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CREATE CHANGE

School of Education Postgraduate Research Conference 2025

Education for Human Flourishing: Bridging Local Realities with Global Challenges

Saturday 1st November 2025

8:45am–5:00pm, GHD Lecture Theatre, Advanced Engineering Building,
Building 49, Staff House Rd, St Lucia Campus, The University of Queensland
(Registration 8:15am–8.45am)



Welcome from the Head of School

Professor Robin Shields



Dear Researchers,

It is my great pleasure to welcome you to the 2025 School of Education Postgraduate Conference - Education for Human Flourishing: Bridging Local Realities with Global Challenges. This year's theme invites us to explore how education can support individual and collective wellbeing, foster equity and inclusion, and respond thoughtfully to the complexities of our global landscape while remaining grounded in local contexts and communities. I encourage all participants to approach the conference with curiosity, generosity, and a willingness to learn from each other. I would like to express my sincere thanks to the organising committee for their commitment, creativity, and hard work in bringing this conference to life.

Professor Robin Shields.

Welcome from the Director of Research

Associate Professor Elizabeth Edwards



Dear Researchers,

Education for Human Flourishing: Bridging Local Realities with Global Challenges – invites us to explore how education can empower individuals and communities in challenging times. I look forward to welcoming you to a showcase of research and to engaging in dialogue that connects local knowledge with global challenges.

Associate Professor Elizabeth Edwards.

Welcome from the Director of Higher Degree Research

Associate Professor Shiralee Poed



Dear Researchers,

Welcome to the 19th Annual Higher Degree Research Conference hosted by the School of Education at the University of Queensland. This year's theme, Education for Human Flourishing: Bridging Local Realities with Global Challenges, invites us to reflect deeply on the transformative power of education in a complex and interconnected world. As emerging scholars, your research plays a vital role in shaping inclusive, responsive, and forward-thinking educational practices – locally and globally. This conference is more than a gathering; it is a vibrant space for dialogue, collaboration, and inspiration. It is a chance to share your insights, challenge assumptions, and contribute to a collective vision on education that uplifts individuals and communities alike. You are not just participants; you are thought leaders and change makers. Your work matters, and your presence enriches this event.

Associate Professor Shiralee Poed.

From the Conference Organising Committee

This year's theme "*Education for Human Flourishing: Bridging Local Realities with Global Challenges*" emphasises our collective responsibility to design educational experiences that empower individuals and communities to thrive while remaining attuned to the complex forces shaping our shared future. Human flourishing spans emotional, social, intellectual, ethical, cultural, and ecological dimensions, demanding that we weave local knowledge and practice into broader global concerns.

We invite postgraduate Education scholars across South-east Queensland to share their research as we come together to explore how educational practices, policies, philosophies, and environments can bridge local contexts with global imperatives. This theme encourages meaningful conversations among postgraduate students, supervisors, practitioners, institutions, and disciplines, fostering collaboration and cross disciplinary insights.

Consider how your research engages with human flourishing wherever you are in your scholarly journey: curriculum and pedagogy, educational policy, philosophy of education, language and literacy, technology and innovation, community partnerships, leadership and teacher professional development, student voice and agency, or other areas that illuminate the connections between local realities and global challenges.

We look forward to meeting you.

[The Conference Organising Committee](#)
MD Rabiul Alam, Noor Mohammad Masum,
Ann Nguyen

Program

8:15am–8:45am	Registration GHD Auditorium Lecture Theatre Room 200 – Advanced Engineering Building (49), The University of Queensland, St Lucia Map - maps.uq.edu.au https://ugz.zoom.us/j/85986851885
8:45am–9:15am	Welcome Welcome and Announcements Associate Professor Shiralee Poed , School of Education, The University of Queensland Acknowledgement of Country Antoinette Cole , PhD Candidate, School of Education, The University of Queensland Dr. Ren Perkins , Senior Project Manager (Indigenous Engagement), Health, Medicine & Behavioural Sciences Faculty, The University of Queensland Head of School opening address Professor Robin Shields , School of Education, The University of Queensland
9:15am–10:15am	Keynote Address Presentation: Towards flourishing digital futures – creating a better children’s internet Professor Michael Dezuanni , Queensland University of Technology
10:15am–10:45am	Morning Tea Level 3 Foyer – Advanced Engineering Building (49), The University of Queensland, St Lucia Map - maps.uq.edu.au

10:45am–12:00pm Concurrent Session 1						
Location	Room 1 (49-200)	Room 2 (49-301)	Room 3 (49-313A)	Room 4 (49-316)	Room 5 (49-316A)	Room 6 (49-502)
	 https://uqz.zoom.us/j/85986851885	 https://uqz.zoom.us/j/87909799533	 https://uqz.zoom.us/j/86709198886	 https://uqz.zoom.us/j/81998355927	 https://uqz.zoom.us/j/84376473707	 https://uqz.zoom.us/j/83136504283
Theme	Rethinking assessment, recognition, and opportunity (Chair: Dedi Febrianto)	Mapping identities, languages, and learning across places (Chair: Noor Mohammad)	Questioning values, ethics, and educational purpose (Chair: Nofrina Eka)	Navigating digital futures, access, and rural realities (Chair: Amalia Novita Sari)	Charting wellbeing, inclusion, and belonging (Chair: Md Rabiul Alam)	Reimagining classrooms and school–community partnerships (Chair: Tarissa Hidajat)
Speaker 1	Storytellers: What Structural and Linguistic Resources are Australian students using in their Narrative Writing? <i>Caryn Hellberg, School of Education, The University of Queensland</i>	Interrupting Masculinity: Educator Responses in Single-Sex Schools <i>Lisa Holohan, School of Education, The University of Queensland</i>	Understanding the Transforming Teacher Education and Learning (T-TEL) Initiative: Does External Funding Mask a New Wave of Educational Colonisation Agenda? <i>Enoch Nyarkoh, School of Education, The University of Queensland</i>	The Human Flourishing Paradox: Student Perspectives on Responsible Use of AI in Academic Writing <i>Harsh Patel and Preya Pareshkumar Shah, School of Business, James Cook University</i>	Relations Between Teacher Social-Emotional Competence and Student Social-Emotional Competence: A Systematic Review and Multilevel Meta-Analysis <i>Thuy-Anh (Ann) Nguyen, School of Education, The University of Queensland</i>	Promoting Undergraduate Students' Productive Creative Thinking around Chemistry Concepts using Real-World Contexts in a Dialogic Context <i>Solomon Mangai, School of Education, The University of Queensland</i>
Speaker 2	Problem-Solving Skills Assessment: Evidence from Indonesian Project-Based Learning Curriculum <i>Ilham Phalosa Reswara, School of Education, The University of Queensland</i>	Embedding Sustainability Competencies in Australian Civics and Citizenship Education: A Qualitative Content Analysis <i>Ismat Aro, School of Education, James Cook University</i>	Beyond Access: Examining The Tensions and Transformations in Philippine Inclusive Education <i>Lucena Miranda, School of Education and Professional Studies, Griffith University</i>	From Demands to Resources: How School Leaders Enable Teacher Flourishing. <i>Nathan Reynolds, Faculty of Education, Southern Cross University</i>	Executive Functions and Reading in Children: A Systematic Review and Meta-analysis <i>Ting Zhou, School of Education, The University of Queensland</i>	Unlocking the Science of Behaviour Change: What Every Educationalist Needs to Know <i>Muni Swatika Shivangini, School of Graduate Research, Central Queensland University</i>
Speaker 3	Beyond the Dialogue: Unpacking Pre-service Teachers' Affective Responses and Cognitive Processes in Feedback Engagement with Mentors <i>Jumana Ayoub, School of Education, The University of Queensland</i>	Improving Students' Use of Effective Learning Strategies: The IMPACT Framework and STAR Voyage I Intervention <i>Jonathan Brazil, School of Education, The University of Queensland</i>	Taking a Beautiful Risk: Deploying Narrative Teaching Records to Navigate Unpredictability in Teaching <i>Khanh Nguyen, School of Education, The University of Queensland</i>		Monitoring Student Mental Health in Education: The Utility and Feasibility of Data Analytics for Systematic Screening <i>Rebecca Terlich, School of Psychology and Wellbeing, University of Southern Queensland</i>	Goal Setting for English Learning Motivation: A Study of Chinese High School Students in Middle-Socioeconomic-Status Areas <i>Sihong Zhou, School of Languages and Cultures, The University of Queensland</i>

12:00pm–1:15pm Concurrent Session 2						
Location	Room 1 (49-200)	Room 2 (49-301)	Room 3 (49-313A)	Room 4 (49-316)	Room 5 (49-316A)	Room 6 (49-502)
	 https://uqz.zoom.us/j/85986851885	 https://uqz.zoom.us/j/87909799533	 https://uqz.zoom.us/j/86709198886	 https://uqz.zoom.us/j/81998355927	 https://uqz.zoom.us/j/84376473707	 https://uqz.zoom.us/j/83136504283
Theme	Rethinking assessment, recognition, and opportunity (Chair: Ting Zhou)	Mapping identities, languages, and learning across places (Chair: Noor Mohammad)	Questioning values, ethics, and educational purpose (Chair: Ann Nguyen)	Navigating digital futures, access, and rural realities (Chair: Amalia Novita Sari)	Charting wellbeing, inclusion, and belonging (Chair: Md Rabiul Alam)	Reimagining classrooms and school–community partnerships (Chair: Solomon Mangai)
Speaker 1	Test Authenticity in Global Standardised English Testing: Voices from International Students as Test-takers in Australia Xiaofan Liu , School of Business and Law, Queensland University of Technology	What Is My Worth? Exploring the Aspiration Formation of Chinese Working-class Young Women within STEM Higher Education Yating Hu , School of Education, The University of Queensland		Feedback That Talks Back: Exploring EFL Learners' Engagement Through WhatsApp Audio Dialogue Ehdag Barnawi , School of Languages and Cultures, The University of Queensland	Exploration of How Well-Being Practices in the Everyday Classroom Can Influence Student Well-Being. Kate Herwig , School of Education, Southern Cross University	'Why aren't we celebrating community heroes?': Aboriginal and Torres Strait Islander voices on the practices of school leadership in Australia Antoinette Cole , School of Education, The University of Queensland
Speaker 2	University Autonomy: When "They" Don't Walk the Talk Khairi Jaafar , School of Education, The University of Queensland	Medium of Instruction in Indonesian TVET: A Neglected Pathway to Human Flourishing Dedi Febrianto , School of Education, The University of Queensland	Symposium: How Can a Research Make its Educational Meaning? Takenori Saqara , Michelle Ocriciano , Nofrina Eka Putri , Hang Mai , and Khanh Nguyen , School of Education, The University of Queensland	Learner Agency and Creativity in AI-Mediated Higher Educational Practice Tshering Yangchen and Suren Ladd , School of Education, James Cook University	Inclusive Education in Focus: A Web-Based Investigation of Australian Initial Teacher Education Program Aisyah Ardani , School of Education, The University of Queensland	Exploring School Leaders' Perspectives on Family-School Engagement for Supporting Student Attendance Tarissa Judith Hidayat , School of Education, The University of Queensland
Speaker 3	Exploring the Experiences of Iranian Global Talent Migrants Integration into Australia Samantha Saidi , School of Education, James Cook University	Teachers as Readers and Their Classroom Practices: A Systematic Review Evi Puspitasari , School of Education, The University of Queensland			Flourishing Beyond the Classroom: School Camp Experiences of Autistic Students Thomas McKenna , School of Education, The University of Queensland	Bourdieu on Tuckshop Duty Sarah McCallan , School of Education, The University of Queensland

1:15pm–2:15pm	Lunch & Networking Opportunity				
1:45pm–2:15pm	Networking Activity Level 3 Foyer – Advanced Engineering Building (49), The University of Queensland, St Lucia. <i>You are welcome to remain in the foyer to eat your lunch, join the networking activity, or have some quiet time.</i>				
2:15pm–3:30pm	Concurrent Session 3				
Location	Room 1 (49-200)	Room 2 (49-301)	Room 3 (49-313A)	Room 4 (49-316)	Room 5 (49-316A)
	 https://uqz.zoom.us/j/85986851885	 https://uqz.zoom.us/j/87909799533	 https://uqz.zoom.us/j/86709198886	 https://uqz.zoom.us/j/81998355927	 https://uqz.zoom.us/j/84376473707
Theme	Rethinking assessment, recognition, and opportunity (Chair: Tarissa Hidajat)	Mapping identities, languages, and learning across places (Chair: Ting Zhou)	Questioning values, ethics, and educational purpose (Chair: Dedi Febrianto)	Navigating digital futures, access, and rural realities (Chair: Ann Nguyen)	Charting wellbeing, inclusion, and belonging (Chair: Solomon Mangai)
Speaker 1	Reconceptualising test-taking using Bourdieu's relational sociology: IELTS test-takers as social actors in the field of global language assessment Amalia Novita Sari , School of Education, The University of Queensland	Education for Human Flourishing in Mathematics: Storytelling and RME to Support Fraction Learning in Malaysian Classrooms Rehnuqa P Nadarajan , School of Education, The University of Queensland	Discovering Javanese Flourishing Virtues from Serat Dewa Ruci to strengthen Self-Identity of Youth in Indonesia Prof. Muslihati, S.Ag., M.Pd and Dr. Ahmad Yusuf Sobri, S.Sos., M.Pd , School of Education, Universitas Negeri Malang	AI as a Thinking Partner? The Role of GenAI in Supporting International Students' Academic English Needs Franciele Spinelli , School of Languages and Cultures, The University of Queensland	An Individualised Model Informed by Student Voice Supporting Best Practice for Nurturing Autism Strengths within an Inclusive School Environment Lisa Hurrell , School of Education, The University of Queensland
Speaker 2	Open-Ended Tasks for Human Flourishing in Mathematics Education Murtafiah , School of Education, The University of Queensland	Language Management and Human Flourishing in Spiritual Tourism: Insights from the <i>Biswa Ijtima</i> in Bangladesh Md Rabiul Alam , School of Education, The University of Queensland	Language Teachers Regaining a Sense of Praxis in Pronunciation Teaching and Learning Through Exploratory Practice as Professional Learning in Australia Skye Playsted , School of Education, The University of Queensland	Teachers and Parents: In Partnership Codesigning STEM Units Michael Hepi , Faculty of Education, Southern Cross University	What Works When Supporting Student Wellbeing? Exploring Primary School Educators' Stories of Success Sophie Porter , School of Education, The University of Queensland
Speaker 3	"Poetry writes me, and I let it be" Hang Mai , School of Education, The University of Queensland	Reimagining Higher Education: Foresight and Policy Recommendations for Graduate Employability in Language Education Maziyyatul Muslimah , School of Education, The University of Queensland	Chinese EFL Learners' Identity: Conflicts and Tension Haiyan Wang , School of Education, The University of Queensland	Exploring the Effect of an Escape Room on Pre-Service Teachers' Integration of Making into Educational Practice Elias Alejandro Espinoza Mora , School of Education, The University of Queensland	Ending Diploma Engineering's Century-old Marginalization in Bangladesh Noor Mohammad Masum , School of Education, The University of Queensland

3:30pm–4:30pm	Alumni Panel Discussion
	Yarning on ‘Life after PhD’ with Dr. Aaron Teo, Dr. Ngoc Hoang, Dr. Kimkong Heng, Dr. Ren Perkins <i>Moderators:</i> Ann Nguyen & Md Rabiul Alam
4:30pm–4:45pm	HDR Awards Ceremony
4:45pm–4:55pm	Address by Research Director
	Associate Professor Elizabeth Edwards , School of Education, The University of Queensland
4:55pm–5:00pm	Closing Remarks by HDR Representatives



Thank you for your participation in our 2025 Postgraduate Research Conference.
Please share your reflection and feedback [here](#) (or via scanning the attached QR code).

Please note that photographs and short video clips will be taken throughout the 2025 School of Education Postgraduate Research Conference for use in future promotional and archival materials. By attending the conference, you consent to being photographed unless you choose to opt out.

If you prefer not to appear in any photos or recordings, please email the conference organisers at pg.ed.conference@uq.edu.au before the event and notify the event photographer on the day.

A shared folder of conference images will be made available to all attendees after completing the post-conference feedback survey. If you choose to share conference photos, please acknowledge the photographer [@photosfromfrank](#).

Keynote Speaker



Professor Michael Dezuanni, Queensland University of Technology

Professor Michael Dezuanni undertakes research about digital media, literacies and learning in home, school and community contexts. He is the Program Leader for 'Creating Better Digital Futures' for Queensland University of Technology's Digital Media Research Centre which produces world-leading research for a creative, inclusive and fair digital media environment. He is also a chief investigator in the ARC Centre of Excellence for the Digital Child. Michael has been a chief investigator on eight ARC Linkage projects with a focus on digital literacy and learning at school, the use of digital games in the classroom, digital inclusion in regional and rural Australia and in low-income families, and the use of screen content in formal and informal learning. He is the author of 'Peer Pedagogies on Digital Platforms - Learning with Minecraft Let's Play videos' (MIT Press, 2020), and co-author of 'Social Reading Cultures on BookTube, Bookstagram and Booktube' (Routledge, 2024).

Presentation: Towards flourishing digital futures – creating a better children's internet

In this talk, Professor Dezuanni outlines a project undertaken in the ARC Centre of Excellence for the Digital Child called 'The Children's Internet', which uses a political economy approach to frame children's interactions with digital media, as an alternative to 'screen time', and health-related approaches. He discusses how the 'Children's Internet' may be conceived and how it was developed following desk research, social media analysis and industry interviews. He argues that the approach provides a useful contribution to discussions about policy and regulation for young people's uses of digital and social media, particular in the context of the impending social media ban for under 16s.

Yarning on 'Life after PhD'

UQ PhD alumni panellists



Dr. Aaron Teo

Dr Aaron Teo is a Singaporean Chinese first generation migrant settler living on unceded Jagera and Turrbal lands. He is a Sociologist of Education working as a Lecturer in Curriculum and Pedagogy at the University of Southern Queensland's School of Education. Aaron is Convenor for the Australian Association for Research in Education Social Justice Special Interest Group, Queensland Convenor for the Asian Australian Alliance, and member of the Advisory Committee for the Australian Human Rights Commission's landmark Racism@Uni study. He was the State Library of Queensland's 2024 John Oxley Honorary Fellow, and winner of the 2023 Carolyn Baker Memorial Prize and 2024 Special Commendation for the Ray Debus Award for Doctoral Research in Education. Aaron's research focuses on the raced and gendered subjectivities of migrant teachers and students from 'Asian' backgrounds in the Australian context, as well as critical pedagogies in white Australian (university and school) classroom spaces. He interrogates experiences at the nexus of migration, racism, sexism, and multiculturalism in the Australian education context, and is looking forward to sharing four forthcoming books in this space - two solo-authored works titled: Storying migrant Asian teacher racialisation in Australian schools: A critical autoethnographic re-membering (Springer), and Asian Australian Student Teacher Mobility and the Overwhelming Whiteness of Australian Education (Routledge) respectively; one co-authored collaboration titled: Asian Australian Racialisation and Approaches to Anti-Racism: Traces, Tropes, and Trajectories (Palgrave); and a co-edited project with Tisha Dejmanee and Ien Ang titled: Asian Australian Cultural Politics in Education: Local and global perspectives on Asian racialisation and anti-Asian racism (Routledge).



Dr. Kimkong Heng

Kimkong Heng has a PhD in Education from the University of Queensland, Australia. He is currently a Casual Academic in the School of Education, the University of Queensland. He is also an Adjunct Lecturer in the Faculty of Education, Pannāsāstra University of Cambodia. In addition, he is a Co- Founder and Editor-in-Chief of the Cambodian Journal of Educational Research. He previously served as a Technical Advisor on Research and Development at the Ministry of Education, Youth and Sport in Cambodia. He was a recipient of the Australia Awards Scholarship and was awarded a Community Leadership Award of the Year 2023 by the Australian Alumni Association of Cambodia for his significant contributions to promoting research and publication in Cambodia. He was also conferred the title of Associate Professor by His Majesty the King of Cambodia in 2023. His research interests include TESOL, teacher education, higher education, and research engagement and productivity.



Dr. Ngoc Hoang

Ngoc Hoang earned her PhD in Education from The University of Queensland in 2018. Following a period of continued engagement in teaching and research, she pivoted to data analytics through online training and a postgraduate qualification at the Australian National University. Her data career in the Australian public service began in a fast-paced team at the Australian Bureau of Statistics that transformed raw ATO payroll data into high-quality and timely jobs and wages statistics to inform quick responses to Covid-19. She then joined the Australian Government Department of Education, where she is now an Assistant Director, delivering and leading the analysis, quality assurance and publication of national higher education statistics. Though her path might appear to be a major career shift, the transferable skills honed during her doctoral studies—communication, problem-solving, and conceptual and critical thinking—have been instrumental at every step.



Dr. Ren Perkins

Ren Perkins is a proud Quandamooka man and Senior Project Manager (Indigenous Engagement) at the University of Queensland with the Health, Medicine & Behavioural Sciences Faculty. He leads strategic initiatives to support Indigenous student success and embed Indigenous perspectives across teaching and learning. Ren previously held a lecturing role at Griffith University, where he contributed to the School of Education and Professional Studies, Indigenous education strategy and deepened community engagement. With a strong background in educational equity, Ren brings a strengths-based approach to his work, grounded in cultural knowledge and a commitment to systemic change. He is passionate about supporting the next generation of Indigenous educators and researchers.

Conference Abstracts

Concurrent Session 1

Room 1 (49-200)

Storytellers: What Structural and Linguistic Resources are Australian Students Using in their Narrative Writing?

Caryn Hellberg, School of Education, The University of Queensland

Writing is one of the most critical skills students will learn at school, laying a foundation for human connection and flourishing. Despite its recognised importance, concern about students' writing ability exists at a local and global level. In Australia, the NAPLAN writing assessment indicates that almost one-third of students are still developing the required expectations for writing, with one-quarter of those requiring additional support (ACARA, n.d.). Discourse knowledge, including text structure and language resources knowledge, is a required component of becoming a skilled writer (Kim & Park, 2019). To design effective educational experiences, we must first understand what linguistic and structural choices are valued in writing and where support is required. The aim of this pilot study was to identify the linguistic and structural features present in low and high-scoring primary school NAPLAN narrative writing samples. The samples were analysed using aspects of systemic functional linguistics theory (Halliday & Matthiessen, 2014). By showcasing the choices students make in their writing, we can celebrate the successes and identify key differences between low and high-scoring samples. These differences could be targeted in the design and development of a writing intervention program that aims to empower students and improve their writing.

Problem-Solving Skills Assessment: Evidence from Indonesian Project-Based Learning Curriculum

Ilham Phalosa Reswara, School of Education, The University of Queensland

Global frameworks increasingly emphasise problem-solving skills, yet classroom assessment appears more complex. Indonesia's recent Kurikulum Merdeka shifts toward project-based learning, offering tools such as portfolios, observations, and checklists. However, this transition from multiple-choice tests to open-ended formats seems challenging for teachers. Because assessment not only measures but also shapes learning, finding approaches that capture diverse student strengths while supporting teachers' transition may be essential for enabling learners to flourish. This study explores how Indonesian Year 11 students demonstrate problem-solving across varied tasks, and whether assumptions of unified problem-solving skills align with local realities. Forty-three students from one school completed structured reasoning tasks (two-tier multiple choice (TTMC)), ill-structured entrepreneurial planning scenarios, and collaborative activities. While only assessment data are reported here, additional sources such as interviews and observations are being collected for future analysis. Preliminary findings suggest significant independence between formats (correlations near zero), despite strong internal consistency within TTMC. Students successful in structured tasks did not necessarily excel in ill-structured scenarios, suggesting problem-solving skills appear to be distinct, not unified. Recognising these differences could support more inclusive assessments that honour local contexts while preparing students to flourish globally.

Beyond the Dialogue: Unpacking Pre-service Teachers' Affective Responses and Cognitive Processes in Feedback Engagement with Mentors

Jumana Ayoub, School of Education, The University of Queensland

Feedback is a crucial tool for teacher professional growth and reflective practice, especially for pre-service teachers during practicum. The process of feedback is often conceptualised as a

cognitive and behavioural process, perhaps suggesting that all pre-service teachers will respond similarly to the same feedback. However, the internal cognitive and affective processes linking how feedback is received and acted upon remain underexplored (Lui & Andrade, 2022; Winstone et al., 2017). Drawing on self-regulated learning theories, attribution theory, cognitive appraisal theories, and the internal mechanisms of feedback processing theoretical framework, this presentation will provide an overview of a study exploring the underlying cognitive and emotional responses that account for the varied effectiveness of feedback among different individuals. The study adopts an explanatory sequential mixed methods design. To explore how individual differences influence feedback engagement and integration, pre-service teacher profiles will be created based on data collected using belief-based scales, the 3 Circle App and feedback engagement and integration measures. In-depth exploration of the pre-service teacher emotional, behavioural and cognitive responses to dialogic feedback with mentors will be gathered from a smaller number of participants through interaction analysis (Ajjawi & Boud, 2017), biometric wristbands, and stimulated video recalls. This study is expected to result in evidence-based recommendations for targeted feedback and a structured reflective protocol in a diary-keeping format that can be used by pre-service teachers during practicum.

Room 2 (49-301)

Interrupting Masculinity: Educator Responses in Single-Sex Schools

Lisa Holohan, School of Education, The University of Queensland

Gender equity is a global concern, increasingly politicised by culture-war clashes between inclusion and far-right resistance, yet it is lived and contested locally. This study investigates how educators reinforce or interrupt dominant masculinities, shaping boys' experiences in single-sex schools. Boys describe pressures to perform toughness, avoid "feminised" subjects, and stay silent about vulnerability. Yet they also notice contradictions, pushing back against homophobic language, challenging silence around emotions, and critiquing online stereotypes of masculinity. Drawing on qualitative data from focus groups and interviews, I identify the micro-spaces where educators' everyday responses matter. These moments, whether affirming difference, modelling care, or challenging derogatory language, can shift boys' experiences of belonging and identity. Locally, the study highlights the role of teachers and schools in creating safe, inclusive environments where boys can pursue identities and futures not limited by narrow masculine norms. Globally, it contributes to ongoing debates about how schools can advance gender equity and support young people's opportunities to thrive amidst rapid social change.

Embedding Sustainability Competencies in Australian Civics and Citizenship Education: A Qualitative Content Analysis

Ismat Ara, School of Education, James Cook University

In response to the escalating "polycrisis" that entangles social, environmental, and political challenges for youth, this study critically evaluates the integration of sustainability within Australian Civics and Citizenship Education (CCE). Framed by the imperative to support human flourishing in an interconnected world, the research explores how CCE curriculum contents can promote young people's competencies across cognitive, behavioural and affective domains so they can develop knowledge, skills and identity needed to navigate and shape sustainable futures—both globally and locally. Using Redman and Wiek's (2021) eight sustainability competencies as a guiding framework, the analysis spans CCE curriculum Year level descriptions, inquiry questions, achievement standards, and content elaborations from the Australian Curriculum (ACARA, Version 9.0) and Victorian Curriculum (VCAA, Version 2.0) for Years 5–9. Qualitative content analysis (Schreier, 2012) reveals that values thinking, strategic thinking, and implementation thinking are well represented, while

systems thinking, futures thinking, interpersonal thinking, and integration thinking appear only implicitly and with inconsistent development. Additionally, competencies such as integration, implementation, and intrapersonal skills remain limited or underdeveloped. These findings underscore the need to strengthen and expand EfS across CCE, ensuring that young learners are empowered to contribute meaningfully to sustainable and flourishing communities at both local and global scales.

Improving Students' Use of Effective Learning Strategies: The IMPACT Framework and STAR Voyage I Intervention

Jonathan Brazil, School of Education, The University of Queensland

The flourishing of humans and other animals requires society to address a plethora of issues, such as climate change, pandemics, factory farming, and AI misalignment. Graduates play a central role in this effort, whose capacity to contribute effectively relies partly on retaining and applying knowledge over the long term. Yet students often underuse evidence-based learning strategies, and existing interventions rarely produce sustained changes in strategy use. To overcome this, this presentation introduces the—IMPACT Framework—a novel, student-informed, theory-driven guide for designing effective learning interventions. The framework was developed through coding reliability thematic analysis of interviews with 27 undergraduates, which was augmented with self-regulated learning and behaviour change frameworks. The framework was evaluated using a mixed methods longitudinal intervention with 38 students in the primary analysis. Mixed-effects modelling indicated medium and large improvements in the use of effective study strategies after training, with gains largely maintained after three months. Additionally, students reported positive perceptions of the intervention, showed increased metacognitive knowledge, and other improvements in self-regulated learning. These findings suggest that the IMPACT Framework provides a promising approach for designing interventions that foster effective study strategy use.

Room 3 (49-313A)

Understanding the Transforming Teacher Education and Learning (T-TEL) Initiative: Does External Funding Mask a New Wave of Educational Colonisation Agenda?

Enoch Nyarkoh, School of Education, The University of Queensland

Context specific considerations alongside globalisation processes have occasioned the involvement of multiple actors in the education policy space. This phenomenon is common in most Low-Income Countries (LIC), due to relative decline in education funding. This means that aid is still important in these contexts. The financial and technical support provided by these multiple actors not only ensure they play frontline roles in their engagement with national governments but also power to steer such interactions. Notwithstanding the agency of the nation-state in such interactions, various power asymmetries have often led to project failure, as the interests of donors have often superseded those of recipient countries. The project analysed in this paper was a product of such donor-recipient relationships between the British government and their Ghanaian counterpart. Drawing on a qualitative study (interviews) that examined the global-national/local imbrications of education reform in Ghana with key actors, this paper seeks to explore the power relations between the various actors involved, and how such relations, influenced the reform processes. The data help us to understand how, through such national-global imbrications, the political, economic social and 'humanitarian' interests of donor bodies are revealed as similar to the rationale for colonisation associated with earlier times.

Beyond Access: Examining The Tensions and Transformations in Philippine Inclusive Education

Lucena Miranda, School of Education and Professional Studies, Griffith University

This study critically examines the Philippine Department of Education's (DepEd) inclusive education policies through a social justice lens, exploring how these policies address the complex realities of learners facing multiple disadvantages. Anchored in the frameworks of Mel Ainscow (2020) and a broader lens of social justice, the research interrogates how inclusion is conceptualised and operationalised across policy texts. Using critical policy analysis, the study deconstructs the underlying assumptions, power dynamics, and systemic tensions embedded in policy text. Findings reveal persistent deficit-based framings of learners, instrumentalist views of education, and tensions between standardisation and contextualisation. While policies articulate inclusive ideals, their top-down implementation guidelines and unclear equity-driven teacher development risk reinforcing exclusion. This research contributes to the discourse on education for human flourishing by advocating for transformative, participatory, and context-responsive policy approaches. It underscores the collective responsibility to design educational systems that empower all learners—particularly those marginalised—to thrive while navigating both global and local challenges. The study calls for inclusive education that is not merely integrative but genuinely ensuring access, participation and achievement for all.

Taking a Beautiful Risk: Deploying Narrative Teaching Records to Navigate Unpredictability in Teaching

Khanh Nguyen, School of Education, The University of Queensland

Cultivating students' agency and ethical presence is a critical aspect of promoting student flourishing. Building on Biesta's notion of the "beautiful risk," this study explores how subjectification (i.e., teachers stepping back to make space for students to become authors of their learning) can be enacted in a primary mathematics context. In a policy environment shaped by global pressures (standardisation, accountability, and rapid technological change) yet realised in local classrooms, translating Biesta's theory into practice remains underexamined. Using Narrative Teaching Records (NTR) to document a student teacher's practicum, we trace the tensions between control and unpredictability, and the mental/contextual demands teachers face when prioritising subjectification alongside curriculum goals. The analysis generates a grounded interpretation of what subjectifying practices in mathematics education can look like and why they matter for learner wellbeing and identity formation. We argue that embracing calibrated unpredictability is not a luxury but a practical stance for bridging local realities with global challenges, supporting students to think, relate, and act with agency in uncertain times. For teachers seeking to invite more student authorship, the NTR offers a concrete, transferable example of process and reflection, and invites broader professional dialogue about risk, responsibility, and human flourishing in mathematics education.

Room 4 (49-316)

The Human Flourishing Paradox: Student Perspectives on Responsible Use of AI in Academic Writing

Harsh Kalpeshkumar Patel and Preya Pareshkumar Shah, School of Business, James Cook University

The integration of artificial intelligence (AI) into higher education has intensified global debates on academic integrity, critical thinking, and students' ethical responsibilities. These discussions highlight tensions between technological innovation and education's role in supporting human flourishing. In response, this study explores how students negotiate the ethical boundaries of AI use in academic writing, examining perceptions of legitimacy, definitions of appropriate assistance, and decision-making, while linking local practices to broader global challenges in educational technology, academic integrity, and responsible learning. The study analysed a cross-platform dataset of

1576 comments collected from YouTube, Reddit, Twitter, and Quora, capturing diverse student perspectives on AI in academic writing. Relational Qualitative Content Analysis (QCA) examined themes linking students' ethical AI definitions, legitimacy perceptions, guilt, and concealment/justification strategies. Through this analysis, three themes emerged: Pragmatic Use (workload/financial management), Ethical Tension (guilt about originality/learning), and Integrity Concerns (academic standards conflicts), which reveals a tension: AI can support intellectual and ethical flourishing, yet students prioritise efficiency and detection avoidance over critical engagement. Embedding AI ethics into curricula and policies can guide responsible use, linking local practices to global debates on technology, integrity, and learning, and fostering environments that balance innovation, responsibility, and human flourishing.

From Demands to Resources: How School Leaders Enable Teacher Flourishing.

Nathan Reynolds, Faculty of Education, Southern Cross University

Teacher work engagement underpins student learning and is central to human flourishing in schools. Yet workload, policy churn and workforce mobility undermine teachers' capacity to thrive. This paper reports an in-progress mixed-methods study of how evidence-based principal practices and enabling conditions from the school improvement literature support engagement in Queensland independent secondary schools. Adopting a pragmatic stance, the study integrates Self-Determination Theory (autonomy, competence, relatedness) with the Job Demands–Resources model to explain psychological pathways from leadership to engagement. Phase 1 uses semi-structured interviews with principals (n=5) to surface concrete practices and school-level conditions (e.g., role clarity, feedback cultures, professional learning design, data-informed routines, relational trust). Phase 2 surveys teachers (target n≈200) to test the salience of these factors and model relationships with engagement (vigour, dedication, absorption). Phase 3 returns findings to principals for analytic dialogue and local translation. Preliminary analysis indicates leaders who: (i) reduce ambiguity through coherent routines; (ii) build instructional efficacy via timely, non-punitive feedback; and (iii) create collaborative structures that honour professional voice, are more likely to satisfy SDT needs, buffer demands, and lift engagement. The paper offers an actionable framework and measurement approach linking local, context-sensitive leadership to global challenges of retention and wellbeing, with implications for leadership preparation and school improvement.

Room 5 (49-316A)

Relations Between Teacher Social-Emotional Competence and Student Social-Emotional Competence: A Systematic Review and Multilevel Meta-Analysis

Thuy-Anh (Ann) Nguyen, School of Education, The University of Queensland

Human flourishing in education partly depends on classrooms that cultivate the social–emotional competence (SEC) of both teachers and students. Yet, the extent and conditions of association between teacher SEC and student SEC remains largely unexplored. This systematic review and multilevel meta-analysis followed PRISMA guidelines and searched four databases (PsycINFO, ERIC, Scopus, Web of Science). We identified 65 studies and 196 effect sizes (N = 23,409 teachers; N = 241,233 students) for examination of the relationship between teacher and student SEC. Results demonstrated a moderate overall correlation between teacher and student SEC. When the multidimensional construct of SEC was broken down into five domains (see CASEL, 2020), teacher responsible decision-making exhibited the strongest association with overall student SEC, while student relationship skills showed the strongest relationship with overall teacher SEC. We found moderating effects for teacher years of experience, method by which teacher and student SEC were measured, and grade levels. Publication bias tests suggested the main results were robust.

Findings underscore the significant, positive relationship between teacher and student SEC and its domain-specific nature, highlighting the need for targeted SEC interventions for both teachers and students. Further research is recommended to explore the bidirectionality of teacher-student SEC link.

Executive Functions and Reading in Children: A Systematic Review and Meta-analysis

Ting Zhou, School of Education, The University of Queensland

This systematic review and meta-analysis examined associations between executive functions (EFs; inhibition, shifting, and updating) and reading component skills (word reading, listening comprehension, reading fluency, and reading comprehension) in children. Framed by the unity and diversity model of EF and the direct and indirect effects model of reading, the study sought to clarify how EF processes uniquely support reading development – an essential foundation for lifelong learning and human flourishing. Following PRISMA guidelines, a search of seven databases and forward reference checking identified 69 studies, yielding 275 effect sizes for meta-analysis. Qualitative synthesis showed that EF–reading links varied with the nature of EF tasks (e.g., domain, paradigm, scoring method) and reading assessments (e.g., skill focus, format). Meta-analytic results indicated that inhibition, shifting, and updating were all significantly associated with reading, with updating showing the strongest effect. Overall, findings highlight that while EFs are consistently related to reading, the strength and nature of associations depend on measurement approaches. The review underscores the importance of task and assessment design in interpreting EF–reading connections and offers implications for theory, educational practice, and future research aimed at fostering children's cognitive and literacy development as pathways to flourishing.

Monitoring Student Mental Health in Education: The Utility and Feasibility of Data Analytics for Systematic Screening

Rebecca Terlich, School of Psychology and Wellbeing, University of Southern Queensland

Social, emotional, and behavioural difficulties significantly affect how students engage with learning, shaping their educational needs and outcomes. For educators, early identification is critical to inform classroom composition, pedagogical approaches, and targeted student support. Universal screening offers a reliable solution but is resource-intensive, demanding staff time, expertise, and funding. Multi-gate screening has emerged as a feasible alternative: a staged process beginning with a quick, universal “first gate” to flag early concerns, followed by more detailed assessments only when required. This study explored whether routinely collected student data could serve as a precursor to screening at the first gate, further reducing burdens on schools. Data from two primary schools were analysed across four domains: sociodemographics, health, academic performance, and behaviour. These were compared with teacher ratings on the Social, Emotional, and Academic Behaviour Risk Screener (SAEBRS). Strong associations were found between the four data domains and screening outcomes. Findings highlight the promise of this methodology as a feasible, effective adjunct to multi-gate screening. Human flourishing in education requires more than academic achievement. Timely access to student information enables informed decisions, timely support, and equitable opportunities for all learners to thrive in complex, interconnected contexts.

Room 6 (49-502)

Promoting Undergraduate Students' Productive Creative Thinking around Chemistry Concepts using Real-World Contexts in a Dialogic Context

Solomon Mangai, School of Education, The University of Queensland

Human flourishing through education can partly be promoted through development of creative thinking competence. Despite several attempts to foster this ability, limited studies have realised effective ways that support this skill set across several chemistry domains and real-world contexts. Therefore, this study explores promotion of productive creative

thinking in first year undergraduate chemistry students, involving submicroscopic level using real-world contexts and collaborative dialogic approaches. A design-based research framework is utilised to inform the iterative design of teaching interventions with a collection of student work and interviews. The first cycle involved design of an intervention, informed by theoretical perspectives and empirical research, accounting for students' prior learning and cohort size. Adjustments were required to foster creative thinking and engagement. In the second cycle, adjustments were made and audio recordings of peer discourse was collected. Thematic analysis is informed by inquiry behaviours, bisociation, Simonton's chance configuration theory and Torrance's creativity test measures. First cycle reveals limited positive results. However, second cycle reveals more creative, out-of-the-box, insightful, and instinctive responses due to improved task scaffolding. Cycle 3 is in progress. This study seeks to provide useful theoretical contributions on strategies for productive creative thinking in chemistry education.

Unlocking the Science of Behaviour Change: What Every Educationalist Needs to Know

Muni Swatika Shivangini, School of Graduate Research, Central Queensland University

In rural Fiji villages, science lessons unfold within a cultural landscape that prioritises particular understandings of religion, social relations, and bodies. This study examines how these cultural realities influence the experiences of students and teachers in science learning and teaching, and how science education can contribute to human flourishing by integrating local knowledge into science education. Guided by social constructivism (Vygotsky, 1978) and a cross-cultural perspective (Aikenhead & Jegede, 1999), a qualitative case study approach was adopted. Data were collected through semi-structured interviews with two science teachers and focus group discussions with Year 11 and 13 students at a rural secondary school. Thematic analysis helped identify recurring patterns within the data. The findings show the students as active 'knowledge brokers,' addressing sensitive topics such as reproduction, contraception, and evolution in terms of their families' values. Teachers act as cultural mediators, adapting their pedagogy to acknowledge local beliefs and contextualise their science learning. Both groups called for respectful integration of science and culture through curriculum and community dialogue. The study contributes Pacific-grounded insights into culturally responsive pedagogy, demonstrating that human flourishing in science education requires balance. Science must not erase culture, nor should culture block science. Bridging both allows students to thrive locally and globally.

Goal Setting for English Learning Motivation: A Study of Chinese High School Students in Middle-Socioeconomic-Status Areas

Sihong Zhou, School of Languages and Cultures, The University of Queensland

Goal setting has been recognised as an effective motivational strategy to enhance student performance across disciplines (Dishon-Berkovits, 2014; Lee & Bong, 2019). Its value lies in teachers' ability to influence learning behaviour through goal assignment (Cianci et al., 2010). By carefully setting goals, teachers can raise motivation and reduce performance gaps between high- and low-ability learners. Therefore, it can serve as a useful pedagogical approach that promotes inclusion in mixed-ability classrooms (Latham et al., 2008). Motivation to learn English as a foreign language (EFL) is crucial to achievement, yet remains a challenge in China and globally (Copland et al., 2014). However, the influence of goal setting on adolescent EFL motivation is still underexplored. This proposed MPhil study will examine how goal variables, including characteristics (specificity, difficulty), types (learning vs. performance goals), and moderators (student ability, commitment) (Locke & Latham, 2019), affect the motivation of Chinese high school EFL students from middle-socioeconomic backgrounds. A mixed-methods design will be adopted, combining surveys and interviews to ensure both generalisability and depth. The study further applies Goal Setting Theory to the EFL context and aims to provide practical

pedagogical insights to improve students' motivation, empowering students to flourish intellectually and emotionally.

Concurrent Session 2

Room 1 (49-200)

Test Authenticity in Global Standardised English Testing: Voices from International Students as Test-takers in Australia

Xiaofan Liu, School of Education, School of Business and Law, Queensland University of Technology

Given the powerful gatekeeping role of IELTS Academic scores in university admissions and visa eligibility, this study critically examines the authenticity of the IELTS Academic module from the perspective of ten international students in Australia. Focusing on test-takers—the group most directly affected—the research explores whether the test reflects students' actual linguistic needs and practices in higher education. Grounded in Critical Language Testing (CLT), the study adopts a qualitative design using an adapted version of Bachman and Palmer's task characteristics framework. Presented in an accessible, jargon-free format, the framework enabled meaningful participant engagement while allowing for broader application in future research. Ten semi-structured interviews, each lasting at least ninety minutes, were conducted. Data collection and analysis were structured around four key dimensions of authenticity: setting, input, expected response, and score use. Findings reveal a fundamental misalignment between IELTS tasks and real-world academic language demands, highlighting the paradox between standardized test reliability and the fluid nature of authentic language use. The consequences of this misalignment are far-reaching: students risk being unfairly constrained by a narrow measure of their abilities, which may not capture their full linguistic repertoires or potential to thrive in university settings. In practice, this can restrict academic progression, affect self-perceptions of competence, and limit access to critical educational and career pathways. Participants also reflected on discrepancies between their IELTS scores and perceived abilities, raising questions about how scores are interpreted and used in institutional decision-making. The study contributes to validity discussions by addressing extrapolation and utilization inferences, offering insights into the impact of IELTS as a gatekeeping mechanism and highlights important practical implications for institutions and policymakers.

University Autonomy: When "They" Don't Walk the Talk

Khairi Jaafar, School of Education, The University of Queensland

University autonomy is important in promoting academic freedom through the advancement of knowledge, which directly supports human flourishing. In the case of Malaysia, it embraced global trends that endorsed autonomy in academic, organisational, financial, and staffing matters. As a result, corporatisation of public universities was introduced in 1996. Since then, various strategic plans, blueprints, and policies have addressed autonomy, and in 2012 all public universities were formally declared autonomous. However, the reality of autonomy has been otherwise. Drawing on elite interviews with senior policymakers directly involved in higher education governance, including a former Prime Minister and Deputy Prime Minister who both served as Ministers of Education, together with a former Deputy Minister of Higher Education and a former Director-General of Higher Education, this analysis examines two questions: (1) how state actors understand and enact autonomy, and (2) what constrains autonomy? Using Poststructural Interview Analysis, the study investigates how autonomy is spoken as a "regime of truth." Findings show that autonomy is compromised through financial dependence and bureaucratic gatekeeping, political control and patronage, ethnicised and ideological governance, and blame avoidance or policy inaction. Autonomy becomes a conditional privilege, reshaped by political and bureaucratic realities that ultimately restrict universities' capacity to contribute to human flourishing.

Exploring the Experiences of Iranian Global Talent Migrants Integration into Australia

Samantha Saidi, School of Education, James Cook University

This qualitative study examines the lived experiences of Iranian Global Talent Independent (GTI) visa holders as they integrated into the Australian labour market. It addresses a gap in research by exploring the disconnect between high-level migration policies and the socio-economic realities faced by these highly skilled migrants, which are influenced by their unique socio-political backgrounds. The study draws upon an evolved theoretical framework, synthesising established concepts such as Social Capital Theory and Segmented Labour Market Theory. Additionally, it incorporates a post-data synthesis that includes Sen's Capability Approach, Carling's Aspiration–Capability Framework, and Timmerman et al.'s Multi-Level Integration Theory. This analytical lens is further operationalised through the introduction of two novel concepts: Affective Capability and Cultural Legibility Capital. The study employed a qualitative research design, conducting in-depth interviews with thirty Iranian Global Talent Individuals (GTIs) and skilled visa holders across major Australian cities. The thematic analysis of the data reveals a significant paradox: despite being officially recognised as "global talent," participants often face systemic barriers and societal exclusions. The results show how institutional credentialism, the exclusive need for "local experience," and significant social isolation all play a role in professional deskilling and long-term underemployment. The study finds that integrating highly skilled migrants involves navigating implicit expectations and symbolic exclusions, not just demonstrating individual competence. It underscores the urgent need for policies that foster genuine inclusion and recognise the varied contributions of skilled migrants by challenging entrenched meritocratic assumptions in immigration policy. These insights offer a basis for future research and the development of fairer, more effective migrant settlement frameworks.

Room 2 (49-301)

What Is My Worth? Exploring the Aspiration Formation of Chinese Working-class Young Women within STEM Higher Education

Yating Hu, School of Education, The University of Queensland

Over the past two decades, China's rapid technological development has intensified the demand for a higher-calibre STEM workforce, prompting significant policy and financial investment in STEM higher education. Yet, despite these efforts, gender disparities remain entrenched within STEM learning environments, which are often shaped by male-dominated gender norms and social class hierarchies. These dynamics create distinctive challenges for first-in-family women from working-class backgrounds, raising questions about equity, inclusion, and what it means to foster human flourishing in higher education within local Chinese realities that resonate with global debates. Drawing on the narratives of 18 working-class young women in Chinese universities, this study explores the nexus of aspirations, learner identities and trajectories. Framed by Bourdieu's sociological theory and situated in the context of neoliberal reforms and postfeminist discourses, the analysis shows how these women negotiate between resisting low-status female-dominated fields and struggling within male-dominated STEM spaces. Rather than passive, the participants demonstrate strategic reflexivity, navigating pressures of neoliberal ideals of the "flexible" female subject while aspiring towards expanded futures. Their lived experiences highlight how education can bridge local inequities with global challenges of gender equity, social mobility and educational justice to support human flourishing.

Medium of Instruction in Indonesian TVET: A Neglected Pathway to Human Flourishing

Dedi Febrianto, School of Education, The University of Queensland

As language used for teaching and learning in educational institutions, the medium of instruction (MOI) shapes how students and teachers cultivate knowledge and skills for future building and enhances both their own and their institutions' global profiles. In higher education, most MOI research has focused on English Medium Instruction (EMI), often linked to global prestige and visibility (Fenton-Smith et al., 2017). However, this research has sidestepped technical and vocational education and training (TVET), which has low social prestige globally. TVET is often negatively perceived as a pathway for students with low academic performance (Essel et al., 2014), which is also believed to produce graduates for low-paid jobs (Shi & Bangpan, 2022). Although TVET research has focused on digital transformation, teacher competency, and employability issues (Rus et al., 2023), the role of MOI in general and EMI in particular remains underexplored. This presentation examines the potential of MOI for human flourishing and the global competitiveness of TVET institutions and graduates. Indonesia is taken as a case study, which currently uses the national language, Indonesian, as the main MOI across all levels of education for student learning, national identity, and inclusivity. Although EMI is expanding in Indonesian higher education, TVET has been left out and faces negative public perceptions. The presentation calls for empirical research to investigate the role of MOI in TVET, including how it influences academic performance, employability, identity and global visibility, all of which are crucial for human flourishing.

Teachers as Readers and Their Classroom Practices: A Systematic Review

Evi Puspitasari, School of Education, The University of Queensland

Recreational reading practices (RRPs) are self-directed literacy practices that people engage in for personal enjoyment. In education contexts, the practices are valuable not only for students but also for teachers, whose classroom decisions are often shaped by their personal reading experiences. Therefore, understanding the connections between teachers' RRP and classroom instruction is essential for promoting educational environments that support human flourishing. This systematic review examines how teachers' RRP influence their classroom practices. A comprehensive search was conducted in ERIC, Scopus, Education Databases, ProQuest Dissertations and Theses Global, and through hand searches. After duplicates were removed, 4,807 articles remained. Articles are being screened for the following: (a) includes in-service teachers as the participants, (b) includes recreational reading as the type of reading that teachers practice, (c) is an empirical research article, and (d) is published in English. Data analysis is ongoing and will be completed by October. Preliminary findings suggest that only a limited number of studies directly investigate teachers' RRP and how they influence their classroom practices. This indicates that the topic has received limited attention from scholars despite its potential importance for teacher professional development and for bridging local realities of teachers' everyday literacy lives with broader global challenges in fostering inclusive, sustainable, and flourishing educational systems.

Room 3 (49-313A)

Symposium: How can a research make its educational meaning?

Takenori Sagara, Michelle Ocricano, Nofrina Eka Putri, Hang Mai, and Khanh Nguyen, School of Education, The University of Queensland

We would like to explore the significance of the following question: How can a research make its educational meaning? We are interested in investigating this question in relation to our study group, with which we have been engaging for some time at the school of education, UQ. We want to make sense of the nature of our activity regarding meaning and its educational significance because we hope to (continue) making it. We are aware that this is rather an unconventional question because the subject of the question is not placed upon the researcher, but on research or an inquiry itself. We

want to ask, 'what makes the meaning become not only of the researcher, who is setting the senses interpreting data, for instance, but also of a research as a collective and political activity in itself?' This question relates to our desire to realize a research as an educational practice. It means that we share a common concern around the conventional nature of research, where practice and theory, methodology and results, subjective and objective are clearly distinguished. We draw on those thinkers who consider meaning in a way that does not distinguish the conventional dualisms to examine and articulate what we (might) have been doing in relation to instigating our collective research to make its educational significance.

Room 4 (49-316)

Feedback That Talks Back: Exploring EFL Learners' Engagement Through WhatsApp Audio Dialogue

Ehdaa Barnawi, School of Languages and Cultures, The University of Queensland

In test-oriented EFL classrooms, writing feedback often ends with correction—short, final, and silent. Yet interaction, essential for learners' development, is limited when comments remain one-way. As part of learning, feedback also benefits from dialogue, but such exchanges are often too time-consuming for regular classrooms. This study aimed to explore how WhatsApp voice notes could extend feedback dialogue outside the classroom and foster learner engagement. The design involved a cycle in which students drafted a text, received written comments on Google Docs, and extended the exchange with the researcher through WhatsApp voice notes before revising. Grounded in Sociocultural Theory, the study examined how learners negotiated and personalised feedback when afforded open-ended dialogue. Seven students participated in 45-minute sessions. Voice-note transcripts, Google Docs comments, and interviews were thematically analysed. Findings show varied engagement: some students experimented with language choices or sought clarification; others reflected or verbalised their thinking, highlighting how students co-constructed understanding in ways not possible through one-way feedback. While voice notes formed the core medium, students also used short texts and emojis to mediate interaction and improve efficiency. By enabling dialogue beyond classroom constraints, this design amplified student voices, supported autonomy, and strengthened teacher–student connection. Everyday tools illustrate how technology can align teaching with learners' needs and foster education for human flourishing.

Learner Agency and Creativity in AI-Mediated Higher Educational Practice

Tshering Yangchen and Suren Ladd, School of Education, James Cook University

As AI tools rapidly reshape education globally, this raises a critical question: How can learners and educators preserve human agency and creativity while engaging with machine intelligence? These challenges reflect broader debates about knowledge production, ethical responsibility, and cultural imagination in AI-mediated educational contexts. This study examines dual perspectives on navigating AI-mediated practice across educational contexts. The first explores epistemic agency in academic writing, demonstrating how positionality, critical verification, and reflective engagement enable AI as a collaborative tool rather than authoritative source. The second investigates AI-assisted illustration in children's e-book creation, showing how iterative prompting and selective adoption enhanced creative expression while safeguarding authorship. Data were collected across three research cycles using audio reflections and reflective memos, adopting a qualitative, autoethnographic approach to document evolving interactions with AI tools. Together, these studies show how local acts of writing and storytelling intersect with global challenges of knowledge, ethics, and imagination in the age of AI. They suggest that flourishing in education requires equipping

learners to critically engage with AI, preserve agency and authorship, and bridge local practices with wider global concerns to reimagine education amid rapid technological change.

Room 5 (49-316A)

Exploration of how well-being practices in the everyday classroom can influence student well-being.

Kate Herwig, School of Education, Southern Cross University

This research explores how everyday classroom practices influence secondary student's experience of well-being in a regional Australian school. Well-being is integral in a young person's capacity to learn, remain engaged and thrive, with positive well-being strongly linked to better academic achievement and lifelong welfare. Despite this, limited research has student perspectives as the central focus. Guided by Bronfenbrenner's Bioecological Model and Harms's contemporary perspective, this research utilises a 'youth-framed' methodological approach, positioning young people as co-researchers throughout the research. Over seven weeks, a randomly selected group of 4-7 students participated in a youth participatory, arts-based action research, incorporating photo elicitation and reflexive thematic analysis techniques, complemented by a whole school questionnaire. Preliminary findings revealed how students define well-being as "the mental, physical and emotional health of the mind - the good and the bad." They identified simple yet powerful classroom practices that support their well-being, including brain breaks, consistency, acknowledgement, recognition of talent, humour, and opportunities for creativity and expression. By amplifying student voice, this research seeks to provide educators with actionable insights into strengths and opportunities for improving classroom learning environments that foster academic engagement and holistic well-being, helping to address a gap in the literature.

Inclusive Education in Focus: A Web-Based Investigation of Australian Initial Teacher Education Program

Aisyah Ardani, School of Education, The University of Queensland

Based on the Convention on the Rights of Persons with Disabilities, countries are encouraged to implement an inclusive education system (United Nations, 2016). However, inclusive education globally faces persistent challenges in teacher preparation, leading to teacher shortages (Organisation for Economic Co-operation and Development, 2019). Similarly, in Australia, studies reported dissatisfaction with the adequacy of teacher preparation for inclusive teaching (Alfrey & Jeanes, 2023; Auhl & Bain, 2021; Walker, 2021). Hence, this research explored the inclusive education preparation in Australian initial primary teacher education programs. The method involved investigations of all Australian Universities' websites, consisting of three stages: program identification, course identification, and in-depth analysis. 69 primary preservice teacher education programs and 118 courses related to inclusive education were identified. After that, course designs, contents, and learning activities are analysed using thematic analysis. The results indicated the need for scaffolding methods, as well as incorporating more contextualised learning activities. Furthermore, it is recommended to emphasize content around evidence-based strategies, support, and resources for teachers in inclusive settings. These suggestions were expected to not only strengthen inclusive education preparation in Australia but also provide insights for the global community in addressing issues around teacher shortage.

Flourishing Beyond the Classroom: School Camp Experiences of Autistic Students

Thomas McKenna, School of Education, The University of Queensland

This study investigates the experiences of Autistic students in the context of Australian school camps, revealing outdoor education as a distinctive structure of inclusion and human flourishing. In contrast to assumptions that camps may present barriers for diverse learners, early data analysis suggest that Autistic students often feel a sense of belonging and inclusion

in camp settings. Responding to Zink's (2005) call to foreground student voice in Outdoor Education research, this project amplifies the perspectives of Autistic students through a three-phase methodology: surveys of parents, student interviews, and surveys of camp staff. Thematic analysis is guided by Guba's (1984) typology of policy-in-intent, policy-in-implementation, and policy-in-experience. By positioning school camps as exemplars of inclusive practice, this research highlights how local contexts of outdoor learning may inform broader strategies to address the global challenge of equity and diversity in education. Ultimately, it argues that the inclusive strengths of outdoor education offer valuable lessons for designing curricula and policies that enable all students to flourish.

Room 6 (49-502)

'Why aren't we celebrating community heroes?': Aboriginal and Torres Strait Islander voices on the practices of school leadership in Australia

Antoinette Cole, School of Education, The University of Queensland

In Australia, education continues to fail Aboriginal and Torres Strait Islander young peoples by negatively positioning disadvantage as inherent to Indigeneity for Aboriginal and Torres Strait Islander young peoples. This deficit positioning impacts educational success. Therefore, it is imperative that educational leaders implement practices that are culturally safe and responsive for Aboriginal and Torres Strait Islander peoples. As a Torres Strait Islander researcher, I present findings from my PhD research in this paper. The central research question asks: What is the role of culturally responsive pedagogies in the practices of school leaders? This study draws on Indigenist Research Theory and Transformative Leadership Theory (TLT) employing collaborative yarning methodology and critical-ethical research methods. This qualitative collective case study gathers the lived experiences of school leadership from Aboriginal and Torres Strait Islander families, communities, staff and non-Indigenous school leader participants. The findings explore how Culturally Responsive School Leaders (CRSL) foster culturally responsive and inclusive school communities. A significant finding from Aboriginal and Torres Strait Islander participants highlights the impact of race and racism in the continuation and perpetuation of inequity for Aboriginal and Torres Strait Islander peoples in education. School leaders' valuing and engagement with Indigenous knowledges is critical to advancing educational success for Aboriginal and Torres Strait Islander peoples and improving education for all young peoples. The study contributes to the corpus on Australian school leadership by centering Aboriginal and Torres Strait Islander perspectives and envisioning culturally responsive approaches.

Exploring School Leaders' Perspectives on Family-School Engagement for Supporting Student Attendance

Tarissa Judith Hidajat, School of Education, The University of Queensland

Excessive school absences have become more prevalent across the globe, and are linked to various consequences, including school dropout, risky behaviours, mental health challenges, and future unemployment (Ansari et al., 2020; Gottfried, 2014). Therefore, regular student attendance is critical for schooling and its related social, emotional, and economic outcomes. Given the multifaceted barriers to attendance, family-school-community partnerships have been shown as promising for promoting attendance. However, family engagement in the partnerships is often shaped by their interactions with schools. The current study explores 18 school leaders' perspectives on the processes to foster family-school engagement in partnerships for attendance. Semi-structured qualitative interviews were conducted across urban, regional, and remote state high schools in low socioeconomic communities in Queensland, Australia. Thematic analysis showed that school leaders placed importance on an open and welcoming school environment, while building

connection and trust through relationships—creating an inclusive school climate for families. They also considered families' values and capacity to support attendance. These findings provide important considerations for conditions that foster family-school partnerships to promote attendance, enabling students to thrive in schooling and developmental outcomes. Relational approaches in the local contexts were, thus, shown as contributing to addressing global concerns around attendance, enhancing human flourishing.

Bourdieu on Tuckshop Duty

Sarah McCallan, School of Education, The University of Queensland

Unpaid parental labour remains one of the least examined aspects of schooling, despite its ubiquity and significance. In Australian schools, parents undertake diverse forms of volunteer work, from classroom support to fundraising, yet this labour is often invisible in policy and undervalued in scholarship. My research addresses this gap by asking: What is the character and utility of unpaid parental labour in schools, and how is it recognised? Drawing on Pierre Bourdieu's concepts of field, habitus, and capital, I explore how parental labour is embedded in the dynamics of school communities, shaping relations of power, recognition, and equity. Data will be generated through qualitative surveys, with recruitment of parents supported by social media and parent networks, making this a multi-sited exploration across school contexts. Follow-up interviews and analysis of Parents and Citizens (P&C) communications, fundraising materials, and school policy documents will situate parental experiences within broader discourses of value. This work connects everyday volunteering in Queensland schools to global challenges of educational justice and resource distribution.

Concurrent Session 3

Room 1 (49-200)

Reconceptualising Test-Taking Using Bourdieu's Relational Sociology: IELTS Test-Takers as Social Actors in the Field of Global Language Assessment

Amalia Novita Sari, School of Education, The University of Queensland

This presentation offers a conceptualisation of IELTS test-takers as socially situated actors within the global field of language assessment. While test-taker-centred research has gained traction, few studies have examined test-takers beyond the restrictive setting of test-taking. Grounded in Bourdieu's theory of practice, this study frames IELTS as a prominent game in the global linguistic economy, one that requires test-takers to develop a feel for the game and strategically mobilise linguistic, cultural, and educational capital. Using Indonesia as the research context, the study proposes a methodological approach combining in-depth interviews and short-term micro-ethnographic observations to explore how test-takers navigate symbolic struggles to accumulate the capital of sufficient IELTS scores, which function as passports to global and social mobility. Anticipated findings aim to reveal how test-takers internalise and resist dominant ideologies of language mastery, and how their agentive practices reflect broader tensions within globalised aspirations. This conceptual framework seeks to inform more equitable language assessment policies and pedagogies by foregrounding the socio-cultural complexities of test preparation and performance.

Open-Ended Tasks for Human Flourishing in Mathematics Education

Murtafiah, School of Education, The University of Queensland

Open-ended tasks are increasingly emphasized in mathematics education for their potential to support the development of 21st-century skills such as critical thinking, creativity, collaboration, and adaptability. Unlike close problems, these tasks allow multiple entry points, strategies, and solutions, positioning students as active problem solvers and encouraging them to engage in reasoning and exploration. However, research highlight several challenges in

implementing open-ended tasks, including teachers' limited experience with inquiry-oriented pedagogy, difficulties in anticipating and responding to diverse student strategies, and uncertainty in assessing multiple solutions. These barriers often lead teachers to revert to traditional procedural practices, limiting opportunities for students to experience productive struggle and flexible thinking. For preservice teachers, preparation to facilitate open-ended tasks is therefore essential. The literature emphasizes the importance of experiential opportunities for preservice teachers, where learning by experience enables them to reconceptualize their vision about mathematics instruction and to appreciate the pedagogical value of openness and inquiry. This literature review underscores the need to integrate open-ended tasks systematically into teacher education programs to bridge local classroom practices with global demands for 21st-century competencies, ultimately preparing future teachers to foster inquiry and human flourishing in mathematics learning.

"Poetry writes me, and I let it be"

Hang Mai, School of Education, The University of Queensland

I love the aesthetics of language and wish to embrace it in educational research—a world that traditionally framed with logics, structures, or academic-sound representation. I wish to contribute to calls for using the language of the heart not only the language of the mind in research. I let poetry write me in my research with a curiosity to explore the possibilities of poetic language in helping humans see the world in different ways. In so doing, I do not negate the use of prose in traditional research writing but argue for another possibility of doing and writing research assisting humans in understanding and opening other dimensions that might not be disclosed or explored through prose. In this research, I use poetry to represent and interpret Hang's "sự say mê" in her English language teaching in the Vietnamese context though I am aware that it is impossible to fully represent the world. I apply writing as an inquiry to let poetry tell my stories. Through the techniques of using rhythm, meter, and metaphor to poetically interpret Hangs' emotions, feelings, and thoughts, the research found that "sự say mê" in English language teaching embraces multiple types. Hangs' "sự say mê" can be unconditional love of the world, a resistance to the reality of linguistic imperialism, and the realisation of meaning in her teaching. By conceptualising "sự say mê" in a local Vietnamese context, this research responds to the call for connecting local and global understandings in creating the world anew. This research also contributes to the scholarship by suggesting criteria for evaluating poetic inquiry in social science and educational research.

Room 2 (49-301)

Education for Human Flourishing in Mathematics: Storytelling and RME to Support Fraction Learning in Malaysian Classrooms

Rehnuga P Nadarajan, School of Education, The University of Queensland

The teaching and learning of fractions remains a significant challenge in primary mathematics education, particularly in Malaysia, where instruction often emphasises procedures over conceptual understanding. This literature review investigates how fraction concepts are introduced in classrooms, what difficulties are commonly reported, and what pedagogical approaches are proposed to address them. Studies highlight that conventional approaches leave many students with fragmented or superficial understandings of fractions. In contrast, research informed by Realistic Mathematics Education (RME) demonstrates that grounding fractions in measurement models can foster comprehension (Cortina, Visnovska, Graven, & Vale, 2019; Resti, Sulistiyo, & Haryanto, 2025). Storytelling has also been shown to reduce mathematics anxiety, enhance memory, and increase student engagement (Lemonidis & Kaiafa, 2019; Russo, Russo, & Roche, 2021). This review considers how stories and contexts are

used within RME to launch activities and make mathematics meaningful. This presentation reports on the current progress of a literature review that explores these intersections and their implications for mathematics education and provides the foundation for a project motivated by challenges in fraction learning observed in Malaysian primary classrooms.

Language Management and Human Flourishing in Spiritual Tourism: Insights from the Biswa Ijtema in Bangladesh

Md Rabiul Alam, School of Education, The University of Queensland

This paper draws on an ethnographic case study of the *Biswa Ijtema*, one of the world's largest Islamic gatherings in Bangladesh, to examine how language management shapes multilingual practices in spiritual tourism. While education for human flourishing is often framed within formal institutions, this study extends the lens to non-formal learning ecologies where language use fosters inclusion, belonging, and knowledge transmission. Data were collected through eight days of immersion at the *Ijtema* grounds involving participant observation and field notes, followed by engagement and interviews with five groups: event organisers, interpreters, local attendees, international visitors, and religious scholars. Guided by Language Management Theory and reflexive thematic analysis, the study identified themes of multilingual sermon delivery, informal interpreter networks sustaining cross-linguistic communication, the negotiation of linguistic hierarchies between Arabic, Urdu, and Bangla, and tensions over the use of technology for interpretation. Based on the findings, this paper argues that the layered use of Urdu, Arabic, and Bangla not only facilitates religious learning but also advances education for human flourishing by cultivating empathy, inclusivity, and cross-cultural solidarity. By foregrounding language management in a Global South setting, the study shows how spiritual tourism contributes to broader understandings of human flourishing beyond conventional classrooms.

Reimagining Higher Education: Foresight and Policy Recommendations for Graduate Employability in Language Education

Maziyyatul Muslimah, School of Education, The University of Queensland

Amidst global disruptions, higher education institutions (HEIs) face growing pressure to prepare graduates not only for employment but also for broader human flourishing. In Indonesia, Arabic language graduates often encounter limited opportunities due to the persistent gap between curricular outcomes and labor market demands (Cheng et al., 2022). This study reimagines the role of HEIs by examining graduate employability through the lenses of university social responsibility, graduate capital, and contingent employability (Coelho & Menezes, 2021; Pham et al., 2019; Suleman, 2018). Adopting a strategic foresight approach, it explores three possible trajectories: status quo continuity, incremental reform, and transformative alignment. Comparative insights from other Asian contexts reveal how Indonesia can recalibrate its strategies to meet international benchmarks while honoring local realities (Sgobbi, 2025). The findings highlight the importance of recognizing language education as both a cultural and economic asset, implementing integrative "language-plus" curriculum models, strategically leveraging AI in pedagogy, and strengthening university-industry partnerships. These pathways not only enhance graduate readiness but also promote social equity, cultural vitality, and sustainable development. Ultimately, the study positions language education as a catalyst for aligning higher education with human flourishing in a rapidly changing world.

Room 3 (49-313A)

Discovering Javanese Flourishing Virtues from Serat Dewa Ruci to strengthen Self-Identity of Youth in Indonesia

Prof. Muslihati, S.Ag., M.Pd and Dr. Ahmad Yusuf Sobri, S.Sos., M.Pd, School of Education, Universitas Negeri Malang

Self-identity is crucial for every individual. Adolescents who understand their identity will accept themselves, act and behave according to their values, and be able to adapt, make choices, and make decisions to achieve their goals. Self-identity also forms the foundation for character development, self-confidence, and mental health in adolescents facing future challenges. This study aims to examine and understand the core Javanese values relevant to flourishing through qualitative research and content analysis of Serat Dewa Ruci, an ancient manuscript from the Mahabharata. The Serat Dewa Ruci recounts the journey of Bima, a Pandawa warrior, who is tasked by his teacher, Resi Drona, to search for the water of life or Tirtaprawitasari on Mount Candramuka. This journey was actually a journey aimed at getting rid of Bima, but from this journey Bima managed to meet Dewa Ruci, a small form of himself that contains the entire universe, and received spiritual enlightenment about identity and the perfection of life. The main values that can be contained in the Serat Dewa Ruci are the importance of perseverance in seeking knowledge, self-connection with spiritual values accompanying life, control of lust, acceptance of life or legowo and nerimo, humility or anuraga, and awareness to always remember God and do good. The results of this research contribute to the methods and stages of counselling to strengthen self-identity, as well as counselling content that students can learn in finding their identity. Key word: self-identity, mental health, Javanese virtues, life journey.

Language Teachers Regaining a Sense Of Praxis in Pronunciation Teaching and Learning through Exploratory Practice as Professional Learning in Australia

Skye Playsted, School of Education, The University of Queensland

The development of oral language skills is a focus in adult migrant English as an additional language (EAL) education. However, teachers receive little training to teach pronunciation, a key area of oral language pedagogy. To address this gap, we designed an Exploratory Practice study with four teachers of pre-level students to discuss, experiment with, deliver, and reflect on pronunciation pedagogy over a six-month period in an Australia adult migrant EAL program. This paper reports on findings from the final phase of the study, drawing on data gathered in semi-structured interviews, an observation of classroom teaching practice, and a focus group session. Teachers and a doctoral researcher engaged in reflective discussions that enabled praxis-oriented approaches to researching and teaching pronunciation. Using the lens of the theory of practice architectures, the study shed light on how praxis developed in and through sharing understandings. Findings revealed a shift from a technician- to a praxis-orientation in teachers' pronunciation pedagogical practices, as seen in their accounts of practices (sayings), actions and use of physical resources (doings), and in the nature of the roles and relationships (relatings) between teachers and the researcher during the study. The study has implications for EAL pronunciation pedagogical research, teacher education and professional learning practices.

Chinese EFL Learners' Identity: Conflicts and Tension

Haiyan Wang, School of Education, The University of Queensland

China has the largest EFL learning cohort, English has been actively introduced to curriculum and entered business practice even daily life of Chinese. Yet China arguably entertains some core social values and ideologies that markedly different from that of the western world, when Chinese start to learn English and perform "acts of identity" in English, which is laden with western ideologies, there may arise a tension between the two competing and

contradicting identities. 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, let their voice be heard, 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. Semi-structured interview data have been gleaned from a group of 15 adult Chinese EFL learners selected as the participants for this research based on their years of English learning experience. Findings have revealed that some ideological content embedded in English which contradicts traditional Chinese values informed by Confucianism may destabilize a Chinese self and create a counter identity that may cause conflicts and tension when negotiating a new sense of self during English practice. The significance of this study is to contribute to the literature the research on tensions and confrontation of competing ideologies a Chinese adult English learner may face when learning English. It is a seminal study with data generated from lived experience of learners to explore the ti-yong tension.

Room 4 (49-316)

AI as a Thinking Partner? The Role of GenAI in Supporting International Students' Academic English Needs

Franciele Spinelli, School of Languages and Cultures, The University of Queensland

International students enrich universities globally, yet many continue to face academic English challenges even after meeting entry requirements. Increasingly, they turn to generative AI (GenAI) tools such as ChatGPT as a "thinking partner" to support their academic reading, writing, speaking and listening. Yet, while GenAI use requires self-regulated learning (SRL) skills that enable learners to manage and assess their learning (Zimmerman, 2000), few studies have examined this cohort's use of GenAI through this theoretical lens. Drawing on Pintrich's (2000) and Broadbent et al. (2022), this mixed-methods study explores how and why international students at an Australian university utilise GenAI for academic language support. Preliminary results from 150 questionnaires and 28 semi-structured interviews show that international students use GenAI tools to improve their grammar and clarity in writing and speaking, simplify complex reading and confirm listening comprehension. Their motivations for using this technology centre on managing cognitive load and increasing confidence in their English skills. While many critically engage with GenAI as a true thinking partner, some believe its unbalanced use could hinder their English development. Findings highlight both local realities and global implications related to the urgent need for scaffolded educational support and clearer institutional policies around GenAI use. Supporting international students in developing the SRL skills to use GenAI critically and responsibly goes beyond academic success by fostering confidence and agency in a globalised educational landscape.

Teachers and Parents: In Partnership Codesigning STEM Units

Michael Hepi, Faculty of Education, Southern Cross University

STEM education and teacher/parent partnerships are global educational priorities for student learning and wellbeing. With rapidly evolving global economies, STEM education is vital to the future of environmental and economic sustainability, and parent engagement is seen as a critical element in improving student outcomes. This study investigates the perspectives of school leaders, teachers, and parents collaborating to co-design STEM science units in a NSW public school, addressing a gap in understanding how such partnerships influence curriculum design. Employing Wenger's Communities of Practice framework and a narrative inquiry methodology, eight participants (teachers and parents) were engaged through semi-structured interviews before and after the collaboration process of codesigning STEM units. Analysis of data involved coding key words and phrases during each interview phase, field notes of the collaboration process and the implementation of

teaching units, as well as reflective journalising. The analysis has revealed key themes including interpersonal skills, trust, personal and professional value, and mutual misunderstandings regarding teachers' work and parents' potential contributions. The research highlights the central role of school leadership in fostering effective, equitable partnerships that acknowledge the complexities of teaching within policy. Enhanced professional confidence, recognition of parent skills, and emotional intelligence were found to create a collaborative environment grounded in trust and transparency. These findings have significant implications for improving student wellbeing, growth, and attainment, while also boosting teacher morale and confidence. The study emphasises that effective teacher-parent partnerships is an important lever in school improvement.

Exploring the Effect of an Escape Room on Pre-Service Teachers' Integration of Making into Educational Practice

Elias Alejandro Espinoza Mora, School of Education, The University of Queensland

Over the past several decades, there has been a growing interest in incorporating digital and fabrication technologies in formal schooling contexts. While this challenge demands technical mastery of skills related to coding, robotics, mechanics, and design, it also requires considering the articulation of these competences with the curriculum, pedagogy, and assessment. Considering the lack of educational proposals linked to addressing this problem, I designed an educational escape room focusing on construction and interaction of musical artifacts. Then, I explored the effect of this intervention on six Australian pre-service teachers using a case study approach. Data collection consisted of pre-intervention surveys, field notes, and interviews during and after participants completed the escape room. To analyse the data, I adopted a descriptive content analysis approach, triangulating the information collected to provide a comprehensive account of what occurred during the intervention. Initial findings reveal that using educational escape rooms may be useful for integrating curriculum, pedagogy, and assessment in instructional contexts of digital fabrication and making. Moreover, pre-service teachers' perception suggests that this type of intervention may also become a powerful catalyst for promoting engagement and interdisciplinary learning. Despite promising results, further research is required regarding increasing the number of participants, improving instructional design, and including quantitative methods such as correlation and inferential statistical analyses.

Room 5 (49-316A)

An Individualised Model Informed by Student Voice Supporting Best Practice for Nurturing Autism Strengths within an Inclusive School Environment

Lisa Hurrell, School of Education, The University of Queensland

Inclusive education legislation globally endorses nurturing talents so individuals can flourish. Literature documents how students with autism spectrum disorder (ASD) abilities may be over-shadowed by their pervasive school challenges. Strengths may influence communication and social interaction. Affirming research outlines how strengths can be better appreciated. An empirical study in a Brisbane high school explored five students with ASD's strengths. It investigated barriers and facilitators affecting engagement and explored the perceptions of support staff, teachers and parents. Narrative inquiry and an appreciative inquiry cycle led to the manufacture of an actionable model. The school context, participants' social interactions and lived experiences were explored. Research findings were used to conceptualise a model termed Individualised Navigation (IN). This structured framework is evidence-based. It translated themes related to navigating and nurturing strengths, parent's knowledgeable advocacy and the teacher's role acting as mentors into an approach which may be used by educators. The IN model could improve achievement by enabling individuals with ASD to flourish.

What Works When Supporting Student Wellbeing? Exploring Primary School Educators' Stories of Success

Sophie Porter, School of Education, The University of Queensland

This qualitative project investigates how primary school educators in an independent school in Queensland describe practices that enable them to support student wellbeing. Guided by Self-Determination Theory (SDT) and situated within the transformative paradigm, the study uses semi-structured interviews to elicit educators' experiences and success stories. Participants were purposefully selected from across varied roles—including classroom teachers, specialists, wellbeing coordinators, and school leadership—reflecting the belief that all educators contribute to student wellbeing. Central to this study is the view that human flourishing is relational: students flourish when their wellbeing is nurtured, and educators flourish when they experience competence, autonomy, and relatedness in supporting students. Reflexive thematic analysis is in its early stages, with themes applied deductively according to SDT's three basic psychological needs (competence, autonomy, relatedness). As analysis remains provisional, initial patterns tentatively suggest that relationship-building may be central to how educators respond to student needs. Case narratives will be constructed to foreground participant voices and illustrate similarities and differences across roles. By presenting the practices educators identify as effective in supporting student wellbeing, this study offers a strengths-based contribution to understanding how educators can be supported, bridging local perspectives with broader global challenges in education

Ending Diploma Engineering's Century-old Marginalization in Bangladesh

Noor Mohammad Masum, School of Education, The University of Queensland

Technical and Vocational Education and Training (TVET) has regained importance on the recent global education policy for its potential contribution to human flourishing through development of skills for employment, productivity and sustainable development. The dominant human capital approach to TVET revolves around economic considerations but often overlooks non-economic as well as higher economic aspects of learners through higher education. Generally, there has been limited research and theorization on TVET in developing countries. This study investigates the evolution of TVET with reference to polytechnic institutes' Diploma in Engineering (DE) in advancing human flourishing in Bangladesh. It argues that the human capital approach to DE evolved through complicated interactions of colonial/postcolonial and liberal/neoliberal economization of education and conflicts and priorities of diverse local and global stakeholders. Using Amartya Sen's capability lens, I argue that the British colonial rule contributed to the development of a marginalized DE system without its pathway to university education which hindered human flourishing. Later, this non-flourishing working-class DE was expanded with international support. This paper proposes that issuance of a certificate at the middle of DE has the potential to integrate DE with university education ending its century-old marginalization.

Conference organising committee



MD Rabiul Alam

Md Rabiul Alam is a PhD candidate in TESOL Education at the University of Queensland, where he also works as a casual academic. He tutors postgraduate courses including Critical Perspectives on TESOL, Language in Education Planning, and TESOL Curriculum and Pedagogy. With over ten years of experience in tertiary-level English language teaching, his research explores the intersections of language management, sustainability, and multilingual practices within spiritual tourism contexts. He has published in peer-reviewed journals and edited volumes, including a recent chapter with Routledge on the interrelationship between language, tourism, and environmental sustainability in Bangladesh.



Noor Mohammad Masum

Noor Mohammad Masum is a PhD researcher at The University of Queensland's School of Education, investigating public perceptions of Technical and Vocational Education and Training (TVET) in Bangladesh. His study employs a holistic multi-theoretical framework, integrating Amartya Sen's capability approach, Bourdieu's theory of social reproduction, historical institutionalism, Appadurai's concepts of scapes and aspiration, and the integrated behavioural model. By focusing on the perspectives of TVET non-users—a critically underexplored group—his research addresses a significant gap in both developed and developing contexts. His work aims to transform TVET systems to promote human flourishing, wellbeing, and enhanced social recognition.



Ann Nguyen

Thuy-Anh (Ann) Nguyen is a PhD candidate at the School of Education, The University of Queensland. Her research focuses on the social and emotional development of teachers and students in Vietnam. She is passionate about promoting teacher and student wellbeing in an ever-increasing stressful world, especially those working in disadvantaged contexts. Ann also loves teaching and exploring new ways (often through technology) to engage her students.

Conference organising sub-committee



Tarissa J. Hidajat

Tarissa Hidajat is a PhD candidate, currently researching family–school–community partnerships to promote school attendance in Australian high schools. Her research interests include families' roles in children's development, wellbeing in educational settings, diverse learning needs, and student motivation and engagement in learning. She is particularly interested in how the relationships students form with peers and adults, together with the connections among families, schools, and communities, can foster supportive environments that promote student learning, wellbeing, and development.



Ting Zhou

Ting Zhou is a PhD candidate at the School of Education, The University of Queensland. Her research explores the interplay between emotional development, executive function, and academic performance in school-aged children. In addition to her doctoral studies, she works as a casual academic, tutoring courses in global education and career counselling. Ting is particularly interested in how cognitive and emotional processes shape learning outcomes and support student wellbeing.



Dedi Febrianto

Dedi Febrianto is a PhD Candidate at the School of Education, The University of Queensland. His research focuses on Medium of Instruction policy in Indonesian Technical and Vocational Education and Training (TVET), with broader interests in language policy, and stakeholder perspectives in multilingual education. He investigates how internal and external stakeholders perceive the use of Indonesian and English in TVET, uncovering tensions and expectations to help shape more context-sensitive and locally relevant language policies in the sector.



Nofrina Eka Putri

Nofrina Eka Putri is currently pursuing her PhD at the School of Education, University of Queensland. She is interested in exploring teachers, teaching, and the questions around what education is for— especially how we might think about education differently, beyond the pressures of neoliberalism. She is keen to collaborate with other teacher educators to imagine more meaningful ways of doing education and to open up space for genuine and critical conversations about it.



Amalia N. Sari

Amalia N. Sari is a PhD student at the School of Education, The University of Queensland. Her research examines global language assessment as a social field, drawing on Bourdieu's theory of practice and Sara Ahmed's affect theory to explore test takers' struggles, desires, and investments in IELTS as a pathway to mobility. She is particularly interested in how power, identity, and aspiration intersect in high stakes testing, and how lived experiences of assessment reflect broader sociocultural and economic forces. Her work aims to foreground test takers' voices and contribute to more equitable understandings of global language education.



Solomon Mangai

Mangai is a PhD candidate in the School of Education, The University of Queensland. His research focuses on exploring how undergraduate students think creatively by applying knowledge of chemistry concepts in real-world context through dialogic context. Mangai has interests in innovative pedagogies, formative assessment, STEM education, and critical creative thinking for meaningful learning and problem solving in chemistry. He also has interests in promoting teacher education through reflexivity and content, pedagogical and learning engagement practices.

Photographer



Dr. Frank Lee

Frank is an experienced events photographer, having covered hundreds of events around Brisbane. Chances are, you may have seen him around over the years! With a sharp eye, he will get you looking your best! He works for the UQ Union and freelances under the @photosfromfrank label. He moonlights as a doctor on weekdays.