooked Factor in Poverty Reduction in Zanzibar
Maryam Ismail

Abstract
The main objective of this study is to explore how the presence or absence of linguistic capital shapes people's livelihoods. The data were collected by direct field observation and in-depth face to face interview with the hotel workers. 94 hotel workers were randomly interviewed from a five-star hotel, which was purposefully selected. Research findings show that poverty in tourism zones is closely related with the "language factor". The study discovers that economists and social science researchers tend to overlook language as a salient variable which affects people's livelihoods. Although the cultural-structural barrier contributes in keeping Zanzibaris in "footnote" positions in job market, the hegemony of English plays a major role. The findings reveal that foreign languages play a major role in positioning people's livelihoods. English language was the most valued linguistic capital and was found to play a predominant role in shaping

and displacing people's livelihoods. The lack of this capital impedes their communication, interaction, negotiation and bargaining skills at work. Local community members who live in the vicinity of the hotel lack this competence and they were automatically excluded in the job market, which creates tension between local and non-local people. In my view English language education will remain as "Red herrings" and "Pandora's boxes" unless there is a connection between language choices in education and people's livelihoods and if we have to alleviate poverty the cost of using English as a medium of instruction must be thoroughly assessed.

Bio
Maryam Jaffar Ismail, is a PhD Education student at Monash University from Tanzania, Zanzibar . Her research interests are the postcolonial Englishes, language and power, English teacher education, Globalization and English language education, socio-cultural perspectives on language and literacy, educational language policy in ESL societies and Language in development.

4.15 pm

32. China Higher Education Equity Policy Analysis: A Social Class Perspective
Hongzhi Zhang

Abstract
As the rapid development of Chinese politics, economy and society, education equity becomes the hot issue. At the current stage, the main problems are the regional disparity, the urban-rural disparity, and the social class disparity. After 30 years of social change, Chinese society has undergone a series of profound changes, triggered to rebuild the structure of social class. In this study, China higher education equity policy will be analyzed from the perspective of social class. It seems that there exists the natural connection between education equity and education policy in China. Many scholars interpret and understand education equity in the context of modern public policy. Under this background, this study will mainly utilize Stephen J. Ball's policy context theory to analyze the questions: How is higher education equity understood in China? And what is the relationship betweenn social class and education equity in China? But how is education policy implicated in education equity?

Bio
I am the first year PhD student in the Faculty of Education of Monash University. My supervisor is professor Jane Kenway. Before I came here, I finished my master's degree in 2003 in Huazhong University of Science and Technology, Wuhan, Hubei Province. I also have two years working experience as an editor and reporter in the Journal of China Higher Education from 2006 to 2008 in China.

G19 – Local/Global Diversities in Theoretical References and Methodologies

11: 30 am

33. "Closing the Gap": Indigenous Versus Non-Indigenous Education Outcomes: Can Statistics Help?
Catherine Denney

Abstract
"Inequality of educational outcomes for various cultural, racial and regional groups is of particular concern in Australia.
According to Luttle (cited by Rigney, 2009), every Indigenous generation since colonisation has tried to improve educational outcomes for their children yet, in 2009 the gap between Indigenous and non-Indigenous educational outcomes is still increasing (Rigney, 2009). Further, the Prime Minister pledged to Parliament that "the Government would lead a new, national effort to close the gap between Indigenous and non-Indigenous Australians" (Rudd, 2009, para 6), including the gap in "educational opportunity and attainment" (para 7).

The aim of my research is, firstly, to evaluate data being captured and disseminated. Secondly, to develop a method by which changes in the gap, for better or worse, can be highlighted and communicated to relevant stakeholders in an efficient, effective and economic way such that potential reasons for positive changes may be quickly explored and implemented if appropriate. Initially, I have focused upon existing data for large-scale social policy driven surveys to obtain an independent opinion from which to evaluate

Bio
Catherine has: lived in rural, small-town and metropolitan environs; worked for all levels of Australian government, multi-nationals, small business, projects, not for profit and self; and studied science, business, psychology and now, education. She has researched primarily in Melbourne and Singapore, secondarily in libraries and internet and enjoys issuing and addressing challenges!

POSTER SECTION

3:15 – 3:45 pm

34. "What is Engineering?": Singapore Students' Beliefs about Engineering
Preman Rajalingham

Abstract

Moore's law, the resultant doubling of engineering knowledge every 10 years (Clough 2004) and a decline in student interest in engineering (Bowen, Prior et al. 2008), are but some of the many issues faced by engineering education in Singapore and other developed countries. Understating student beliefs about engineering may help solve this problem. While this area has been identified as a priority area for research in engineering education, the literature is this area is modest as compared with the literature on student beliefs about other domains such as science and mathematics.

This poster shares the results of a pilot study on the beliefs about the professional practice of engineering held by 71 students studying in a polytechnic in Singapore. The data are both pictorial and textual in nature and were coded to reveal the qualitatively different beliefs held. The pictorial data revealed information about engineering "outcomes" and textual data revealed information about engineering "processes" from the students' perspectives.

The transferability of the codes generated and differences between various demographic groups will be examined. The impact of such research in designing curriculum and pedagogy and determining engineering enrolment will also be discussed.

Bio

Originally trained as an engineer, Preman has been teaching science and engineering to polytechnic students since 2004. As of late he has become enamoured by the cognitive and philosophical aspects of learning and started his PhD candidature in education with Monash in 2008. His research interests are student centred learning and engineering education.

3:15 – 3:45 pm

35. Preschool Curriculum Reform: How Vietnam Early Childhood Teacher Education Responds to the Challenge.
Hien Phan

Abstract

To improve quality of preschool education in Vietnam, traditional subject-based and highly teacher-directed curriculum has been replaced by an integrated, child-centred model since 1998. However, the new program developers' objectives and intentions have not been fully, and sometimes mistakenly, translated into classroom practice. Though success of an educational reform is a function of many complex features, teachers' expertise is the key determinant for school quality improvement (Blenkin and Kelly 1997). Evidences suggest that the teachers have vague understandings of the new teaching approaches and are uncertain of how to translate them into classroom practice (Hien Phan 2005). There is an urgent need to address the mismatch between what training offers and what the practice needs. Thus, the proposed study aims at investigating how Vietnam early childhood teacher education perceives challenges brought about by the paradigm shift and attempts to resolve them. Findings from the study will be beneficial for improving quality of teacher preparation. Case-study design is to be employed with documentary analysis, questionnaires, and interviews with stakeholders of early childhood teacher education throughout Vietnam.

Blenkin, G. M., & Kelly, A. V. (1997). *Principles into practice in early childhood education*. London:P. Chapman Pub.
Phan, T. T. H. (2005). *An investigation into the implementation of the new preschool programme inVietnam*. Unpublished M.Phil thesis, University of Leeds, Leeds.

Bio

Hien Phan is a teacher educator at the HoChiMinhCity University of Education (Vietnam).

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