2022 Postgraduate Research Conference

School of Education

Saturday 17 September 2022

Welcome from the Head of School
Professor Patricia Morrell

This year's Postgraduate Research Community Conference is celebrating the theme "Education for Sustaining Futures". Given all the hurdles we have all faced in our professional and personal lives, particularly with our educational endeavours, this is a most appropriate theme! I always enjoy the Postgrad Conference as it provides the opportunity to network with colleagues in various stages of their professional lives, share in the dissemination of new information being added to the knowledge base, engage in discussion about findings and new avenues of research exploration, and keep updated about what is happening in the field. This Conference provides the opportunity to strengthen our own understanding and imaginings about educational research and prepare us for work that still needs to be done. Whether you plan to attend and/or present, this event can play an important role in the development of your own research and professional skills. I look forward to seeing you there!

Welcome from the Director of Research
Associate Professor Ian Hardy

Welcome to the 2022 Research and Postgraduate Conference, hosted by The University of Queensland (UQ) School of Education. This event is a key vehicle through which our HDRs are able to share their insights and experiences of undertaking research at the cutting edge of their respective fields.

The research they present at this event provides important insights into and extensions of the specific knowledge domains and traditions within which they are working, and the event is a key means through which our HDRs are able to revise and refine their thinking, so as to better contribute to their respective fields. The research you will hear during the conference is novel, and reflective of our HDRs' efforts to promulgate exemplary policy and practice and to challenge entrenched and limiting policies and practices within Education. In short, this work will help to 'educate for sustaining futures. We hope you find the conference invigorating and a stimulus for you to think anew your own understandings of what sustainable educational futures might look like.

Welcome to the 2022 Postgraduate Research Community Conference!

Globally there is a rising sense of urgency, an increasing need to address environmental, social, political, economic, and cultural issues in order to sustain our planet for future generations. Fortunately, humankind has begun to pave the way forward towards more sustainable ways of living, learning, and being. As researchers, we are able to challenge and critique current educational structures and settings as we journey into a future of constant change and uncertainty. Our research, as part of varying disciplines within education, seeks to redefine these structures - be they related to policy, theory, curriculum, assessment or pedagogical practice - in order to contribute to more inclusive, sustainable and equitable futures for education.

This is an invitation to share critical and creative research and scholarship that explores innovative ways of thinking, knowledge-making, and understanding, that both celebrates and reveals the challenges of change. What does sustainability mean to you as a researcher and what kind of education do you want to see be sustained into the future?

2022 Postgraduate Research Community Conference
School of Education

Program
https://uqz.zoom.us/j/85971617651

Saturday 17 September 2022	
8.30 – 9am	**Registration** Global Change Institute
9 – 11am	**Opening and Keynotes** Moderator: Kirsty & Aaron Tech Support: Liz Room 03-206
9 – 9:15am	**Welcome to Country** Songwoman Maroochy
9.15 – 9:30am	**Opening Address** Professor Tisha Morrell, Head of School, School of Education, UQ Associate Professor Ian Hardy, Director of Research, School of Education, UQ
9.30 – 10am	**Keynote Address** Emeritus Professor Peter Renshaw, School of Education, UQ
10 – 10:30am	**Keynote Address** Associate Professor Ravinder Sidhu, School of Education, UQ
10.30 – 11am	**Keynote Symposium** Antoinette Cole, Ren Perkins, Amy Thompson, School of Education, UQ
11 - 11:30am	**Morning Tea** The Atrium, Global Change Institute **ONLINE NETWORKING OVER MORNING TEA** During the breaks, online participants may join an informal online networking space. This space will not be facilitated. https://uqz.zoom.us/j/85933661750

1st Parrallel Session

11.30 – 12.30pm	**Parrallel Session 1: Local, National, Global** Chair: Kirsty Tech Support: Naomi Room 39A-201 📹 https://uqz.zoom.us/j/85112977992	**Parallel Session 2: Sustaining Futures** Chair: Andrew Tech Support: Aaron Room 39A-202 📹 https://uqz.zoom.us/j/85370692295	**Parallel session 3: Connecting Communities** Chair: Liz Tech Support: Lanting Room 39A-203 📹 https://uqz.zoom.us/j/83634146032
11.30 – 11.45am	**Theorizing the interplay between the global and national as manifested in recent education reforms in Ghana** Enoch Nyarkoh, School of Education, University of Queensland	**Mindfulness-based interventions for teacher** Tarissa J. Hidajat, School of Education, University of Queensland	**Educational Quality of Life: Conceptualising the educational experience of high school students with a disability using a Quality of Life model** Mark van Ommne, School of Education, University of Queensland
11.45am – 12.00pm	**Understanding local-national-global imbrications in education policy: The case of Guangdong academic credit bank as a data infrastructure in Vocational Education in China** Siyu Liu, School of Education, University of Queensland	**Social-emotional competence and wellbeing in Vietnamese teachers** Thuy-Anh Nguyen, School of Education, University of Queensland	**An appreciative narrative inquiry capturing the voice of students with Autism Spectrum Disorder to explore their engagement and inclusion in a secondary school** Lisa Hurrell, School of Education, University of Queensland
12:00 – 12.15pm	**Critical literacy through teacher education curriculum** Kele Yako, School of Education, University of Queensland	**Teaching while the Black Dogs bark: Understanding the Vicarious Trauma experienced by Secondary Teachers in a digitally saturated age** Carl Hotko, School of Education, Southern Cross University	**Education and full employment: Political possibilities in the neoliberal era** Jason van Tol, School of Education, Southern Cross University
12.15 – 12.30pm	**Double Standard: Comparative Analysis of the Contextualisation of Standards in the PIAAC's 'Survey of Adult Skills' by Australia, Chile, and Singapore** Roberto Schurch, School of Education, University of Queensland	**Discussion**	**Governing Queensland Public Schools: A Case Study of SchoolUniversity Collaboration [Poster Presentation]** Richard Lee, School of Education, University of Queensland
12:30 – 1.30pm	**LUNCH** The Atrium, Global Change Institute Online networking over lunch During the breaks, online participants may join an informal online networking space. This space will notbe facilitated. 📹 https://uqz.zoom.us/j/88022776583		

2nd Parallel Session

1.30– 2.30pm	Parallel Session 4: Sustaining Futures Chair: Kirsty Tech Support: Siyu Room 39A-201 https://uqz.zoom.us/j/86549486618	Parallel Session 5: Connecting Communities Chair: Naomi Tech Support: Andrew Room 39A-202 https://uqz.zoom.us/j/89266694450	Parallel Session 6: Challenge Current Practices Chair: Lanting Tech Support: Aaron Room 39A-203 https://uqz.zoom.us/j/88568701238
1.30 – 1.45pm	**Constructing new professional identity: My journey as a science teacher educator** Ilkmanda Nugraha, School of Education, University of Queensland	**Teaching a global English language in a local context: The what and the how for sustainable development** Hang Mai, School of Education, University of Queensland	**Teachers' experiences that challenge their decision to continue: What teachers really need** Elizabeth Allotta, School of Education, University of Queensland
1.45 – 2.00pm	**Differentiating Instruction in Secondary Mathematics Classrooms** Andrew Marks, School of Education, University of Queensland	**Sustainable, inclusive practitioner research as professional learning in the context of beginner-level adult English language teaching** Skye Playsted, School of Education, University of Queensland	**Applying cultural competence strategies to help Chinese students address the challenges they confront when studying in Australia** Wen Zhang, School of Education, University of Queensland
2 – 2.15pm	**Green mathematics: Teaching for sustainability** Soma Salim S, School of Education, University of Queensland	**Exploring language learning strategies using WhatsApp chats to enhance learning Arabic grammar in cooperative learning settings** Azizah Almutairi, School of Education, University of Queensland	**How did students learn in a first-year university course with embedded Alternate Reality Game? Early findings and future directions** Sandra Elsom, School of Education and Tertiary Access, University of the Sunshine Coast
2.15 – 2.30pm	Discussion	Discussion	Discussion

3rd Parallel Session

2.30 – 3.30pm	Parallel Session 7: Challenge Current Practices Chair: Siyu Tech Support: Kirsty Room 39A-201 https://uqz.zoom.us/j/87032480215	Parallel Session 8: Sustaining Futures Chair: Liz Tech Support: Liz Room 39A-202 https://uqz.zoom.us/j/81100135968	Parallel Session 9: Connecting Communities Chair: Aaron Tech Support: Aaron Room 39A-203 https://uqz.zoom.us/j/88079796096
2.30 – 2.45pm	**Self-regulated motivation and engagement during transition to undergraduate studies** Daniel Griffiths, School of Education, University of Queensland	**Shining a light on learner agency: Can a profile of learners' agentic resources reveal the next steps for feedback?** Jennifer Levitt, School of Education, University of Queensland	**Cultivating flourishing language ecologies for sustainable languaging futures**. Naomi Fillmore, School of Languages and Cultures, University of Queensland

2.45 – 3pm	**What constitutes successful writing? Academic writing experience of an international postgraduate student in Australia** Do Na Chi, School of Teacher Education and Leadership, QUT	**Closing the gender gap in adolescent mental health literacy** Louise Cosgrove, School of Education, University of Queensland	**English as capital: A sociological analysis of bilingual parenting in monolingual China** Danwei Gao, School of Teacher Education and Leadership, Faculty of Creative Industries, Education and Social Justice, QUT
3.00 – 3.15pm	**Case study research on Chinese adult second language learners' identity.** Haiyan Wang, School of Education, University of Queensland	**Intellectual character in critical thinking education: The person behind the thinking.** Andrew Beencke, School of Education, University of Queensland	**Negotiating a third space: Exploring Chinese immigrants' translanguaging experiences for competing incentives intransnational spaces** Lanting Wang, School of Education, University of Queensland
3.15 – 3.30pm	Discussion	Discussion	Discussion

3.30 - 5.10pm	**Early Career Researcher Keynote Session** Room 03-206
3.30 – 4pm	My values-based approach to 'being' and 'becoming' an Early Career Researcher Rafaan Daliri-Ngametua, National School of Education, Australian Catholic University
4 – 4.30pm	Sustaining the research agenda as an early career researcher Maksud Ali, School of Education, University of Queensland
4.30– 5pm	PhD journey: Before and after, and let's think about sustainability Daeul Jeong, School of Education, University of Queensland
5 – 5.10pm	Discussion
5.10 – 5.20pm	**Closing Remarks From HDR Student Representative 2022** Room 03-206 Kirsty Jackson, School of Education, University of Queensland Aaron Teo, School of Education, University of Queensland https://uqzw.zoom.us/j/89140729406

THE UNIVERSITY
OF QUEENSLAND
A U S T R A L I A

CREATE CHANGE

2022 Postgraduate Research Conference

Education for Sustaining Futures

Conference Booklet

"We have our eye on the same destination – a sustainable future where Indigenous people are recognized for their wisdom and honoured for their culture – there is no problem taking a different path to reach that place." (Kirstie Parker, Yuwallarai journalist, policy administrator and activist)

Globally there is a rising sense of urgency, an increasing need to address environmental, social, political, economic, and cultural issues in order to sustain our planet for future generations. Fortunately, humankind has begun to pave the way forward towards more sustainable ways of living, learning, and being. As researchers, we are able to challenge and critique current educational structures and settings as we journey into a future of constant change and uncertainty. Our research, as part of varying disciplines within education, seeks to redefine these structures - be they related to policy, theory, curriculum, assessment or pedagogical practice - in order to contribute to more inclusive, sustainable and equitable futures for education.

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Keynote Speakers

Emeritus Professor Peter Renshaw, School of Education, UQ

Peter completed his PhD in 1981 at the University of Illinois. He was part of the generation of young would-be scholars from Australia who trekked to the frozen winters of Illinois for doctoral studies. The climate sharpened the mind (maybe). He returned initially to Charles Sturt University, followed by Murdoch University and then in 1992 to the University of Queensland. He was Head of School at UQ from 2006 – 2014. He also spent 5 years at Griffith University (2002-2006) as Head of School (EPS). Yes, a long time in the academy! He is an Honorary Life Member of AARE.

Peter's research has drawn predominantly on sociocultural theories (Vygotsky and Bakhtin). Since 2008 he has turned his attention to environmental education, collaborating with Dr Ron Tooth and other environmental educators in researching place-responsive pedagogies. He is also collaborating with Professor Kumpulainen in Finland investigating children's emotional lived experiences with the more-than-human world. Vygotsky's concept of "perezhivanie" has become central to these projects, and current and former doctoral students (Marcelo Ramos and Kirsty Jackson) are working with perezhivanie as a way to theorise their research. Peter is collaborating with Professor Clarence Ng from ACU investigating how children's reading and writing is related to their emotional lived experiences (perezhivanie). Following the Radford lecture in 2019, Peter has begun investigating pedagogies of enchantment and the relevance of (dis)enchantment for theorising contemporary schooling and student learning.

Associate Professor Ravinder Sidhu, School of Education, UQ

Born in Singapore, Ravinder settled in Perth, Western Australia where she completed high school and a Bachelor of Science, majoring in Microbiology. After working in a Recombinant DNA Technology laboratory for a few years, Ravinder moved to Queensland to complete a degree in Social Work. She then worked in Australia and in the UK, first in juvenile justice and child protection before moving to development assistance and international student support. Ravinder's current research spans critical sociologies of mobilities including forced migration, environmental colonialism and international higher education. Theoretically, she draws on post-colonialism and post-structuralism to inform her work. Ravinder has authored two monographs, Universities & Globalisation: To market, to market and Student Mobilities and International Education in Asia: Emotional Geographies of Knowledge Spaces.

Keynote Symposium Speakers

Antoinette Cole, School of Education, UQ

Antoinette is a proud Torres Strait Islander descendant, with her family connections to Boigu Island and Erub (Darnley) in the Torres Strait. Antoinette leads with her heart to inspire hope and shared vision amongst her colleagues. She advocates for a future where reconciliation endures, where improvements in learning and teaching pave the way for equitable opportunities for First Nations staff and students to achieve and celebrate success. She has demonstrated outstanding service within and beyond the Catholic Education community for almost 30 years and shows integrity as a formidable leader. Antoinette is currently undertaking her PhD at the University of Queensland with the focus on Culturally Responsive School Leadership.

Ren Perkins, School of Education, UQ

Ren is a Quandamooka man with connections to the Wakka Wakka Nation. He is currently undertaking a PhD at the University of Queensland. His research topic is: Learning from the lived experiences of Indigenous teachers who have remained in the profession. His positioning as an Aboriginal man who has worked in Indigenous education for over twenty years has contributed to conceptualising for this research project and contributing another Aboriginal voice to the literature in Indigenous education. Ren is a proud Father of 3 Daughters, the eldest who has just commenced teaching in a local Primary School after receiving the Queensland Pearl Duncan Scholarship.

Amy Thompson, School of Education, UQ

Amy is a Mandandanji woman and a current Doctorate of Philosophy student enrolled in the School of Education at the University of Queensland. Amy's research is about how the principles of self-determination and co-design can influence the way English educators embed Aboriginal and Torres Strait Islander cultures, histories and perspectives in urban private schools. Amy currently works as a research assistant and teaches undergraduate students at UQ in both the School of Education and the Aboriginal and Torres Strait Islander Studies unit. Amy previously worked in a private secondary school in a Sydney as an English and Music teacher after finishing her Graduate Diploma of Secondary Education at UQ with a Dean's commendation award for academic excellence. Amy is a mother and wife and is passionate about her family, love of teaching, research, Indigenous education, and English literature.

Parallel Session 1
Local, National, Global Room

39A-201 📹 https://uqz.zoom.us/j/85112977992

Enoch Nyarkoh, School of Education, UQ
Theorizing the interplay between the global and national as manifested in recent education reforms in Ghana

Globalization encapsulates the transfer, movement, connectedness of ideas, goods, people and technology. This has led to a new system of network governance-involvement of private actors in education reforms. The involvement of these private actors is considered as partial 'outsourcing of statecraft' to private entities and individuals involved in all the aspects of policy cycle - from agenda setting through to implementation and evaluation (Lewis, 2020; Ball & Junemann, 2012). Ball (2012) describes this new network governance and the role of the private sector, and new philanthropies, as involving groups of people playing different roles for the state in many capacities (including at a cost to the state), arguing that policy itself has become a profitable commodity, for which there is a growing global market. Consequently, there is an increasing outsourcing of policy work to profit making organizations.

This paper will present two broad but interrelated theories to help contextualize how globalization processes have influenced recent teacher education reforms in Ghana, which in turn have led to broader reforms at the basic education level. It will refer to how globalization influences national governments, including in developing country contexts, and specifically in Ghana, and the way in which governments rely on private actors to reform their education sector. Specifically, the paper explains to how network governance, mobilities and connectivities intersect with liberal governmentalism and principal-agent theories to help form a conceptual framework to better understand reform of teacher education and how this has further shaped the nature of educational reform in Ghana more broadly.

Siyu Liu, School of Education, UQ
Understanding local-national-global imbrications in education policy: The case of Guangdong academic credit bank as a data infrastructure in China

In the context of datafication, data functions as a critical 'infrastructure' in the global education system, enabling data generation, flow, translation and analysis across policy spaces and scales, thus shaping new governance spaces and relations of power. This paper draws on research regarding datafication, platform-based governance and topology theory to better understand decision-making and policy arrangements across multiple scales in relation to a specific data-driven infrastructure. In particular, this study focuses on a specific global-national-local location – Greater Bay Area (Guangdong-Hong Kong-Macau) – and analyzes the nature of an emerging data infrastructure, the Guangdong Lifelong Education Credit Bank (GLECB), in the Chinese vocational education field. The research seeks to understand new spatial relations that have characterized the reconfiguration of state power and its formation in the Chinese context, to shed light on the complicated topological spaces and policy networks with respect to education governance through datafication in this region. The research also endeavours to explore possible 'spatial' methodologies in the field of policy sociology and to provide valuable information and recommendations for policymakers, local government, and researchers by identifying the interaction and impact of GLECB at the local, national, and global levels.

Kele Yako, School of Education, UQ
Critical literacy through teacher education curriculum

Like many other Low and Middle-Income Countries (LAMIC), Papua New Guinea (PNG) faces social disparity. Misappropriation of Multimodal texts can cause social injustice and inequities in societies. Multimodal texts have become portals of abuse and social instability as most printed and media texts convey messages that conflicts with rights of people.

Critical literacy could play a crucial role in addressing social inequity and injustice. Janks (2010) refers to critical literacy as a tool that will help readers understand their position after reading a text. Texts can be deconstructed, thus creating a space for texts to be rewritten and multimodal texts to be possibly redesigned (p.18).

This presentation is part of a study of case studies conducted in four primary teachers' colleges and one teacher education university. It investigated teacher educators and preservice teachers' views on the teacher education curriculum and how it prepares critically literate preservice teachers. The study's findings suggest that teacher education curriculum policies are not related well to curriculum practice due to a lack of resources and infrastructure.

Roberto Schurch, School of Education, UQ
Double Standard: Comparative Analysis of the Contextualisation of Standards in the PIAAC's 'Survey of Adult Skills' by Australia, Chile, and Singapore

This study analyses the growing influence of International Large-Scale Assessments (ILSAs) in education policy and governance. In particular, the analysis focuses on the Programme for the International Assessment of Adult Competencies (PIAAC)'s and its "Survey of Adult Skills". This ILSA is managed by the Organisation forEconomic Co-operation and Development (OECD) and measures adults' functional literacy, numeracy, and problem-solving skills.

Drawing on Gorur and colleagues (2019) concept of 'standardisation of standards', this presentation compares how PIAAC standards were contextualised in Australia, Chile, and Singapore, three countries that participated in PIAAC.

The analysis shows how countries negotiated, modified, and even ignored PIAAC standards, adjusting them to their technical capacities, national statutory frameworks, and political needs. In this process of 'contextualisation of standards', different groups of marginalised peoples – such as first nations peoples, migrant workers, and people speaking non-dominant languages – were further marginalised, limiting their opportunities to contribute knowledge about adult competencies and make visible their strengths and challenges.

Rather than being simply imposed from the OECD, this marginalisation was exerted jointly with national actors involved in PIAAC, manifesting the contemporary shape of education governance and some of the adverse implications of quantification under current 'governance by numbers' processes.

Parallel Session 2 - Sustaining Futures Room

39A-202 📹 https://uqz.zoom.us/j/85370692295

Tarissa J. Hidajat, School of Education, UQ
Mindfulness-based interventions for teacher wellbeing: A systematic review

The effectiveness of mindfulness-based interventions (MBIs) for teachers has previously been reviewed, however, an update was warranted. Our review was pre-registered with International Prospective Register of Systematic Reviews (PROSPERO, CRD42021290067) and included peer-reviewed studies in English through to February 2022. PRISMA guidelines (2021) were followed and databases (PsycInfo - APA PsycNET; ProQuest Education; Medline – PubMed; Web of Science; Scopus) were searched using the terms mindfulness OR mindfulness-based intervention OR MBI AND teacher* at the title and abstract levels. Teachers were defined as in-service K-12 teachers. Assessments of implementation, fidelity and methodological quality were conducted. Thirty-nine studies met the inclusion criteria; 44% of the papers reported three out of five fidelity components according to the Behaviour Change Consortium guidelines (Kechter et al. 2019) and 77% were of good quality using the Downs and Black checklist (1998). Evidence of MBIs for improving stress, burnout, and other related factors (e.g., mindfulness) were reported separately. In general, the review highlighted that MBIs continue to show great promise for facilitating improvements in teacher wellbeing. However, a lack of standardisation in intervention components, facilitators, duration, and outcome measures was observed. Recommendations for intervention characteristics, outcome measures, and directions for future research will be discussed.

Thuy-Anh Nguyen, School of Education, UQ
Social-emotional competence and wellbeing in Vietnamese teachers

Research on teachers' social-emotional competence (SEC) has been garnering mounting attention in the past two decades with studies suggesting that higher SEC is positively linked to mental health and occupational wellbeing. The Test of Regulation in and Understanding of Social Situations in Teaching (TRUST; Aldrup et al., 2020) is a situational judgment test used to measure teachers' social-emotional knowledge and skills. The current study examined the psychometric properties of the TRUST in a sample of 275 Vietnamese teachers and further investigated the relationship between teachers' SEC and their wellbeing. Findings indicated that the TRUST had satisfactory to good internal reliability across its two subscales: Emotional Regulation and Relationship Management. Convergent and discriminant validity were evidenced by stronger, positive correlations between the TRUST and the Social Emotional Competence Teacher Rating Scale (Tom, 2012) in comparison to weaker, negative correlations between the TRUST and subscale scores on the Depression, Anxiety, Stress Scale (Lovibond & Lovibond, 1995), respectively. Results also suggested that higher SEC was associated with higher resilience (Brief Resilience Scale; Smith et al., 2008) and lower perceived stress (Perceived Stress Scale; Cohen et al., 1983). Findings provide greater understanding of teachers' SEC in a country where this is an emerging area of research.

Carl Hotko, School of Education, Southern Cross University

Teaching while the Black Dogs bark: Understanding the Vicarious Trauma experienced by Secondary Teachers in a digitally saturated age

This inquiry seeks to understand Queensland teachers' experiences of vicarious trauma (VT) in a digitally saturated age. The bi-relational connections formed between teachers and their students (Bronfenbrenner, 2005), and the balance of the resources available and demands as educators (Bakker et al., 2018) combine for a complex educational landscape. Teachers in Australia are required to meet learning outcomes of the National Curriculum (Australian Curriculum Assessment and Reporting Authority [ACARA], n.d.) while also supporting the positive wellbeing of their students (AITSL, 2011). However, teachers are often ill-equipped to appropriately recognise, or respond to student trauma, hence the emergence of the Trauma-Informed classroom in recent educational research (Brunzell et al., 2016). To date, there has been little application of VT research in relation to the wellbeing of secondary teachers. Given the current state of the profession, and the national attention this brings, this research is vital for healthy and effective educators and in turn, healthy and effective learning spaces and classrooms. This research will offer valuable insight into the VT experiences of secondary teachers, the application of which will seek to inform policy recommendations, and shape both professional development and preservice training for secondary teachers.

Parallel Session 3 - Connecting Communities
Room 39A-203 🎦 https://uqz.zoom.us/j/83634146032

Mark van Ommne, School of Education, UQ

Educational Quality of Life: Conceptualising the educational experience of high school students with a disability using a Quality of Life model

A range of government and independent reports over the last 30 years indicates that school students with a disability (SWD) experience less than favourable educational outcomes in mainstream settings. This continued failure to provide a quality education for SWD is contrary Australia's obligations as a signatory of the United Nations Convention on the Rights of Persons with a Disability (UNCRPD).

The Educational Quality of Life (EQoL) model has been developed to try and understand what factors influence the educational experience of SWD. The application of QoL to the education of SWD long overdue, despite the conceptual alignment between core QoL domains and the UNCRPD. The EQoL model emerged out of a review of the literature and contains components such as subjective wellbeing, self-concept, policy and leadership, human need fulfilment and society.

The increased emphasis on student wellbeing in Australian schools and an absence of QoL frameworks and models in the educational debate for SWD makes this research timely. The EQoL theoretical model and subsequent measurement model could become a catalyst for the shaping of policy, interventions and resourcing so that SWD receive the best school education possible.

Lisa Hurrell, School of Education, UQ
An appreciative narrative inquiry capturing the voice of students with Autism Spectrum Disorder to explore their engagement and inclusion in a secondary school

This qualitative research explores the puzzle of what students with ASD identify as their strengths and how they are using these. It identifies barriers and facilitators affecting their engagement and inclusion at school. Fieldwork occurred in a Brisbane high school with five students, their mothers and key teaching staff participating. The data is co-composed with the participants. This project grew out of my concern as a teacher that my students had strengths that were not recognised or valued by the school. There is a lack of strengths based, contextual research which promotes the voice of students with ASD. Using the unique style of an appreciative narrative means the focus of this story is on joyful experiences of success. The inquiry has been framed by interpretive constructivism and critical theory. As we move towards an education system which better supports diversity we need to have answers on how we can do that. Findings from this research provide knowledge around what inclusion should look like for students with ASD. It highlights the impact the school environment and the teacher-student relationship has on engagement for these learners. All students should access education which allows them to reach their full potential. Research can provide answers on ways to re-imagine and individualise schooling so that it nurtures and grows the minds we will need for a sustainable future.

Jason van Tol, School of Education, Southern Cross University
Education and full employment: Political possibilities in the neoliberal era

Imagine what education would look like if upon completion every graduate was guaranteed a job paying a living wage, democratically created, doing meaningful work... This is a political possibility in most countries in the world today: Modern Monetary Theory demonstrates that provided a country has sovereignty over its currency, which most now do, it faces no nominal constraints on spending and can always choose to guarantee jobs and maintain full employment (Tcherneva, 2020). Yet a pervasive feature of neoliberalism has been precisely the opposite: the deliberate creation of high and rising rates of un- and underemployment, which impacts young people in particular.

One of Australia's overarching national educational policy goals is that all young Australians become active and informed members of the community, who "work for the common good, in particular sustaining and improving natural and social environments" (Council of Australian Governments Education Council, 2019, p. 8). I argue that achieving full employment, just as it was following World War II until the onset of neoliberalism in the 1970s, would contribute to the improvement of social environments, and could thereby potentiate the sustainability of natural ones. Released from the narrow goal of conferring employability skills, education could focus on preparing students to become active and informed citizens, a phenomenon which reached its zenith in 1968, during the full-employment era, with the worldwide student uprisings (Ali & Watkins, 1998).

Richard Lee, School of Education, UQ
Governing Queensland Public Schools: A Case Study of School-University Collaboration [Poster Presentation]

The establishment of Queensland Academies in 2005 and the Newman government's Independent Public School project are recent hallmark projects of decentralisation of state schools. With the Palaszczuk Government's Building Future Schools Program delivering more "university-affiliated" public colleges under the broader education discourse of selective entries, increased school choice, competition and school autonomy, contemporary public education policies conceal an ongoing reconstitution and devolution of the public schooling system. This emphasis on applying market imperatives on public institutions needs to be problematised to maintain an ethical commitment to equity and equality public education.

This research examines the effects of governance processes embedded within school autonomy policy in Queensland. Specifically, the project seeks to investigate how globalisation processes and entrepreneurial priorities in education and international schooling contribute to the emergence and cultivation of a university-affiliated state college. Using a theoretically-informed qualitative case study design, the research will draw upon insights from semi-structured interview and document research analysis to contribute to the field of education governance studies.

Parallel Session 4 – Sustaining Futures

Room 39A-201 📹 https://uqz.zoom.us/j/86549486618

Ikmanda Nugraha, School of Education, UQ
Constructing new professional identity: My journey as a science teacher educator

In this study, I will discuss the professional learning experience as a science teacher educator at one of Indonesia's teacher education universities. Using a self-study methodology, this study explores my experience constructing a new professional identity as a science teacher educator. This study is an auto-ethnography taken from my portfolio of almost seven years working as a teacher educator. Using the self-determination theory as a framework, this study explores the meaning of constructing a new professional identity from a science teacher to a science teacher educator. This transition is characterized by complex interactions with colleagues, teachers (in-service and pre-service teachers), and the university academic environment, which creates tension and an identity crisis. From this study, it can be argued that it is essential to understand the context and process of transition from science teacher to science teacher educator. In addition, being a science teacher educator requires abilities that exceed that of a science teacher. It is because a teacher educator needs to model and demonstrate proper science teaching for students (in the context of school and higher education), develop research-based science teaching, and be active in science education research.

Andrew Marks, School of Education, UQ
Differentiating Instruction in Secondary Mathematics Classrooms

I examine phenomenon that might contribute to the disconnect between the theory and practice of differentiated instruction in secondary mathematics classrooms. Differentiated instruction has long been suggested as a pedagogical approach that would (1) result in the teacher positioning student individuality and diversity as an instructional strength, rather than an obstacle to manageable classroom teaching, and (2) allow the teacher to cater to varied student mathematical learning needs at the same time. Although differentiated instruction has been theorised widely, the cases of it becoming a part of teaching practice are rare, and confusions about what such practice might involve abound. This has been particularly noticeable in secondary mathematics teaching, where achievement differences are frequently (mis)interpreted as differences in students' abilities, not in learning opportunities. I propose to explore the divide between theory and practice of differentiation by focusing on the extent to which instructional resources available to teachers are capable of enabling them to make differentiated instruction a reality in their classrooms. I will illustrate this "resource" approach to the divide by analysing two types of instructional resources for the contrasting differentiation support they provide to the teacher. One of those resources overtly prioritises equitable learning opportunities, acknowledges the sequential nature of conceptual complexity in mathematical reasoning, and provides the means for supporting increasing complexity in the classroom. The practicality of adopting this resource in teaching and its contribution to differentiated instruction will be explored in my PhD thesis.

Soma Salim S, School of Education, UQ
Green mathematics: Teaching for sustainability

Climate change is undoubtedly real, but have we taken enough actions to solve this problem? Indeed, scientists have invented some alternative solutions, from sustainable energy sources to environmentally friendly waste management. However, in terms of educating future generations, what can teachers do to make students aware of environmental issues and involve them in solving the problems? This ongoing research project is exploring mathematics tasks that can help students to understand the use of mathematical concepts in real world, become aware of environmental issues, and develop problem-solving skill. Some tasks have been considered like Sea Level and Disappearing Forest tasks. The topics vary from numbers to geometry for secondary school students (the difficulty can be adjusted). Also, at the end of each task, students suggest solutions and make reflections. As a result, these tasks might give a terrific opportunity for students to solve problems mathematically, become aware of the earth's condition, and hence create change in the future.

Parallel Session 5
Connecting Communities

Room 39A-202 📹 https://uqz.zoom.us/j/89266694450

Hang Mai, School of Education, UQ
Teaching a global English language in a local context: The what and the how for sustainable development

The living planet is changing rapidly with socio-economic and political challenges and crises increasingly affecting people in every corner of the world, leading to calls for immediate action to ensure a more sustainable future. Education plays a key role in meeting the contemporary challenges that face many people, and English language pedagogy also needs deep transformation to be responsive to new demands in a changing context. This paper deploys autoethnography to highlight the importance of recognizing the nexus between the global and the local; that is, appreciating the local dimensions of English language teaching against the backdrop of globalisation, with an awareness of shared responsibilities for sustainable futures. In particular, the language learning process is conceived as including both cognitive and non-cognitive domains – the purpose is to develop not only professionalism but also responsible citizenship, dignity, uniqueness and identity, social justice, and democracy for a sustainable society. On this basis, more empirical research is recommended to gain insights into the best practices, and crucial learning outcomes of English language teaching and learning in diverse contexts, contributing to a sustainable future.

Skye Playsted, School of Education, UQ
Sustainable, inclusive practitioner research as professional learning in the context of beginner-level adult English language teaching

In this presentation I discuss methodological and theoretical frameworks used in a small-scale, practitioner research study designed to support teachers of beginner-level adult English as an additional language (EAL). The project aims to develop a sustainable, inclusive model of professional learning for teachers in a Queensland context. Teachers of beginner-level adult EAL students work from oral to written language; their students are often from refugee backgrounds with emerging levels of literacy due to interrupted schooling. Despite the complex nature of teaching this level, research and professional learning resources are limited. In the Australian context, teachers also face pressure to focus professional learning time on administrative requirements and assessment compliance, rather than on training that supports their pedagogical needs. Teachers of beginner-level adult EAL students lack a voice in context-specific research that supports them to work together for deeper understandings of classroom practice. This session presents the first phase of my PhD research, in which I explore factors that constrain and enable teachers' classroom practices in the Queensland context. After a brief discussion of theoretical and design principles underpinning the study, I reflect on challenges and possibilities that practitioner research methods afford postgraduate-level researchers. The project's implications for sustainable, professional learning approaches in other educational contexts are also considered.

Azizah Almutairi, School of Education, UQ
Exploring language learning strategies using WhatsApp chats to enhance learning Arabic grammar in cooperative learning settings

Due to the increasing use of social media in the world, there are now hundreds of studies of effective programs focusing on Social Media in Languages Teaching and Learning (Reinhardt, 2019). Despite this advance, less attention has been directed to studies that focus on using social media learning tasks for Arabic language teaching outside the classroom. Therefore, this study will investigate the use of WhatsApp as a learning tool for female international students in Saudi Arabia who are adult learners of Arabic. The research aims are to investigate learner interaction on WhatsApp using a story format and learner collaboration, In addition, I will analyse the impact of WhatsApp collaboration on student identities and determine which learning strategies and collaboration strategies are used in the social media chat environment. The participants are international female students (ages 20-25) who have come to study at Princess Noura University in Riyadh from many different countries. including India, China, the Philippines and Bangladesh. The research project uses qualitative methods, including WhatsApp chat analysis, observations of WhatsApp use, and interviews. In this study, I hope to provide a significant contribution to knowledge since there is scarce research on how Arabic learners use WhatsApp to cooperate in cooperative learning. Understanding the perspectives of foreign language students about using WhatsApp for educational purposes may provide educational institutions with resources that could assist educational planners, policymakers, students, and teachers understand how to use technologies to enhance student education.

Parallel Session 6
Challenge Current Practices Room

39A-203 📹 **https://uqz.zoom.us/j/88568701238**

Elizabeth Allotta, School of Education, UQ
Teachers' experiences that challenge their decision to continue: What teachers really need

Australia is currently facing a worsening "teacher drought". Teachers are leaving in significant numbers and supply is low. The continuing teacher exodus represents a loss in teacher expertise impacting on student learning outcomes. How sustainable is the current educational system?

The reasons why teachers leave are well known, though recent rates and the inability to fill available positions are raising concern. Solutions of increased pay for lead teachers or to attract more to the teaching profession misses key issues underlying the current teacher exodus workload, stress, increased accountability and administrative demands, and increasing change and demands placed on teachers. The COVID-19 pandemic has exacerbated the issues that lead to teacher dissatisfaction and exodus. Their world has changed post-COVID-19 and is continuing to change.

Exploring continuing teachers' experiences provides insights into their needs and work experiences, both prior to and during the emergence of COVID-19. What do teachers really need?

Wen Zhang, School of Education, UQ
Applying cultural competence strategies to help Chinese students address the challenges they confront when studying in Australia

The international higher education sector has experienced rapid growth since the beginning of the 21st century, and the challenges that international students face in host countries are numerous. My personal experiences in Australia motivated me to do what I can for Chinese international students' positive adjustment to a new environment. Chinese students are a large cohort of international students on university campuses in Australia, which has required universities to take into consideration ways to support these students. A critical literature review was conducted and revealed that Chinese international students require effective helping services to maximize their academic and social development in a multicultural environment. The purpose of the proposed project is to inform a cultural competence program that potentially may benefit both Chinese international students and higher education institutions to help them better address the challenges Chinese students experience and increase their overall satisfaction with studying in Australia.

This research adopts a phenomenological design, such that data were collected from semi-structured interviews with Chinese international students (n=20) studying in Australia. A thematic analysis was conducted to build the themes inductively. Findings demonstrate the significance of being culturally competent on an individual level and an organizational level. It is anticipated that further discussions on the findings may provide a new perspective on the importance of applying cultural competence strategies to help Chinese international students' experience greater satisfaction while studying in Australia. At the same time findings from this project may contribute to the success and development of internationalization strategies in higher education.

Sandra Elsom, School of Education and Tertiary Access, University of the Sunshine Coast
How did students learn in a first-year university course with embedded Alternate Reality Game? Early findings and future directions

Game-based learning is proposed as a way of engaging diverse learners. This research uncovers the ways in which an alternate reality game (ARG) contributed to learning in a first-year game design course at university and the extent to which it did so. An ARG is a puzzle-based game in which a fictional narrative is overlaid on a real-world situation. Players undertake tasks and solve problems to advance the story. In an educational setting, the ARG provides context for students to complete learning activities which they can then apply in actual situations. So as not to be swayed by the novelty that an ARG presents, this research applies the well-regarded theory of situated learning as a framework for analysis. The tools of ethnography were used to explore the educational impacts of incorporating ARGs into the curriculum. The game helped students to learn by providing a context for socialisation and it engaged learners in the theoretical content of their course. It also encouraged them to research relevant topics and present an argument supported by evidence. It provided options for the instructor to customise student feedback. However few students engaged in play, and for some, the game hindered learning.

Parallel Session 7
Challenge Current Practices

Room 39A-201   📹   https://uqz.zoom.us/j/87032480215

Daniel Griffiths, School of Education, UQ
Self-regulated motivation and engagement during transition to undergraduate studies

Higher education plays a crucial role in providing opportunities for personal and professional development. While recent pedagogical advances in higher education have increased study flexibility for students, many practices continue to be informed by an outdated assumption that university study is an individual's first, if not only, priority. More research is required to understand about the processes used by students to balance the prioritisation of longer-term investment in education against more immediate "external" priorities. This research explores a framework that recognises relationships between principles of self-regulated learning (SRL) and Situated Expectancy Value Theory (SEVT), and their impact on student (dis)engagement during transition to higher education. In particular, the research examines how students regulate their judgements of expectancy (Can I do this?), value (Should I do this?), and cost (What resources will I expend?), and how these judgements influence student engagement. Preliminary qualitative findings from survey and interview data, collected from students in their first semester of undergraduate studies, provides student voices to our understanding of their experiences. The SEVT framework is likely to be of practical use to higher education institutions as they continue to develop support, orientation, and retention strategies.

Do Na Chi, School of Teacher Education and Leadership, QUT
What constitutes successful writing? Academic writing experience of an international postgraduate student in Australia

Academic writing has increasingly been employed to assess writers' disciplinary knowledge and discursive competence to enter a discourse community. Unfortunately, producing successful academic writing in a new rhetorical context is challenging for student writers. The case study reported here explores how an international student in a Master of Education program at one Australian university developed her understanding of the rhetorical requirements to produce successful academic writing in a new academic context. Drawing on Intercultural Rhetoric (Connor, 2008), the study explored the rhetorical requirements in the writing context, the student's performances in two assignments, and the lecturer's feedback to examine the extent to which the student could comply with those requirements.Text analysis was subsequently assisted by talk around texts (Lillis, 2008) to understand the student's journey of becoming an academic writer in the new context. The findings revealed that the rhetorical requirements might not be recognisable to the student at the initial writing stage, causing unsatisfactory performance. However, with support from the lecturer and peers, successful writing then became feasible as the student developed her rhetorical competence. The study suggested pedagogical implications to support international postgraduate students in Australia.

Haiyan Wang, School of Education, UQ
Case study research on Chinese adult second language learners' identity

While China has the largest EFL learning cohort, and English has been actively introduced to curriculum and entered business practice even daily life of Chinese, and much research has been conducted on university or school students, there is a paucity of study on adult non-school going Chinese's second language identity and research on their learning experience remains elusive and few. The purpose of this qualitative study is to shed light on the Adult Chinese English learners' learning experience and explore the ways their second language identities emerge and develop as they use English in the context of China. A qualitative case study is designed for this research and guided by a number of socialists' theories interweaving and complementing each other to provide a multi-facets and all-rounded approach to anatomize the issue. Data are to be gleaned from a group of 20 adult EFL learners selected as the participants for this research based on their years of English learning experience, data collecting instruments including semi-structured interviews, study dairies and WeChat written.

The study hopefully will inform the language teachers and learners the development of a second language learners' identity and its impact on language learning and also make teachers and learners aware of the possible tensions of the competing and opposing values embedded in the L1 and L2 during the course of learning.

Parallel Session 8
Sustaining Futures Room

39A-202 🎥 **https://uqz.zoom.us/j/81100135968**

Jennifer Levitt, School of Education, UQ
Shining a light on learner agency: Can a profile of learners' agentic resources reveal the next steps for feedback?

Educators and researchers have been tasked with the challenge to ready learners for a global climate in which change, and uncertainty abound. It is our greatest imperative to ensure that students develop exceptional abilities to thrive in this context and the personal agency to affect the desired course of their lives. This paper examines the development of a profile of learners' agentic resources (PLAR) to reveal how learner agency impacts on the learners' perceptions and recipience of a student-centred feedback model. The research has been conducted through a pragmatic worldview in which the social, historical, and political context provide an ontology to see the world as multi-faceted. A mixed-methods approach is used to examine the complex relationship between the learner, feedback, and the classroom context. The development and measure of a the PLAR was initiated to address the growing awareness among educators that learner agency is a key contributor to academic achievement and life success (Bandura, 2008).

This research provides important preliminary insight into the association of agentic resources and learners' agentic recipience and engagement with feedback. It raises questions about the malleability of learners' agentic resources and whether a student-centred feedback and pedagogy model can contribute to improved outcomes.

Louise Cosgrove, School of Education, UQ
Closing the gender gap in adolescent mental health literacy

As every passionate educator knows, adolescence is a pivotal time of identity formation, when attitudes about wellbeing and self-care begin to consolidate. Emerging evidence from neuroscience and masculinities theory suggests that peak windows of opportunity to shape these attitudes, in terms of age and psycho-social development, differ between adolescent males and females. Further, most school- based wellbeing programs have a significantly higher impact on girls. Why? Recent research by the World Health Organization found that "gender blind" and "gender neutral" programs for young people and adults are failing. Additionally, in 2018 the American Psychological Association released specific guidelines for differentiated ways of working with boys and men. While gender is complex and certainly exists on a spectrum, it matters. Current research suggests boys respond best to strength based, solution focussed wellbeing models and that the mode of delivery is equally important as content. Methodologically, the glaring omission - globally - is a lack of student voice and co-design. Positioning end users as experts may be the key to closing the gap in mental health literacy.

Andrew Beencke, School of Education, UQ
Intellectual character in critical thinking education: The person behind the thinking

In the 21st century our educational institutions aim for students to be critical thinkers who can contribute to the betterment of our future society. It is widely accepted that critical thinkers possess character traits such as curiosity, intellectual autonomy and humility that shape their intellectual conduct.
This study aims to deepen our understanding of these traits as educational outcomes by observing classroom cultures through the lens of virtue epistemology, capturing the complexities of these traits, their vicious counterparts, and the values at their core.

Using a multi-case case study design, the cultures of two primary classrooms were explored over a period of 10 weeks through teacher interviews, student focus groups, and in-class observations. The initial stages of thematic analysis indicate that there are many areas in which the classroom culture might better develop students' intellectual character, and that performance and community outcomes are privileged over the genuinely intellectual.

This study provokes a discussion around the goals that drive classroom culture, the impact of neoliberal ideals, and the classroom practices that may be corrupting the intellectual character of students and inhibiting their development as critical thinkers who can positively contribute to the betterment of our future society.

Parallel Session 9 – Connecting Communities

Room 39A-203   📹 https://uqz.zoom.us/j/88079796096

Naomi Fillmore, School of Languages and Cultures, UQ
Cultivating flourishing language ecologies for sustainable languaging futures

"The language garden has thrown open its doors, has lost its enclosure.... What we need today is to work on sustaining languaging so that the many colors create one integrated context that does not separate or exclude, but remains diverse and productive" (García, 2011, pp. 7, 9).Environmental metaphors abound in the sociolinguistics and educational linguistics literature.Traditional approaches to including languages in education, such as bilingual/dual language or second/foreign language models, relied on the ability to identify, delineate, and compartmentalise between languages, and therefore appealed to the metaphor of a neatly manicured garden with distinctive flowers and colours.

However, these approaches have now been robustly challenged by the 'multilingual turn' (May, 2013) in sociolinguistic, and, as García describes, the garden metaphor has now had its gate thrown open, inviting plants of all varieties to propagate and colours to merge.

This presentation will discuss the implications of the multilingual turn for education and argue for embracing new metaphors for language in education which support "sustainable languaging futures", as described by García (2011) and supported by others. In particular, it will discuss the concepts of linguistically sustaining pedagogies and language ecologies, demonstrating their centrality in supporting sustainable languaging futures for students, families, and communities.

Danwei Gao, School of Teacher Education and Leadership, Faculty of Creative Industries, Education and Social Justice, QUT
English as capital: A sociological analysis of bilingual parenting in monolingual China

Currently, parents from a middle-class background still think high of English and practise an English-prioritised family language policy (FLP), whereas the government tries to play down the feverish English teaching and learning in China. This paper, then, examines the underlying dynamics of such familial language support.

Guided by Bourdieu's (2010) notions of habitus, capital and field, the qualitative study focuses on the English FLP of réncái (educated human resources or talents) by analysing interview data from five families. The findings demonstrate that FLP is a comprehensive result of the influences of multiple fields (Mu, 2018). It is also found that English becomes linguistic capital across the fields in China's society, as English has the potential or capacity to reproduce itself in identical or expanded forms, whether social, cultural, economic or symbolic. To provide the best familial literacy inculcation for the child/ren so as to guarantee their affluence in the linguistic capital, réncái parents exchange other forms of capital for their children's English proficiency. Further, réncái parents' habitus of bilingual parenting is found to be highly diversified in management but to be highly congruous with the expectations.

Lanting Wang, School of Education, UQ
Negotiating a third space: Exploring Chinese immigrants' translanguaging experiences for competing incentives in transnational spaces

Due to unequal power relations, the repertories of immigrants are often characterised by devaluation and deficiency (Zschomler, 2019), which have impact on the sustainable development of not only immigrants but also the host society. Driven by competing incentives, immigrants exert their agency to resist structural constrains to pursue their wellbeing, manipulating their linguistic repertoires and social networks within and across borders to reach their social and economic goals. As an integral aspect of social production and reproduction processes, language constitutes an essential ingredient of immigrants' integration into the host country, making language use a promising field of inquiry to understand immigrants' experience of integration.

However, the role of heritage languages (HLs) has been underexplored to date in immigrants' social and economic adaptation and wellbeing. Focusing on Chinese immigrants in Brisbane, Australia, this study aims to explore the ways in which Chinese immigrants construct their agency in language to deal with competing incentives and produce their own solutions to alleviate or defuse the impact of structural marginalization and inequality. Their adaptation experiences are conceptualized within Bourdieusian sociological theory of practice that triangulates the concepts of capital, habitus and field to understand how the Chinese immigrants navigate their capitals, including Chinese as a heritage language (CHL) as linguistic capital, and embodied dispositions (habituses) in transnational economic spaces (fields). Data will be collected through a variety of sources, including interviews, on-site observation and document analysis.

The analysis of the data gives particular attention to the structure-agency tensions at the level of languages and linguistic practices in the participants' post-migration life. We argue that HLs contribute to social sustainability and that the values of HLs goes beyond sociocultural realms to economic contribution that transcends borders

Early Career Researcher (ECR) Keynote Symposium

Room 03-206 📹 https://uqz.zoom.us/j/89929468041

Rafaan Daliri-Ngametua, National School of Education, Australian Catholic University
My values-based approach to 'being' and 'becoming' an Early Career Researcher

Md Maksud Ali, School of Education, UQ
Sustaining the research agenda as an early career researcher

Daeul Jeong, School of Education, UQ
PhD journey: Before and after, and let's think about sustainability

Thank you!

The 2022 School of Education Postgraduate Research Conference Comittee would like to thank all keynotes, presenters, and attendees for joining us at this year's conference.

Your support has been invaluable in starting and continuing much-needed conversations around Education for Sustaining Futures.
We trust that you will find the day engaging and enriching and look forward to welcoming you again next year.