THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

School of Education

20th Annual Postgraduate Research Conference 2026

Educational Inquiry for Thriving Communities

Saturday 7th November 2026

8:45am–4:00pm, Global Change Institute, Building 20,
Staff House Rd, St Lucia Campus,

The University of Queensland (Registration 8:30am–8.55am)



Welcome from the Head of School

Dear Researchers,



It is my great pleasure to welcome you to the 2026 School of Education HDR Research Conference, with this year's theme, *Education Inquiry for Thriving Communities*. This theme invites us to explore how educational research can contribute to thriving communities through teaching and learning, leadership, policy, equity, sustainability, innovation and social change. Across formal and informal educational contexts, research plays an important role in addressing contemporary challenges, generating new insights and strengthening connections between knowledge, practice and the communities we serve. The conference provides an opportunity for our Higher Degree by Research students to share their work, exchange ideas and celebrate the diversity, creativity and contribution of our HDR research community.

Professor Robin Shields

Head of School

School of Education, The University of Queensland

Welcome from the Director of Higher Degree Research



Dear Researchers,

As Chair of the 20th Annual School of Education HDR Research Conference, I am delighted to welcome you to this special milestone event.

For two decades, this conference has provided a space for emerging researchers to share ideas, test thinking, receive feedback, and engage in meaningful scholarly dialogue. It is one of the highlights of our School calendar because it showcases not only the quality of our research, but also the curiosity, commitment, and creativity of Higher Degree by Research students from within and beyond the University of Queensland.

This year's theme, *Education Inquiry for Thriving Communities*, reminds us that research is ultimately a collective endeavour. The questions we ask, the evidence we gather, and the knowledge we create have the potential to influence educational practice, inform policy, strengthen institutions, and improve lives. Equally important are the communities of researchers, educators, students, and partners who make this work possible.

I encourage you to make the most of the opportunities the conference provides: to share your work, engage with new perspectives, celebrate achievements, and build connections across research areas and stages of candidature. Whether you are presenting, attending, or supporting colleagues, your presence contributes to the vibrant scholarly community that this conference represents.

Thank you to our HDR students, supervisors, professional staff, and all those who have helped make this event possible. I wish you an engaging, inspiring, and rewarding conference.

Associate Professor Shiralee Poed

Director, Higher Degree Research

School of Education, The University of Queensland

Program

8:30am–9:00am	**Registration**
	The Atrium, Room 277 – Global Change Institute (20), The University of Queensland, St Lucia **Map - maps.uq.edu.au** |
9:00am–9:15am	**Welcome – 03-206**
	Welcome, Announcements & Acknowledgement of Country **Associate Professor Shiralee Poed**, School of Education, The University of Queensland https://teams.microsoft.com/meet/4270084980095?p=Ro9B5LzpqL4rnXhhlj Meeting ID: 427 008 498 009 5 Passcode: 4UP7n9Km
9:15am–10:15am	**Opening Address**
	What is educational inquiry? **Dr Stephen Heimans, The University of Queensland** **With Panellists: Katie Biggin, Nofrina Putri, Michelle Ocriciano, Takenori Sagara, and Hang Mai**
10:15am–10:45am	**Morning Tea**
	The Atrium – Global Change Institute (20), The University of Queensland, St Lucia

Location	Room 03-206 https://teams.microsoft.com/meet/46496868760535?p=3VcEVMBicnV7nhL3wh Meeting ID: 464 966 868 760 535 Passcode: kw6fk7cS	Room 03-237 https://teams.microsoft.com/meet/475594821372961?p=7gxuvU73wYFm89pG35 Meeting ID: 475 594 821 372 961 Passcode: MR3ik3C4	Room 20-273 https://teams.microsoft.com/meet/41909419847781?p=vp70lkX6gg4ABsyEdl	Room 20-275 https://teams.microsoft.com/meet/440478016793436?p=uGq4ZuvJhZjj6FGl0U
Theme	**STEM, Mathematics & Educational Technology** (Chair: *Divya Khetarpal*)	**Inclusion, Wellbeing & Educational Equity** (Chair: Shiralee Poed)	**Teaching, Teacher Education & Assessment** (Chair: . Wahyuddin)	**Language, Literacy & Multilingual Education** (Chair: Rabiul Md Alam)
Speaker A **10:45 – 11:05**	**Creating opportunities for Mathematics Teacher Learning: Integrating Mathematical Knowledge for Teaching to Examine Middle Leadership** *Speaker 1: Divya Khetarpal* The University of Queensland	**Adolescents in Alternative Schooling: A Scoping Review of Academic, Wellbeing, and Vocational Outcomes** *Speaker 4: Jin Wu* The University of Queensland	**Conceptualising Research Preparedness for Pre-Service Teachers as Practitioner-Researchers** *Speaker 7: Wahyuddin* The University of Queensland	**Who Makes Learning Possible Across Languages? Volunteer Interpreting at the Biswa Ijtema** *Speaker 10: Rabiul Md Alam* The University of Queensland
Speaker B **11:10 – 11:30**	**Repositioning Mathematics as the Core of Reasoning in Culture-Based STEM Learning through Traditional Weaving** *Speaker 2: Wilfridus Beda Nuba Dosinaeng* The University of Queensland	**Study-Related Stress: The Hidden Barrier to Equitable and Inclusive Higher Education Experiences (online presenter)** *Speaker 5: Elizabeth Hitches* The University of Queensland	**Investigating Teachers' Agency in the Application of Task-Based Language Teaching (TBLT) in Indonesian Universities** *Speaker 8: Nissa Mukti* The University of Queensland	**Exploring Dialogic Teaching in Collaborative Small-Group Discussions in Indonesian EFL Classrooms** *Speaker 11: Dwi Bayu Saptura* The University of Queensland
Speaker C **11:35 – 11:55**	**Owned and Hard to Leave: EdTech Ownership, Lock-in and the Software for Victorian Schools Catalogue (Online Presenter)** *Speaker 3: Dylan Fox* Queensland University of Technology	**Bullying of Coaches in High Performance Swimming (Online Presenter)** *Speaker 6: Shavin Velmurugan* Queensland University of Technology	**Making Space for Openness: Preservice Mathematics Teachers' Visions of Quality Mathematics Teaching** *Speaker 9: Murtafiah* The University of Queensland	

Location	Room 03-206 https://teams.microsoft.com/meet/476584333207284?p=FW0rdWzdHcEc6DSBHm Meeting ID: 476 584 333 207 284 Passcode: 8E3vM24s	Room 03-237 https://teams.microsoft.com/l/meetup-join/19%3ameeting_OWE3Njk2NTktMTE3YS00N2MyLWIxMWMtMWQ4NGYzNDg3NTJi%40thread.v2/0?context=%7b%22Tid%22%3a%22b6e377cf-9db3-46cb-91a2-fad9605bb15c%22%2c%22Oid%22%3a%2254705864-ab62-48a2-9b5b-bad2ea9b1742%22%7d	Room 20-273 https://teams.microsoft.com/meet/437567057623858?p=jCSqckGIcR4LrRzyNO Meeting ID: 437 567 057 623 858 Passcode: 3bn7JS7w	Room 20-275 https://teams.microsoft.com/meet/496914424042000?p=rqfQFIYZEhvQXEcmwR Meeting ID: 496 914 424 042 000 Passcode: 8ME62ZE3
Theme	**Educational Policy, Governance & Institutional Change** (Chair: Noor Mohammad Masum)	**Inclusion, Wellbeing & Educational Equity** (Chair: Vikate Phannalath)	**Teaching, Teacher Education & Assessment** (Chair: Ilham Phalosa Reswara)	**Language, Literacy & Multilingual Education** (Chair: Amalia N. Sari)
Speaker A 12:05 – 12:25	**From Marginalisation to Human Flourishing: A Justice-Oriented Framework for Transforming Diploma in Engineering in Bangladesh** *Speaker 13: Noor Mohammad Masum* The University of Queensland	**The development and promulgation of inclusive education policy in Laos** *Speaker 16: Vikate Phannalath* The University of Queensland	**"How Do I Fix This?" to "What Does This Tell Me?": Boundary crossing between assessment as measurement and assessment for learning in educational research (Unknown)** *Speaker 19: Ilham Phalosa Reswara* The University of Queensland	**Researching IELTS as a Social Practice in the Indonesian Context** *Speaker 22: Amalia N. Sari* The University of Queensland
Speaker B 12:30 – 12:50	**A study investigating whether career development (CD) policy exists for Australian secondary schools** *Speaker 14: Belinda Howard* Queensland University of Technology	**Aboriginal Child and Family Centre Case Study** *Speaker 17: Nicole Simone* Queensland University of Technology	**Teachers' Recreational Reading and Classroom Practices: A Systematic Review** *Speaker 20: Evi Puspitasari* The University of Queensland	**Medium of Instruction for Vocational Higher Education in Indonesia: What language(s) and why?** *Speaker 24: Dedi Febrianto* The University of Queensland
Speaker C 12:55 – 13:15	**China's English Curriculum Standards for Compulsory Education** *Speaker 15: Ai Wang* The University of Queensland	**AI, ADHD and Inclusive Education: What Can Artificial Intelligence Make Visible? A Systematic Review** *Speaker 18:* Cherry Lee James Cook University, Brisbane	**From Inquiry Learner to Inquiry Teacher: Teacher Educators' and Preservice Teachers' Perspectives on Inquiry-Oriented Teaching** *Speaker 21:* Bertha Silitonga The University of Queensland	

Location	**Room 03-206** https://teams.microsoft.com/meet/46629629964226?p=Co4layrNFgVYWFcDOc Meeting ID: 466 296 299 642 262 Passcode: iQ2rU976	**Room 03-237** https://teams.microsoft.com/meet/47733615240467?p=d7rOHGiM7ulMM9W226 Meeting ID: 477 336 152 404 670 Passcode: ny65Zf3B	**Room 20-273** https://teams.microsoft.com/meet/47747682033907?p=uZybHUDTnywtqbDtKi	**Room 20-275** https://teams.microsoft.com/meet/434344728620063?p=udNf1HvODSwkJq2tlw
Theme	**Language, Literacy & Multilingual Education** (Chair: Shiralee Poed)	**Educational Policy, Governance & Institutional Change** (Chair: Nofrina Eka Putri)	**STEM, Mathematics & Educational Technology** (Chair: Sitti Rahma Yunus)	**Community, Participation and Learning** (Chair: Sarah McCallan)
Speaker A **14:15 – 14:35**	**Classroom Read-Aloud Practices and Students' Reading Attitudes: A Systematic Review** *Speaker 34: Jennifer Lincoln* The University of Queensland	**Reclaiming Educational Possibility in the University** *Speaker 25: Nofrina Eka Putri* The University of Queensland	**Building Frameworks of Ethnoscience SANDEQ through two-eyed seeing** *Speaker 28: Sitti Rahma Yunus* The University of Queensland	**"We Love Our Volunteers": Parental Unpaid Labour, Symbolic Power, and Misrecognition in Australian Primary Schools** *Speaker 31: Sarah McCallan* The University of Queensland
Speaker B **14:40 – 15:00**	**Character builders: Testing an analytical framework for the analysis of characterisation in primary school students' narrative writing** *Speaker 23: Caryn Hellberg* The University of Queensland	**Navigating the Paradox of Arabic Language Education in Indonesia: Employability, Religion, and Market Value (Online Presenter)** *Speaker 26: Maziyyatul Muslimah* The University of Queensland	**Understanding Metacognition as a Mechanism of Novice-to-Expert Skills Development Among High-Potential Learners in Science, Technology, Engineering and Mathematics (STEM): Insights into Potential STEM Instructional Strategies and e-Learning Design** *Speaker 29: Jay Jay Manuel* Queensland University of Technology	**Strengthening Connections between Knowledge and Practice in Communities: Lessons Learned from a Community Awareness Program Supporting Young Children's Language and Communication Development in Indonesia** *Speaker 32: Yesika Ocktarani* Queensland University of Technology
Speaker C **15:05 – 15:25**		**International Branch Campus Development, Policy Borrowing, and Market-Making in Indonesia (May be online)** *Speaker 27: Natassha Dini Chrysanti* The University of Queensland	**Online Teaching and Learning for Educational Continuity: Teachers' experiences from the COVID-19 Pandemic** *Speaker 30: Edward Lin* Queensland University of Technology	**Place, Participation, and Community Life in Rural Queensland** *Speaker 33: Hayden Mitt* The University of Queensland

3:30pm–3:45pm	**HDR Awards Ceremony**
3:45pm–4:00pm	**Closing Address by the Director of Higher Degree Research**
	Associate Professor Shiralee Poed, School of Education, The University of Queensland

Keynote Address

Dr Stephen Heimans



Stephen Heimans is a Senior Lecturer in The School of Education at The University of Queensland. He writes and teaches about education policy/ leadership enactment, education research methodology and schooling in underserved communities. He is interested in the post-critical possibilities of Jacques Rancière's thinking and the philosophy of science of Isabelle Stengers- especially experimental constructivism.

Stephen contributes to the International Teacher Education Research Collective (ITERC), a recently established group collaborating around research on teacher education in several countries including Australia, the UK, Canada, Denmark, Ireland, New Zealand, Norway, Poland, Japan, Hong Kong and Sweden. The Collective is currently exploring three interrelated research themes: how professionalism is 'claimed'; the ethics and politics of teachers' knowledge; and the knowledge base of teacher education. https://twitter.com/_ITERC

Rather than a traditional keynote address, this session brings together a group of scholars to explore the question: What is educational inquiry? Drawing on our diverse research journeys, experiences, and perspectives, we discuss together the educational nature, purposes and possibilities of research. We will consider what might make inquiry distinctively educational and whether a case might be made for such work to be recognised as valuable in and of itself while also having value beyond education.

Panellists

Stephen Heimans works in education theory and philosophy and focuses quite a lot on what an educational methodology might entail.

Katie Biggin is investigating a poetics of teaching in order to rethink the purposes of education especially in relation to time and pedagogy.

Nofrina Putri's work has grown from an ongoing unease with how educational purposes can become crowded out by performance demands, measurement, and data. Her research explores how study, hesitation, and collective inquiry might reopen space for educational questioning.

Michelle Ocriciano's work orbits questions of knowledge, being, and educational justice — especially what it means, and what it costs, for education to take seriously who people are becoming, not only what they are learning.

Takenori Sagara has been conducting a slow science study ever since he became haunted by the question of how to realise an educational practice that is response-able to the realities of the secondary school students he encountered in his work.

Hang Mai is interested in questioning the purpose of education and is curious about the possibilities of educational research from the post as/in/for inquiry perspectives.

Conference Abstracts

Speaker 1: Divya Khetarpal, The University of Queensland

Creating Opportunities for Mathematics Teacher Learning: Integrating Practice Architectures and Mathematical Knowledge for Teaching to Examine Middle Leadership

This presentation introduces a conceptual approach for examining how mathematics middle leaders create opportunities for teachers' professional learning within secondary school departments. While research has examined middle leadership and teacher professional learning, less attention has been given to how departmental conditions shape mathematics-specific learning opportunities that middle leaders create. This approach brings together the Theory of Practice Architectures (TPA; Kemmis et al., 2014) and Ball et al.'s (2008) Mathematical Knowledge for Teaching (MKT) framework.

TPA provides a lens for understanding mathematics departments as sites of practice shaped by cultural-discursive, material-economic and social-political arrangements. These arrangements can enable or constrain how middle leaders exercise leadership, organise departmental practices, collaborate with colleagues, and create opportunities for professional learning. MKT complements this analysis by providing a disciplinary lens for examining the mathematical and pedagogical knowledge foregrounded, developed or left unexamined within these opportunities.

Together, the two frameworks enable analysis of not only whether opportunities for professional learning occur, but also what mathematics-specific learning they make possible and how departmental conditions shape them. This conceptual approach connects leadership, professional learning and disciplinary knowledge, offering a way to examine how mathematics departments may develop as professional communities in which teachers, and their students, can thrive.

Speaker 2: Wilfridus Beda Nuba Dosinaeng, The University of Queensland

Repositioning Mathematics as the Core of Reasoning in Culture-Based STEM Learning through Traditional Weaving

When a weaver decides how many threads are needed, checks whether a motif remains proportional, or adjusts an emerging pattern, mathematics is already at work; not simply as calculation, but as a way of reasoning. Yet culture-based STEM learning often begins by identifying STEM concepts within cultural practices, potentially overlooking the reasoning through which cultural knowledge is enacted. This doctoral study takes a different starting point: traditional weaving as an epistemic space for reasoning. Using design-based research, the study investigates how reasoning enacted in traditional weaving in eastern Indonesia can be reconstructed into culture-based STEM learning activities. It focuses primarily on connections between mathematics and science, with technology and engineering considered where they contribute to the reasoning process. Mathematics is positioned as a core means of representing relationships, evaluating alternatives, and justifying decisions across these forms of knowledge. Rather than treating numeracy as an outcome to be measured, the study seeks to create opportunities for numeracy-oriented mathematical reasoning in meaningful cultural situations. In doing so, it shifts attention from simply identifying mathematics in cultural products towards understanding and reconstructing reasoning through cultural practices, offering a way to connect cultural knowledge, STEM learning, and numeracy.

Speaker 3: Dylan Fox, Queensland University of Technology

Owned and Hard to Leave: EdTech Ownership, Lock-in and the Software for Victorian Schools Catalogue

Australian schools depend on software they do not own and cannot easily leave. Generally, governance of that dependence runs through privacy and safety certification, with schools given little information about who controls the product or what returns its owners are obligated to deliver. This paper reports a whole-population analysis of the 464 products listed in the Software for Victorian Schools catalogue, each annotated for parent company, ownership chain, capital structure and country of origin, then cross-classified against operational and data lock-in. Findings reveal that investor ownership concentrates where

school dependence runs deepest, with private equity clustering among the most locked-in products and venture capital among lighter ones, while Australian-built products embedded in daily school operation have largely passed into foreign hands. The annotation was produced through a computer-in-the-loop workflow in which a language model performed source-anchored retrieval and classification while every interpretive decision was made and logged by the author, producing an execution record in place of a disclosure statement. The presentation reports both the market findings and the workflow, and argues that ownership belongs among the criteria by which school systems assess the software their communities depend on.

Speaker 4: Jin Wu, The University of Queensland

Adolescents in Alternative Schooling: A Scoping Review of Academic, Wellbeing, and Vocational Outcomes

Alternative schooling plays an important role in supporting adolescents whose needs have not been adequately met in mainstream secondary education, and provides pathways for re-engagement, wellbeing, and thriving. However, evidence regarding how alternative schooling supports students across academic, wellbeing, and vocational domains remains fragmented. We conducted a scoping review, following PRISMA-ScR guidelines, and searched seven databases (ERIC, Education Database, Social Science Database, Proquest Dissertations and Thesis Global, Web of Science, Scopus, and APA PsycInfo) on 26 March 2026. To ensure conceptual clarity, we defined '*alternative schooling'* as stand-alone, full-school models for school-aged students. We did not consider studies with schools offering temporary placements aimed at re-engaging students back to mainstream schooling, or interventions within mainstream schools. Our searches identified 81 empirical studies that met the inclusion criteria; published in English since 2000 (https://osf.io/sw4bf/). Academic outcomes were reported in 77 studies, involving academic progress, participation, and learning support. Wellbeing outcomes were reported in 74 studies, including emotional and psychological wellbeing, relational support, belonging, school climate, and personal/social development. Vocational outcomes were reported in 35 studies, focusing on pathway readiness and vocational preparation. Together, the literature presents alternative schooling as a comprehensive educational environment that supports students in reconnecting with learning, school relationships, and future pathways.

Speaker 5: Elizabeth Hitches, The University of Queensland

Study-Related Stress: The Hidden Barrier to Equitable and Inclusive Higher Education Experiences

Internationally, students in higher education often experience high levels of stress during their studies, which can impact their physical and mental health, and affect their learning capacity and academic achievement (Pascoe et al., 2020). Research in Australia (Hitches et al., 2023) and Canada (Ardell et al., 2016) suggests that students with accessibility requirements and/or disability (ARD) may experience even higher stress than their peers without ARD, and this occurs whether or not students receive academic accommodations from their institution. Understanding the stressors students with ARD experience in comparison to their peers, and seeking to unpack differences between students who are and are not formally accommodated by their institution, may provide insight into the malleable or unnecessary stressors which institutions can reduce. This presentation will share students' voices from across Australia on what is contributing to their stress and what the impacts of this are. These stressors will be viewed through the lens of UDL 3.0 to not only support our understanding and unpacking of students' experiences in the context of higher education teaching and learning, but highlight the possibilities for reducing unnecessary barriers in the learning experience.

Speaker 6: Shavin Velmurugan, Queensland University of Technology

Bullying of Coaches in High-Performance Swimming

Coaches operate as central educators and leaders within elite sport, yet bullying towards coaches remains underexamined compared to bullying experienced by athletes. This study explored how elite swimming coaches understand bullying and perceive its prevalence, using the Theory of Planned Behaviour (TPB) and upward bullying theory as complementary interpretive lenses. Semi-structured interviews were conducted with nine elite swimming coaches to examine

understandings of bullying, perceived prevalence, perceived perpetrators, and responses to workplace bullying scenarios involving varying levels of repetition, intent, and power imbalance.
Findings revealed considerable variation in coaches' understandings of bullying, particularly regarding power imbalance. Whilst repetition and intentional negative actions were commonly recognised, power imbalance was identified less consistently. Parent-to-coach bullying emerged as the most frequently reported form of bullying, followed by athlete-to-coach bullying, highlighting the relevance of upward bullying within elite sport. Coaches also identified other coaches and governing bodies as potential sources of bullying. Responses appeared to be influenced not only by recognition of the behaviour, but also by perceived behavioural control and concerns regarding professional consequences. These findings contribute to understanding bullying towards coaches and have implications for coach wellbeing, education, and reporting practices within high-performance sport.

Speaker 7: Wahyuddin, The University of Queensland

Conceptualising Research Preparedness for Pre-Service Teachers as Practitioner-Researchers

Teachers are increasingly expected to engage both with research and in research as practitioner-researchers, using existing evidence to inform professional decisions while also generating evidence from their own practice. Preparing pre-service teachers (PSTs) for this role therefore begins in initial teacher education. However, what it means for PSTs to be prepared for research remains conceptually unclear. Existing literature addresses aspects of research engagement through related concepts, including research knowledge, research skills, research literacy, research competence, research capacity, and research preparedness, but these provide differing and often partial perspectives. As part of a broader doctoral study, this conceptual work synthesises these perspectives to develop an overarching conceptualisation of research preparedness for teacher education. Research preparedness is defined as PSTs' readiness to engage with and in research in their future role as practitioner-researchers. The synthesis identifies three interrelated dimensions: research knowledge, concerning how research is understood, evaluated, and used; research practices, concerning the active use, conduct, and communication of research; and research dispositions, concerning PSTs' orientation, motivation, and self-efficacy towards research. This conceptualisation provides a framework for understanding what preparing PSTs for research entails and for examining how teacher education can support their development as practitioner-researchers.

Speaker 8: Nissa Mukti, The University of Queensland

Investigating Teachers' Agency in the Application of Task-Based Language Teaching (TBLT) in Indonesian Universities

Task-Based Language Teaching (TBLT) is a well-known approach that aims to enhance learners' language skills by engaging them in meaningful communicative tasks (Ellis, 2009; 2019). While it offers many advantages for language learning, its implementation is not straightforward. Using the ecological framework of teacher agency (Priestley et al., 2015), this study explores the narratives of five Indonesian university lecturers who use TBLT in their classrooms to teach English while negotiating tensions from sociocultural factors, classroom realities, and institutional policies.
Through classroom observations and semi-structured interviews, their narratives illustrate how they exercise agency by recontextualising TBLT for multilingual classrooms with diverse religious backgrounds, different levels of English proficiency, and varying motivation. Additionally, they maintain alignment with institutional curricula and policies, while modifying materials, tasks, instructional sequences, and language use, drawing on their professional experience, beliefs, and resources to make task-based teaching feasible in their contexts. The findings may inform curriculum developers and policymakers to better reflect teachers' lived experiences and decision-making processes. The study also provides insights into how giving teachers agency can promote more context-sensitive and sustainable implementation of task-based pedagogy in multilingual higher education settings.

Speaker 9: Murtafiah, The University of Queensland

Making Space for Openness: Preservice Mathematics Teachers' Visions of Quality Mathematics Teaching

Research suggests that open-ended mathematical tasks can support creativity, mathematical reasoning, communication, problem solving, and conceptual understanding. However, their potential also depends on how teachers envision students' mathematical activity and their own role in supporting it. This study explores Indonesian preservice mathematics teachers' initial visions of quality mathematics teaching before experiencing open-ended tasks. Initial semi-structured interviews with 14 third-year preservice mathematics teachers were analysed using Munter's *Vision of High-Quality Mathematics Instruction* framework, focusing on the Role of the Teacher and Mathematical Tasks. Preliminary analysis shows that participants consistently associated quality mathematics teaching with active student participation. Yet, most envisioned teachers first explaining concepts and demonstrating solution methods before students solved problems, discussed ideas, and collaborated. Teachers then monitored, assisted, and redirected students, leaving mathematical direction and correctness largely teacher determined. Participants also valued engaging tasks, higher-order thinking, real-world connections, and multiple solution methods. However, different methods were typically introduced by the teacher for students to choose and compare, while still leading to one correct answer. Flexibility therefore largely involved choosing among available methods rather than generating students' own strategies. Together, these findings suggest that participants valued student activity and flexibility while its mathematical boundaries remained largely teacher determined. Teacher education may therefore need to support preservice teachers in expanding these boundaries towards students generating, exploring, comparing, and justifying their own mathematical ideas.

Speaker 10: Rabiul Md Alam, The University of Queensland

Who Makes Learning Possible Across Languages? Volunteer Interpreting at the *Biswa Ijtema*

How does learning happen when participants do not share a common language? This paper examines volunteer interpreting at the *Biswa Ijtema* in Bangladesh, a transnational religious gathering, as a form of grassroots language management within an informal learning environment. Drawing on a linguistic ethno-case study, data were generated through participant observation, semi-structured interviews with organisers, volunteer interpreters and participants, informal conversations, and multilingual interactions. Data were analysed using reflexive thematic analysis, with Spolsky's tripartite model of language policy as an analytical lens and Language Management Theory as a sensitising framework. Findings show that interpreters draw on multilingual repertoires, religious commitment, peer coordination, and situated knowledge to mediate religious messages across language groups. Their work is not limited to transferring words between languages; it shapes who can access knowledge, participate in learning, and remain connected to the gathering. Yet these practices also reveal uneven linguistic resources and the limits of relying on English as a default solution in highly multilingual settings. The paper argues that attending to volunteer interpreting expands how educational inquiry understands learning beyond formal institutions and highlights the role of locally organised multilingual practices in supporting inclusion, sustainability, and the capacity of diverse communities to learn and thrive.

Speaker 11: Dwi Bayu Saptura, The University of Queensland

Exploring Dialogic Teaching in Collaborative Small-Group Discussions in Indonesian EFL Classrooms

Small-group discussion is widely used to give students opportunities to exchange ideas and to build understanding with their peers. However, in English as a Foreign Language (EFL) classrooms, students stay passive during group activities and can be hesitant to share their thoughts. An approach that treats classroom talk as a resource for learning is dialogic teaching; research indicates that this kind of talk can help cultivate students' thinking and reasoning. Despite the investigation of dialogic teaching in non-EFL educational settings, relatively little is known about how it can support students' verbal participation in university EFL classrooms. Drawing on a Vygotskian sociocultural perspective, this study examines how lecturers can support EFL students to use talk for learning during collaborative small-group discussion. To investigate how dialogic teaching can be contextualised within an EFL context, this study employs a design-based research approach that enables the intervention to be introduced and iteratively improved through collaboration with two lecturers and their classes. The intervention is organised around three components: ground rules for talk, task design, and talk moves. Across eight classroom meetings, data will be generated through classroom observations, video recording, lecturer debriefings, student focus group interviews, and classroom artefacts. These data will be used to examine the conditions that enable or constrain students' verbal participation and how students participate in collaborative small-group discussion over time.

Speaker 13: Noor Mohammad Masum, The University of Queensland

From Marginalisation to Human Flourishing: A Justice-Oriented Framework for Transforming Diploma in Engineering in Bangladesh

This paper develops a justice-oriented framework for transforming Diploma in Engineering (DE) in Bangladesh to enable human flourishing. Drawing on an embedded qualitative case study comprising historical and policy documents, 37 interviews and 22 focus group discussions with 211 participants, the study examines how historically embedded structural arrangements, social perceptions and constrained capabilities interact to reproduce marginalisation. Findings reveal that restricted pathways to higher education, weak social recognition, uneven educational quality and a narrow human-capital framing constrain aspirations, education and training opportunities, English proficiency, creativity, valued employment, character, dignity and upward mobility. The framework centres on two mutually reinforcing virtuous cycles: capability expansion across these seven domains and enabling conversion factors across ethical, structural, pedagogical, industrial, social and aspirational domains. Together, these cycles point towards reforms in educational progression, teaching and learning, industry–education relationships, institutional recognition and the conditions shaping learners' opportunities and aspirations. By connecting structural justice, social perceptions and capability expansion, the paper argues that transforming DE requires more than improving employability: it requires educational conditions that expand learners' opportunities to pursue valued lives and contribute to human flourishing within their communities.

Speaker 14: Belinda Howard, Queensland University of Technology

A study investigating whether career development (CD) policy exists for Australian secondary schools

This presentation outlines a study investigating whether career development (CD) policy exists for Australian secondary schools (AuSS). Despite widespread recognition of CD as central to supporting young people's decision-making across life, learning, work, and transitions, its policy foundations remain unclear. National reforms, shifting terminology, and evolving strategies have produced a complex landscape, yet the extent to which CD is articulated as formal, enactable government policy has not been systematically examined. The research applies a structured analytical process that maps terminology, identifies government-issued documents, reviews their relevance, and interprets their structural and operational features. Howlett and Cashore's policy taxonomy is used to classify documents and determine whether they function as policy. The study's significance lies in challenging the assumption that coherent CD policy is already in place. It offers conceptual clarity by interrogating how government texts operate and whether they constitute policy, and it contributes a replicable methodological approach for analysing education policy architecture. The presentation provides an overview of the research design and analytical framework, situates the study within historical and contemporary policy contexts, and demonstrates how the findings will illuminate the presence, absence, and coherence of CD policy for AuSS.

Speaker 15: Ai Wang, The University of Queensland

China's English Curriculum Standards for Compulsory Education

China's *English Curriculum Standards for Compulsory Education (2022 Edition; hereafter, the Standards)* place students' core competencies and holistic development at the center of English education, positioning teachers as key actors in translating reform into classroom practice. This study examines how teachers are represented in the Standards, how these representations construct teacher professionalism, and what forms of agency they presuppose. A corpus of 466 clauses was analysed using Systemic Functional Linguistics (SFL), with Bourdieu's concepts of symbolic power, doxa, and habitus providing an interpretive lens. Three tensions emerged. First, teachers are relatively backgrounded in statements of broad policy purposes but become highly visible when responsibility for implementation is allocated. Second, the Standards construct a tension between English teachers as language specialists and as educators responsible for students' core competencies and holistic development. Third, expanded professional responsibilities coexist with largely presupposed teacher agency, with limited attention to how such agency is developed or supported. By combining SFL as an analytical tool with Bourdieu as an interpretive lens, the study contributes a theoretically informed linguistic approach to curriculum policy analysis, revealing how policy constructs legitimate professionalism, redistributes responsibility, and

naturalises expectations of teacher agency.

Speaker 16: Vikate Phannalath, The University of Queensland

The development and promulgation of inclusive education policy in Laos

This paper draws on research that investigates the development and promulgation of inclusive education policy in Laos. How, where, when and why the ideas for policy came into being are traced from their seeming genesis in Geneva through the facilitation of their movement to Vientiane. The research drawn on in this paper has investigated whether this is an example of policy enactment as proposed by Stephen Ball and his colleagues and whether, also, that the policy could or should be characterised as 'failed'. The research employed a qualitative approach using semi-structured interviews with two groups: policymakers from various governmental entities and aid agencies involved in the process of policy introduction and development; and a policy practitioner group consisting of members from disability organisations, parent representatives, and educators. The findings highlight the roles of the international aid agencies in the Lao inclusive education policy development and practice, the influence of the local political and socio-economic contexts on the adoption and implementation of the policy, and the understanding and application of the policy by the actors involved. Theoretical and methodological implications for policy enactment research are also discussed.

Speaker 17: Nicole Simone, Queensland University of Technology

Aboriginal Child and Family Centre Case Study

Early childhood education sets the stage for healthy growth and development for all children. However, for many First Nations children, there is limited access to culturally responsive, early learning centres. There are few culturally safe Aboriginal Child and Family Centres catering holistically for First Nations children and families across Australia.

Mainstream, standalone ECEC services are often staffed by non-Indigenous educators who do not share the same cultural grounding with First Nations children and their families, meaning they may not understand their strengths or provide culturally responsive, holistic service delivery. New knowledge on culturally safe, early learning and family support was required to determine how holistic, cultural models may enhance siloed practices in mainstream, standalone, ECEC.

An in-depth case study was codesigned with an Aboriginal Child and Family Centre which explored how multiple and integrated services, were delivered by an Aboriginal Community Controlled Organisation. This research was multidisciplinary as holistic thinking was required to analyse complex, interwoven barriers to access and equity of services for First Nations children and their families. The results show how non-Indigenous educators may increase their intercultural professional learning and engage in grass roots partnerships with cultural organisations.

Speaker 18: Cherry Lee, James Cook University, Brisbane

AI, ADHD and Inclusive Education: What Can Artificial Intelligence Make Visible?: A Systematic Review

Artificial intelligence (AI) is creating new possibilities for observing and supporting children's learning and behaviour, with implications for inclusive practice. For primary school children with Attention-Deficit/Hyperactivity Disorder (ADHD), behavioural indicators can be variable and context-dependent, making them difficult to capture through classroom observation. AI may increase behavioural visibility, but also raises questions about interpretation, stakeholder roles and ethical practice.

This systematic review examines AI use in detecting ADHD-related behavioural indicators in primary school settings. It asks: (1) What AI technologies are used? and (2) What does the literature reveal about their use? An adapted PRISMA approach identified 25 peer-reviewed studies through searches of academic databases, Google Scholar, journal and publisher websites, and reference lists. Data were analysed using

qualitative content analysis (Hsieh & Shannon, 2005), generating three themes: AI technologies and behavioural indicators; stakeholder roles; and student, parent and ethical perspectives.

Findings indicate that AI can detect attention, engagement, impulsivity, movement, reaction time and task performance. However, variation across technologies, datasets and contexts and risks of false classification highlight the need for contextualised interpretation. The review argues that AI should augment behavioural visibility and teacher judgement, supporting more inclusive and responsive educational practice rather than replacing professional or relational judgement.

Speaker 19: Ilham Phalosa Reswara, The University of Queensland

"How Do I Fix This?" to "What Does This Tell Me?": Boundary crossing between assessment as measurement and assessment for learning in educational research

Research on assessment undertaken in educational psychology vs educational research with a social science lens is often treated as involving separate traditions, despite growing calls to connect them. This paper offers a first-person reflection on one such connection during a doctoral study of problem-solving assessment in an Indonesian senior high school. Trained in psychometrics, I shifted my research positionality from a focus on measuring performance toward an exploratory qualitative study examining what students express through their responses to classroom assessment tasks. To understand this shift, I analysed my experiences as a researcher through the lens of boundary crossing.
Reflective journaling suggested three mechanisms shaping this process. First, identification involved moving attention from whether an instrument was technically sound to what a designed assessment task appeared to elicit from students' responses. Second, reflection involved recognising assumptions carried from psychological and measurement traditions. Third, transformation involved evaluating assessment not only through psychometric quality but also through its educational usefulness for classroom practice. Crossing boundaries did not mean abandoning measurement. Rather, it involved bringing educational and measurement perspectives into conversation, leading me to view assessment as a support for learning and educational processes, rather than primarily as a tool for auditing student performance.

***Speaker 20: Evi Puspitasari*, The University of Queensland**

Teachers' Recreational Reading and Classroom Practices: A Systematic Review

In educational contexts, recreational reading may be valuable not only for students but also for teachers, whose classroom decisions may be shaped by their personal reading experiences. However, studies use varied terms including reading for pleasure, volitional reading, and voluntary reading creating conceptual ambiguity. A synthesis of existing research is therefore needed to clarify how teachers' recreational reading (TRR) is conceptualised and how it is connected to classroom instruction. A comprehensive search of ERIC, Scopus, Education Databases, ProQuest Dissertations and Theses Global, and reference lists identified 5,707 records. After duplicate removal, 4,789 records were screened against predefined eligibility criteria, and 26 studies were included for in-depth analysis and synthesis. TRR was conceptualised through four aspects comprising its nature and scope, purposes and functions, experiences and practices, and development and contexts. Three forms of connection between TRR and instruction were identified consisting of direct connections through classroom practices; indirect connections mediated by changes in teachers' knowledge, beliefs, confidence, or empathy; and conditional and inconsistent connections shaped by personal and contextual factors. The findings suggest that teacher education should move beyond simply encouraging teachers to read more. It should help teachers reflect on their reading experiences and connect their textual knowledge with students' interests, backgrounds, and reading needs. Schools can support this process by providing diverse texts and creating opportunities for teachers to read and discuss the texts.

***Speaker 21:* Bertha Silitonga, The University of Queensland**

From Inquiry Learner to Inquiry Teacher: Teacher Educators' and Preservice Teachers' Perspectives on Inquiry-Oriented Teaching

Inquiry-based science education is widely promoted in teacher education as a means of developing preservice teachers' scientific understanding, pedagogical competence, and confidence or self-efficacy to facilitate student-driven learning. However, research in teacher education continues to highlight challenges in translating inquiry-oriented learning experiences into inquiry-oriented teaching practice. While existing studies frequently focus on preservice teachers' learning outcomes, less attention has been given to how inquiry is conceptualized, modelled, and experienced across the transition from teacher education coursework to teaching practice.
This preliminary qualitative study explores inquiry from the perspectives of science teacher educators and preservice teachers within a primary teacher education program in Indonesia. Individual and group interviews will be conducted with three lecturers responsible for primary science courses and five preservice teachers who have completed those courses and are undertaking school practicum. The study examines (1) how teacher educators conceptualize and enact inquiry-based pedagogies, (2) how preservice teachers experience and interpret inquiry-oriented approaches, and (3) in what ways educators' intentions align with preservice teachers' understandings of inquiry and their preparedness to teach through inquiry. By bringing together these complementary perspectives, the study provides an initial account of how inquiry is understood, modelled, and experienced within teacher education. Findings are expected to contribute to discussions on strengthening the connection between preservice teacher preparedness and inquiry-oriented teaching practices.

Speaker 22: Amalia N. Sari, The University of Queensland

Researching IELTS as a Social Practice in the Indonesian Context

The International English Language Testing System (IELTS) is often treated as a bounded testing event, yet for test-takers it unfolds across time, space, and social relationships. Preparation, testing, results, retakes, and changing plans for study, work, or migration may unfold over months or years and extend into homes, preparation institutions, online spaces, peer networks, and families. This presentation draws on my ongoing PhD research to ask how IELTS can be researched as a social practice rather than simply as an individual testing experience. Theoretically, the study is informed by Bourdieu's (1992) relational sociology, particularly field, habitus, capital, and illusio, alongside Threadgold's (2020) notion of affective affinities. Situated in Indonesia, the study adopts a relational, focused ethnographic approach (Desmond, 2014; Knoblauch, 2005) that combines in-depth interviews with short-term ethnographic fieldwork. Participants include IELTS test-takers, family members, and other IELTS-related actors, allowing attention to relationships, social positions, institutional demands, and different mobility trajectories. The presentation will discuss how this methodological approach enables IELTS experiences to be traced relationally across sites and trajectories. Initial findings from the ongoing study will be used to illustrate insights gained when IELTS is approached as a lived social practice. It thus offers a methodological contribution to more humanising language testing research.

Speaker 23: Caryn Hellberg, The University of Queensland

Character builders: Testing an analytical framework for the analysis of characterisation in primary school students' narrative writing

Narrative writing holds a privileged place in school education as one of the first genres students encounter at school and the focus of national standardised assessment in Australia. Characterisation, the arrangement of characters in a story, is one of several important elements in narratives and therefore a key skill that students must learn to be successful in narrative writing. Limited research exists about how primary school students use linguistic resources to introduce, describe and develop characters in their narrative writing. This pilot study aimed to test the suitability of an analytical framework developed from narrative theory and systemic functional linguistics to analyse characterisation in primary school students' narrative writing. The framework was used to analyse two Year 5 narratives (one low- and one high-scoring) written for the writing component of Australia's standardised assessment program, NAPLAN. Testing the framework on a small number of texts before employing it to analyse a larger sample of Year 3 and Year 5 narratives offered the opportunity to adjust and improve the framework. Ultimately, the framework is intended to offer insights into how primary school students create characters in their narrative writing using linguistic resources, supporting the development of future teaching approaches.

Speaker 24: Dedi Febrianto, The University of Queensland

Medium of Instruction for Vocational Higher Education in Indonesia: What language(s) and why?

Choosing one or more languages as medium of instruction (MOI) in vocational higher education (VHE) raises questions about ensuring students' access to vocational knowledge while developing their linguistic capabilities required for diverse workplaces. Research on MOI in academically oriented higher education contexts has largely focused on English as a medium of instruction (EMI). Less attention has been given to MOI in VHE and to the roles that national languages and English might play within it. Indonesia provides a useful context for examining the MOI question as Indonesian is firmly established as the national and educational language, while English is increasingly associated with employability and global competitiveness.

Drawing on semi-structured interviews with seven experts in TESOL, EMI, and language-in-education policy, this paper examines their views on appropriate MOI arrangements for Indonesian VHE. Emerging findings show a consistent view among the experts that MOI in Indonesian VHE should not be organised around a single language. In their views, Indonesian and English should be allowed different roles depending on students' learning and language needs, workplace demands, and institutional conditions. MOI decisions therefore concern not only which languages to use in education, but also when, for what purposes, and under what conditions.

Speaker 25: Nofrina Eka Putri, The University of Queensland

Reclaiming Educational Possibility in the University

This paper asks how educational possibilities might be reclaimed within a university whose time, attention, and purposes are increasingly organised by the logic of excellence. I approach this question from within one public university in Indonesia, where academic work is shaped by teaching, research, community service, accreditation, reporting, performance indicators, and other institutional demands. Drawing on Readings' (1996) account of excellence, I argue that these demands increasingly organise what becomes visible, valuable, and worthy of attention within university life. Under such conditions, resistance is not straightforward: refusal is difficult when academics remain entangled in institutional responsibilities, while critique can be redirected into demands for better implementation, compliance, or performance.

The paper therefore turns to reclaiming as a way of thinking about resistance from within these conditions. It follows an ongoing Study Group formed with colleagues as a fragile experiment in making time for reading, hesitation, questioning, and collective study. In conversation with Masschelein and Simons (2013), Biesta (2009), Lewis (2014), and Stengers (2018), I examine how interruption, suspension, study, and relationality open possibilities when ordinary university demands are temporarily loosened. I argue that resistance may take the form not of recovering a lost educational purpose or replacing one purpose with another, but of reclaiming the possibility of asking the question of purpose itself and creating conditions in which what matters educationally can remain open to attention and judgement by educators.

Speaker 26: Maziyyatul Muslimah, The University of Queensland

Navigating the Paradox of Arabic Language Education in Indonesia: Employability, Religion, and Market Value

This study investigates the paradox of Arabic Language Education (ALE) in Indonesia, where Arabic holds profound religious and symbolic prestige within the world's largest Muslim-majority society yet encounters limited economic value and employability prospects in modern labour markets. Grounded in Bourdieu's sociology of practice, theories of language commodification, and Islamic perspectives on knowledge and work, this qualitative multi-site case study examines how the value of Arabic is constructed, negotiated, and converted across diverse educational and professional fields in East Java, Indonesia. Drawing on semi-structured interviews, focus group discussions, and documentary analysis across four higher education institutions, the research explores how students, graduates, employers, curriculum stakeholders, and Arabic professional associations navigate structural tensions between neoliberal employability demands

and traditional Islamic educational ethics. By bridging economic pressures with ethical and spiritual foundations, the study contributes to more equitable, holistic educational approaches that foster thriving, sustainable graduate futures.

Speaker 27: Natassha Dini Chrysanti, The University of Queensland

International Branch Campus Development, Policy Borrowing, and Market-Making in Indonesia

Transnational higher education has expanded rapidly over recent decades, as institutions increasingly operate beyond national boundaries through International Branch Campuses (IBCs). Indonesia's growing enthusiasm for IBCs reflects broader anxieties about graduate employability, the enduring influence of human capital theory on education policy, and a rising acceptance of market-based solutions to public problems, concerns sharpened by escalating higher education costs and declining public confidence in governments' capacity to safeguard education as a public good. Yet how IBC policy is adopted, translated, and institutionalised in Indonesia, including by whom, for whose benefit, and with what consequences, remains insufficiently understood.

This study addresses that gap by examining the motivations of actors across global, national, and local levels, tracing how domestic recontextualization and Global North revenue-generation operate simultaneously rather than as competing explanations, producing differential benefits across actors within Indonesia's higher education landscape. Drawing on the Global-national-local (glonacal) agency heuristic, cross-national policy borrowing, and market-making framework, the study offers a layered analysis of both the structural conditions enabling IBCs and their institutional consequences. As one of the first empirical analyses of IBC policy formulation and implementation in Indonesia, this study extends transnational education scholarship by integrating sociology of education and sociology of markets, illuminating the cultural politics shaping Indonesian higher education policy.

Speaker 28: Sitti Rahma Yunus, The University of Queensland

Building framework of ethnoscience sandeq through two-eyed seeing

The recognition of Indigenous knowledge has grown significantly in recent years as many knowledge systems developed by Indigenous people over generations have been proven effective and valuable for human survival and environmental adaptation. Like the nature of science, Indigenous knowledge is constructed through observation, inference, creativity, and interpretation of experiences within a particular cultural context. One example is the Indigenous Knowledge embedded in the Sandeq, a traditional sailing boat developed by the Mandar people through generations of empirical experience and local wisdom. Rather than being positioned only as a cultural artefact for illustrating Western scientific concepts, Sandeq knowledge can be recognized as a form of Indigenous science that contributes to science learning. This study aims to develop and describe a conceptual framework for interpreting Sandeq through an ethnoscience perspective for both Indigenous and Western science perspectives using Two-Eyed Seeing as an interpretive lens. The framework integrates ethnoscience, Two-Eyed Seeing, and culturally responsive science education to recognize the strengths of both the ways of knowing in building and sailing Sandeq. Through this framework, Sandeq practices are examined as sources of scientific understanding derived from Western science as first eye and Indigenous science as second eye. The outcome of this study seeks to provide a foundation for developing a blueprint of culturally responsive science learning materials for secondary school education in Indonesia.

Speaker 29: Jay Jay Manuel, Queensland University of Technology

Understanding Metacognition as a Mechanism of Novice-to-Expert Skills Development Among High-Potential Learners in Science, Technology, Engineering and Mathematics (STEM): Insights into Potential STEM Instructional Strategies and e-Learning Design

Science, Technology, Engineering and Mathematics (STEM)-specialized secondary schools in the Philippines play a critical role in the country’s long-term goals in Science and Technology (S&T) and innovation by channeling high-potential learners into the STEM workforce through university-level STEM programs. This strategy requires developing these high-potential learners to become expert learners

capable of navigating complex STEM learning tasks. There remains a limited understanding of the mechanisms that help high-potential, yet novice STEM learners, become expert learners. Therefore, this study aimed to understand metacognition as a mechanism for novice-to-expert skills development among these high-potential STEM learners. In this single-case study, a cross-sectional novice-expert comparison of the learners' metacognitive processes was employed. Twelve (12) graduates and thirteen (13) current students in their specialization years program (SYP) of a specific campus of a STEM-specialized secondary school in the Philippines were selected as "expert" and "novice" participants, respectively. The Cognitive Task Analysis—Precursor, Action, Result, and Interpretation (CTA-PARI) methodology enabled detailed data collection about the participants' metacognitive processes while they were engaged in e-learning tasks. Using Kitchener's Level 2 (metacognition) as the primary analytical lens, the CTA-PARI data were coded and analyzed to identify novice and expert learners' metacognitive process patterns. Inferences were drawn from such comparison to explain metacognition in the broader phenomenon of novice-to-expert skills development among high-potential learners in STEM. Results show that as task demands become more complex, the basic cognitive processes are increasingly accompanied by metacognitive knowledge (Lvl2-A) and metacognitive regulation (Lvl2-B), with the latter helping to sustain and organize performance. Consequently, the study provides empirical evidence as to how STEM instruction and e-learning design may be structured to better support the learners' metacognitive growth.

***Speaker 30: Edward Lin*, Queensland University of Technology**

Online Teaching and Learning for Educational Continuity: Teachers' experiences from the COVID-19 Pandemic

The COVID-19 pandemic caused unprecedented disruption to schooling globally, requiring rapid implementation of online teaching and learning (OTL) to maintain educational continuity. As education systems continue to face potential disruption from extreme weather events, armed conflicts, public health emergencies, and other crises, lessons from COVID-19 remain relevant to future educational preparedness. This study examined the lived experiences of Queensland government secondary school teachers during emergency OTL, focusing on challenges, responses, changes over time, and implications for future preparedness.

The study employed a qualitative phenomenological methodology, with Cultural-Historical Activity Theory (CHAT) as the theoretical framework. Semi-structured interviews were conducted with twelve teachers across eight Queensland education regions. Thematic and CHAT-informed contradiction analyses identified intensified workload, technological disruption, capability strain, uncertain institutional expectations, communication difficulties, student wellbeing concerns, and disrupted learning progress. Teachers' responses were characterised largely by reactive adaptation and provisional stabilisation rather than sustained transformation.

The study demonstrates how contradictions within and between activity systems became temporally compressed, simultaneous, and interconnected under emergency conditions. It extends CHAT towards anticipatory applications in educational crises and proposes the Matrix of Emergency OTL Preparation (MEOP), a CHAT-informed tool for system-aware, human-centred, and anticipatory planning for future educational disruption.

***Speaker 31: Sarah McCallan*, The University of Queensland**

"We Love Our Volunteers": Parental Unpaid Labour, Symbolic Power, and Misrecognition in Australian Primary Schools

Drawing on Pierre Bourdieu's concepts of field, habitus, capital, symbolic power, and misrecognition, the study examines parental volunteering filed within the broader field of Australian primary schooling. It adopts a qualitative multi-case design, generating data through a national online survey of parents of primary school-aged children across Australia, followed by semi-structured interviews with a purposively selected subset of participants. Data are analysed using reflexive thematic analysis in conjunction with a Bourdieuian analytic framework, attending to how participation is shaped by social position, how different forms of contribution are valued and recognised, and how the conditions of participation are naturalised and misrecognised.

Preliminary analysis demonstrates that participation appears structured by unevenly distributed forms of economic, cultural, and social capital, shaping both capacity to engage and forms of engagement. Recognition accrues differentially, with highly visible forms of volunteering conferring symbolic capital in ways that less visible but equally necessary forms do not. Crucially, the data in this study shows that parental labour, including the operation of systemically significant services such as tuckshops and Outside School Hours Care, arguably functions as structural compensation for government underfunding rather than as a discretionary "extra."

Speaker 32: Yesika Ocktarani, Queensland University of Technology

Strengthening Connections between Knowledge and Practice in Communities: Lessons Learned from a Community Awareness Program Supporting Young Children's Language and Communication Development in Indonesia

Programs supporting young children's language development are generally informed by deficit-based interventions and Global North research evidence. In contrast, this study was conducted in a less-resourced region of Indonesia and drew on local culture and strong communal values to promote community participation in a program to support young children's language development. A participatory case study design was employed, with 26 *Posyandu* cadres (volunteers at community-based integrated health posts) in Semarang City, Indonesia, as participants. The participants engaged in a community awareness program (CAP) focused on community support for young children's language development. The CAP encouraged participants to reflect on existing community support practices, deepened their understanding of young children's language development, and helped them plan for and action community support. The findings highlight that the CAP was an impactful approach for enhancing stakeholders' knowledge and engagement in providing community support for children's language development. Results reinforce that locally situated community practices, beliefs, and collective actions can shape and nurture young children's early language environments in a developing-country context.

Speaker 33: Hayden Mitt, The University of Queensland

Place, Participation, and Community Life in Rural Queensland

Musical life in rural communities is often understood through distance, limited infrastructure, and uneven access to resources. Drawing on fieldwork across Charleville, Townsville, Mount Isa, Airlie Beach, and the Atherton Tablelands, this presentation examines how rural Queenslanders make and sustain musical activity through relationships between people, Place, education, memory, and infrastructure.

Using semi-structured interviews, participant observation, sketch maps, and collected field materials, the research identifies how music is organised, learned, and experienced across rural communities. Musical and educational access depended not only on geography, but on the availability of venues, equipment, transport, knowledge, organisers, audiences, teachers, and recurring opportunities to participate.

Findings highlight the labour of volunteers, musicians, teachers, venue operators, and committees who create and sustain social, civic, and economic infrastructure. In these rural communities, pathways into participation and engagement in musical activity were facilitated and upheld by key figures and Places that enabled musical engagement and learning to have a home.

Rather than assessing rural musical life against urban measures of social impact or economic viability, this presentation argues for attention to be paid to local Places and people that allow for music to be sustained across generations and proliferate across Queensland's rural communities.

Speaker 34: Jennifer Lincoln, The University of Queensland

Classroom Read-Aloud Practices and Students' Reading Attitudes: A Systematic Review

Read-alouds are a commonly used and valued practice in primary classrooms (Conradi Smith et al., 2022; Ivey & Broaddus, 2001) which create an opportunity for all students to become a thriving "community of learners" (Wiseman, 2011). Research on read-alouds has predominantly focused on their relationship with

literacy outcomes, including phonological awareness, vocabulary, and language development (Swanson et al., 2011) with comparatively little attention given to students' reading attitudes. Despite the relationship between reading attitudes and literacy development (Petscher, 2010), attitudes towards reading are often treated as an incidental or secondary outcome, creating a notable gap in the literature. This systematic review analyses research investigating read-aloud interventions implemented in primary classrooms, addressing the question, "*What impact do read-aloud interventions have on primary students' reading attitudes?"*. Studies in this review met the following inclusion criteria: (1) involved primary school students participating in a whole-class setting, (2) included a teacher-led read-aloud as a stand-alone or multi-component intervention, (3) assessed outcomes related to students' reading attitudes, and (4) reported empirical data in a peer-reviewed article, thesis, or dissertation. Although data analysis is ongoing, preliminary findings indicate most studies involved multi-component literacy interventions distributed relatively evenly across grades 1-5, as part of a master's thesis.