



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

School of Education Postgraduate Research Conference 2024

Voices and Visions

Saturday 23 November 2024

9am–5pm, GHD Lecture Theatre, Advanced Engineering Building,
Building 49, Staff House Rd, St Lucia Campus, The University of Queensland
(Registration 8–8.45am; Social networking – St Lucy's, 5pm onwards)



Welcome from the Head of School

Professor Robin Shields



Dear Researchers,

Welcome to the 2024 School of Education Postgraduate Research Conference. The annual conference is a cornerstone of our vibrant research culture and an opportunity to hear from early career researchers undertaking important work. This year's theme highlights the importance of diverse voices in education while also raising questions on our shared visions for education in the future, particularly in light of pressing global challenges. Thank you to the organising committee for their excellent work that has made this conference a reality, and welcome to postgraduate researchers and guests from UQ and beyond.

Professor Robin Shields.

Welcome from the Director of Research

Associate Professor Elizabeth Edwards



Dear Researchers,

The theme – Voices and Visions – celebrates the diversity of our researchers, advocates for social inclusion, and emphasises our commitment to addressing the complex challenges of our communities. I look forward to welcoming you face-to-face or online and exploring innovative ideas and impactful research together.

Associate Professor Elizabeth Edwards.

Welcome from the Director of Higher Degree Research

Associate Professor Shiralee Poed



Dear Researchers,

We welcome you to the 18th annual postgraduate research conference hosted by the School of Education at The University of Queensland. This conference is more than a one-day event; it is an opportunity for postgraduate researchers to come together and foster collaborations, share insights, and to weave your voices and visions into the fabric of scholarly discourse. You are not just attendees or presenters; you are catalysts for change. Your work matters, and your presence enriches this gathering. We look forward to meeting you and learning together.

Associate Professor Shiralee Poed.

From the Conference Organising Committee

We are thrilled to welcome you to the School of Education's 2024 Postgraduate Research Conference, which is centred around the theme Voices and Visions. This theme celebrates the power of diverse voices in shaping education and the visions that inspire the future of teaching, learning, and research.

Voices and Visions speaks to the importance of amplifying perspectives from across disciplines, communities, and experiences. It encourages us to reflect on how our research, teaching practices, and educational spaces can honour the past, engage with the present, and look toward a future where all voices are heard, and visions are nurtured.

We welcome Associate Professor Jacqueline Ullman, Western Sydney University to share her thoughts on our theme as our Keynote Speaker, and our esteemed colleagues who join the yarning. We look forward to hearing from postgraduate scholars from across South-East Queensland as they present their research, aligning to our theme of Voices and Vision. Whether your focus is on pedagogy, technology, student well-being, curriculum design, or community engagement, we look forward to the conversations and connections that will arise as we share our visions for education. We invite you to share your thoughts throughout the conference through Padlets (QR links found within) to keep the

conversation going well after we finish for the evening.





On behalf of the organizing committee, we hope this conference provides you with opportunities to contribute your voice and explore your vision for the future of education.

We look forward to meeting you.







Kind regards,

The Conference Organising Committee
Haiyan Wang, Hang Mai, Jo Kelly, Linh Chu, and Lisa Hurrell.

Program

8-8:45am	Registration and Coffee		
	<p>GHD Auditorium Lecture Theatre R200 – Advanced Engineering Building (49), The University of Queensland, St Lucia Quiet Room available all day. Recognising many voices and visions can lead to sensory overwhelm, a quiet room has been provided for participants in room 49-316A.</p> <p>Map - maps.uq.edu.au https://uqz.zoom.us/j/87887057874</p>		
9am	Welcome		
	<p>Acknowledgement of Country Haiyan Wang, PhD Candidate, School of Education, The University of Queensland</p> <p>Head of School opening address Professor Robin Shields, School of Education, The University of Queensland Associate Professor Shiralee Poed, School of Education, The University of Queensland</p>		
9:15-10am	Keynote Speaker		
	Associate Professor Jacqueline Ullman, Western Sydney University		
10-10:45am	Yarning on Voices and Visions in educational research and work		
	<p>Associate Professor Gerhard Hoffstaedter, School of Social Science, The University of Queensland Dr Christina Gowlett, School of Education, The University of Queensland We would love to hear and share your Voices and Visions in response to the yarning. Share your ideas via our Padlet:</p> 		
10:45-11:15am	Morning Tea		
	<p>Level 3 Foyer – Advanced Engineering Building (49), The University of Queensland, St Lucia Map - maps.uq.edu.au</p>		
11:15am-12:30pm	Concurrent Sessions 1		
	 https://uqz.zoom.us/j/83549145464 Session 1, Room 1: Linh Chu (Chair) Room 301, Advanced Engineering Building (49), UQ St Lucia	 https://uqz.zoom.us/j/88447147870 Session 1, Room 2: Jo Kelly (Chair) Room 313A, Advanced Engineering Building (49), UQ St Lucia	 https://uqz.zoom.us/j/81203332646 Session 1, Room 3: Hang Mai (Chair) Room 316, Advanced Engineering Building (49), UQ St Lucia
Speaker 1	Exploring cabin crew learning: Sociocultural perspectives and ethnographic interpretations Maria F. Larrea , Griffith University	Scholar's Voice on the Paradigm of Education for Sustainability (EfS) – The Case for Higher Education Shu Xian Toh , Inti International University, online presentation	Becoming Internationally Minded: A narrative journey into the experiences of International Baccalaureate educators amidst a global pandemic David Jordan , The University of Queensland, online presentation
Speaker 2	Re-reading Australia – exploring the use of Picturebook Talks to foster intercultural understanding Lotte ten Hacken , The University of Queensland	Understanding the Role of People with Disabilities in Genomics Research: Developing a Model of Disability Engagement Badostina Breed , The University of Queensland	Understanding the interplay and interests of global and national actors in education policy making in Ghana: The case of Transforming Teacher Education and Learning (T-TEL) Enoch Nyarkoh , The University of Queensland
Speaker 3	Bridging Cultures: Integrating Australian Indigenous Perspectives into the Maker Movement Elias Espinoza Mora , The University of Queensland	Amplifying Voices: Understanding the School Camp Experiences of Students with Autism Spectrum Disorder Thomas McKenna , The University of Queensland, online presentation	Exploring non-traditional data Meng Li , The University of Queensland

Program

12:30–1pm		Lunch networking	
1–1:30pm		<div>Yarning opportunities</div> <div>Level 3 Foyer – Advanced Engineering Building (49), The University of Queensland, St Lucia.</div> <div>You are welcome to remain in the foyer, join the yarning opportunities (below) or have some quiet time.</div> <div><div><div>Research Collaboration</div><div>Room 316, Advanced Engineering Building (49), UQ St Lucia</div><div>Members from the Griffith University Collaborative Research Group and the Fourth Friday at Four research group hosted by UQ invite you to their discussion on all thing's collab.</div></div><div><div>HDR Journey</div><div>Room 313A, Advanced Engineering Building (49), UQ St Lucia</div><div>Members of UQ's School of Education share their lived PhD Experience. Enoch Nyarkoh – PhD Candidate; Dr Zhang Meng – PhD Graduate; Lisa Hurrell – PhD Candidate.</div></div></div>	
1:45–3:00pm			
Concurrent Sessions 2			
	<div> https://uqz.zoom.us/j/83609080967</div> <div><div>Session 2, Room 1:</div><div>Linh Chu (Chair)</div><div>Room 301, Advanced Engineering Building (49), UQ St Lucia</div></div>	<div> https://uqz.zoom.us/j/81125843740</div> <div><div>Session 2, Room 2:</div><div>Haiyan Wang (Chair)</div><div>Room 313A, Advanced Engineering Building (49), UQ St Lucia</div></div>	<div> https://uqz.zoom.us/j/81295242554</div> <div><div>Session 2, Room 3:</div><div>Lisa Hurrell (Chair)</div><div>Room 316, Advanced Engineering Building (49), UQ St Lucia</div></div>
Speaker 1	<div>Unlocking the Science of Behaviour Change: What Every Educationalist Needs to Know</div> <div>Jonathan Brazil, The University of Queensland</div>	<div>Kintsugi: Embracing Hopeless Joy in Unsettled Times in the University</div> <div>Michelle Ocriciano, The University of Queensland</div>	<div>Engaging Families to Support Student Attendance</div> <div>Tarissa Judith Hidajat, The University of Queensland</div>
Speaker 2	<div>Inclusive Education Policy in Laos: emergence and current directions</div> <div>Vikate Phannalath, The University of Queensland</div>	<div>The Recontextualisation of Specialist Sport Programs' Curriculum</div> <div>Brad Hall, Griffith University</div>	<div>When a community of practice becomes a knowledge collaboratory</div> <div>Nicola Stewart, Danson Zhen, Bradley Hall, Fernanda Junquiera, Lucena Miranda, & Lulud Oktaviani, Griffith University</div>
Speaker 3	<div>Investigating How English Literature is Positioned within English Language Teacher Education in Indonesia amidst Evolving Global Community</div> <div>Ali Imron, The University of Queensland</div>	<div>University Autonomy: Voices of Freedom, Visions of Control</div> <div>Khairi Jaafar, The University of Queensland</div>	<div>Asking John Dewey, what does it mean to communicate voices and visions?</div> <div>Takenori Sagara, The University of Queensland</div>
3:15–4pm			
Concurrent Sessions 3			
	<div> https://uqz.zoom.us/j/83362680842</div> <div><div>Session 3, Room 1:</div><div>Jo Kelly (Chair)</div><div>Room 301, Advanced Engineering Building (49), UQ St Lucia</div></div>	<div> https://uqz.zoom.us/j/83137845887</div> <div><div>Session 3, Room 2:</div><div>Haiyan Wang (Chair)</div><div>Room 313A, Advanced Engineering Building (49), UQ St Lucia</div></div>	<div> https://uqz.zoom.us/j/85214541960</div> <div><div>Session 3, Room 3:</div><div>Hang Mai (Chair)</div><div>Room 316, Advanced Engineering Building (49), UQ St Lucia</div></div>
Speaker 1	<div>Collaborative writing between doctoral students: Subjectification in action</div> <div>Yangsheng (Danson) Zheng & Nicola Stewart, Griffith University</div>	<div>Investigating teacher and parent perceptions of the impact of digital technologies on young children's physical literacies</div> <div>Trent Davis, Griffith University</div>	<div>Proppa way: Literature as Truth-telling and Indigenous Futurity in Subject English</div> <div>Amy Thomson, The University of Queensland</div>
Speaker 2	<div>Transition program for students with intellectual disabilities: A critical analysis of enablers and barriers in Philippine education</div> <div>Lucena Miranda, Griffith University</div> <div>Viernalyn Nama, Philippine Department of Education</div> <div>Glenda McGregor, Griffith University</div> <div>Rhonda Faragher, The University of Queensland</div>	<div>Bridging Visions: Stakeholder Dialogues for High School STEM Internships</div> <div>Erika Eunice Salvador, Queensland University of Technology</div>	<div>The voices and visions of Aboriginal and Torres Strait Islander peoples and their experiences of school leadership</div> <div>Antoinette Cole, The University of Queensland</div>
Speaker 3	<div>Voices of Learners: Misconceptions as Learning Narratives in Chemical Equilibrium</div> <div>Misitomu Andrew, The University of Queensland</div>	<div>Opportunity for feedback using the padlets</div>	<div>Opportunity for feedback using the padlets</div>

Program

4:15–4:50pm	HDR Award Presentations
4:50–5pm	Closing Remarks
	Associate Professor Elizabeth Edwards, School of Education, The University of Queensland
5pm	Saint Lucy’s Social Gathering
	Please join us at Saint Lucy’s for a social gathering to celebrate a successful day of sharing research, ideas, and conversation

Thank you for your participation within Voices and Visions.
Share your reflections on our theme here, via Padlet:



Keynote Speaker



Associate Professor Jacqueline Ullman, Western Sydney University

Associate Professor Jacqueline Ullman is a leading academic in Adolescent Development, Behaviour, and Wellbeing at the School of Social Sciences and Psychology. Her research is dedicated to understanding school climate, social relationships, and belonging, particularly as they impact motivation and academic self-concept for marginalised secondary school students. She has a special focus on diversity of genders and sexualities and the development of inclusive educational practices. Drawing on her experience as a former secondary school teacher in under-funded public schools in Manhattan, A/Prof. Ullman collaborates with educators to ensure her research is grounded in real classroom experiences and relevant to teachers' needs. She teaches educational psychology, sociology of education, and research design to preservice and in-service teachers, with a commitment to linking her research to her pedagogical practices. A/Prof. Ullman is a Senior Researcher in the Centre for Educational Research (CER) and a founding member of the Australian Forum for Sexuality, Education, and Health (AFSEH). She also serves as Chief Investigator on two Australian Research Council (ARC) Discovery Projects.

Yarning on Voices and Visions in educational research and work

Joining Associate Professor Jacqueline Ullman...



Associate Professor Gerhard Hoffstaedter

Associate Professor Gerhard Hoffstaedter is a scholar in anthropology and development studies, specializing in refugee and immigration policy, religion, and the state. He holds a BA and MA in Social Anthropology from the University of Kent, and a PhD from La Trobe University. A/Prof. Hoffstaedter has been an Australian Research Council DECRA fellow and is the 2023-2024 Lee Kong Chian NUS-Stanford Fellow on Contemporary Southeast Asia, spending time at both the National University of Singapore and Stanford University. He is the author of *Modern Muslim Identities* and co-editor of several volumes on human security and refugee issues. A senior Fellow of the Higher Education Academy, Dr. Hoffstaedter is also the course director for *World101x: Anthropology of Current World Issues*.



Dr Christina Gowlett

Christina is a senior lecturer in the School of Education at The University of Queensland. She draws from philosophy and sociology to examine contemporary practices and policies in education. Prior to working at UQ, Christina held a prestigious McKenzie Postdoctoral Research Fellowship at The University of Melbourne. She also has experience working in schools as both a humanities teacher and head of department.

Lunch-time Yarning with colleagues (1-1.30 pm)

Research Collaboration Chair



Professor Rhonda Faragher AO

Dr Rhonda Faragher AO is a Professor in Inclusive Education. She has internationally recognised expertise in the mathematics education of learners with Down syndrome. In her research and teaching, she works to improve the educational outcomes of students who have difficulties learning mathematics, for whatever reason, including through educational disadvantage. Beyond mathematics education, she has expertise in inclusive education in a range of contexts, including secondary classrooms. Dr Faragher is known by her colleagues as an excellent collaborator in research. She is a Senior Fellow of the Higher Education Academy, a Fellow of IASSIDD and has received a number of awards for her work including the 2020 UQ Award for Excellence in Community, Diversity and Inclusion, the 2016 ACU Vice-Chancellor's Medal for Staff Excellence, a Commonwealth of Australia Endeavour Executive Award and the 2011 Mathematics Education Research Group of Australasia Research Award. In 2023, she was appointed an Officer of the Order of Australia.

HDR Journey Chairs



Enoch Nyarkoh – PhD Candidate

Enoch Nyarkoh is a PhD student at the School of Education, The University of Queensland, Australia. Enoch's research focuses on educational policy and reforms in the Ghanaian context. His doctoral thesis explores the interplay between the global, national and local as manifested in a recent teacher education reform in Ghana. Enoch just completed his third and final Progress Review and is preparing for thesis submission.



Dr Zhang Meng – PhD Graduate

Meng recently completed her PhD in the School of Education at the University of Queensland, where she also earned her master's degree in educational studies. She has collaborated with academics and teaching-focused professionals across disciplines within and outside UQ and participated in different research grants. She is a Carolyn D Baker Memorial Prize winner and has been a student representative for UQ in Student Voice Australia. Her research interests include teaching and learning practices in higher education, student-staff partnership, assessment and feedback practices, Bourdieu's social field theory, and intercultural communication. Meng currently works as a casual academic and research assistant at UQ.



Lisa Hurrell – PhD candidate

Lisa Hurrell is at the thesis submission stage of her PhD Candidature with the School of Education, University of Queensland. She holds a master's degree from Macquarie university and has been on the board of the QTU Special Education committee. Career highlights include working extensively in leadership and as an educator in the field of inclusive education in the private and public sector across early childhood, primary and secondary schools in NSW, WA and Qld. Her research interests include strengths-based approaches, narrative inquiry, neurodiversity and student voice. Lisa currently works in inclusion with EQ and as a casual academic at UQ.

Conference Abstracts

Individual Paper Presentations

Concurrent session 1

Room 1

Exploring cabin crew learning: Sociocultural perspectives and ethnographic interpretations

Maria F. Larrea, School of Education and Professional Studies, Griffith University

This presentation will present the preliminary findings from a study on the learning experiences of cabin crew members at an Australian airline. Last year, I shared the training experiences at a meeting place where participants co-construct their learning experiences. The recent findings provide insight into how these new cabin crew members navigate work engagement and skill development. Upholding world-class standards, the primary focus of their training, remains essential for the cabin crew role. However, work participation allows for applying skills in real-life situations and encourages connections with colleagues and passengers, leading to a meaningful understanding of their role. Then, training is viewed as a distinct learning environment reshaped by the collective and individual experience of their workplace duties. These findings voice the trainees' perspectives on their workplace learning journey. By applying a sociocultural approach (Lave & Wenger, 1991; Wenger, 1998) to learning and employing an ethnographic perspective through participant observation and interviews (Fetterman, 2020; Wolcott, 2008), this research can enhance aviation training programs and deepen our understanding of learning in dynamic social settings with significant social interaction.

Re-reading Australia – exploring the use of Picturebook Talks to foster intercultural understanding

Lotte ten Hacken, School of Education, The University of Queensland

Developing students' Intercultural understanding is a crucial goal of contemporary schooling in an increasingly globalised world. This paper outlines the preliminary results of a qualitative case study of students' engagement in dialogic talk about culturally diverse, Australian picturebooks. This project adopts a multiple perspective approach drawing on three complementary theoretical approaches: reader-response theory, sociocultural theory, and critical theory. This research aligns very closely to the conference theme of 'Voices and Visions' as the premise is based on stimulating diverse dialogues and perspectives in order to foster intercultural understanding, thereby preparing students for participation in our global community. The project employed a new pedagogical model known as 'Picturebook Talks' with Year 4 students in a Brisbane primary school. Findings suggest that repeated engagement with a range of appropriate picturebooks as stimuli, Picturebook Talks opened a dialogic space for intercultural understanding to develop. Participants demonstrated an ability to reflect on and engage with cultural diversity and recognised the complex nature of navigating intercultural contexts. The findings of this research make a strong case that Picturebook Talks, as a dialogic pedagogical model can provide a useful approach for fostering Intercultural understanding and multiple ways of knowing the world.

Bridging Cultures: Integrating Australian Indigenous Perspectives into the Maker Movement

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

Over the last few years, the maker movement has democratised digital fabrication, promoting the development of 21st-century skills (Blikstein, 2013). Despite its promising impact on education, the integration of other making styles linked to ancestral techniques remains unexplored (Barajas-López & Gang, 2018). This literature review examines the conception of the maker movement, focusing on the Australian Indigenous perspective and their contribution to education. A systematic analysis of articles, websites, and books reveals valuable findings and concepts regarding the richness and diversity of the Indigenous maker viewpoint in this country. Key themes identified include Indigenous archaeology, Aboriginal art, and digital technology interventions. Moreover, the review highlights the need to embed Australian Indigenous cosmovision with maker culture from a responsive and ethical approach, suggesting the importance of respecting protocols to design artifacts and maker interventions. Finally, some conclusions are elaborated on the possible symbiosis between digital fabrication technologies and the Australian Indigenous maker viewpoint in the curriculum.

Room 2

Scholar's Voice on the Paradigm of Education for Sustainability (EfS) – The Case for Higher Education

Shu Xian Toh, Inti International University

Since Education 4.0, the trend of implementing Education for Sustainability (EfS) at higher education has been widely discussed by scientific researchers. On this background, there are new paradigms in both pedagogy and higher education perception regarding EfS. The several implementation challenges in higher education, to curriculum setting, and the urgency to further explore EfS are covered in this study. The novelty of this research showcases a meta-analysis of several scholar's interpretations, perceptions, and voices concerning the agenda of EfS. Additionally, this study incorporates contextual analysis which showcase key findings about emerging paradigms in higher education. EfS has been found to transition to a new common practice known as Sustainability Education (SE), where the significance of SE remains as a field to be further explored. This research thus includes recommendations about understanding the Education 5.0 connection to the uprising era of SE.

Understanding the Role of People with Disabilities in Genomics Research: Developing a Model of Disability Engagement

Radostina Breedt, School of Education, The University of Queensland

Participatory approaches that foster collaboration with community members and emphasise their capacity building and empowerment, are recommended for promoting meaningful community engagement in research. In genomics research, engaging communities through participatory approaches is increasingly regarded as best practice that considers their voices. However, evidence regarding how members of the disability community are being engaged in genomics research is lacking and little is known about genomic researchers' voices in relation to engaging the disability community in participatory approaches.

I will present the methodology and preliminary findings of a mixed-method study aiming to understand genomics researchers' perceptions about the role and engagement of people with disabilities and their families in genomics research. First, data will be collected through online semi-structured individual interviews with 5-10 genomics researchers. Based on data from these interviews a survey will be developed, comprising open- and closed-ended questions and distributed online to genomics researchers. Qualitative data will be analysed using Reflexive Thematic Analysis and quantitative data using descriptive statistics. A model of engagement of people with lived experiences of disability in genomics research will be developed, informed by the interview and survey data. The model will be finalised through focus groups with people with disabilities and families.

Amplifying Voices: Understanding the School Camp Experiences of Students with Autism Spectrum Disorder

Thomas McKenna, School of Education, The University of Queensland

This research plans to explore the experiences of students with Autism Spectrum Disorder (ASD) throughout the school camp experience within the Australian educational context. In response to Zink (2005) calling for an exploration of student voice in Outdoor Education research, this study amplifies the often-marginalised perspectives of students with ASD. The research seeks to uncover how these students navigate and experience school camps, focusing on the challenges they face, the successes they achieve, and their thoughts and feelings along the way. Employing a three-phase methodology, the study first surveys parents to gain insights into their children's experiences, followed by interviews conducted with the student. Phase 3 is surveying camp staff about working with students with ASD. The data will be analysed through thematic analysis, aiming to produce pragmatic outcomes that contribute to the discourse on diversity and equity in education. The study offers practical recommendations for inclusive curriculum design and policy, ensuring that the voices of students with ASD are not only heard but also valued, aligning with the conference's focus on enhancing educational practices through diverse perspectives.

Room 3

Becoming Internationally Minded: A narrative journey into the experiences of International Baccalaureate educators amidst a global pandemic

David Jordan, School of Education, The University of Queensland

This research project has spanned schools, countries, and continents. It examined how international educators describe the International Baccalaureate's central tenet of International Mindedness, a concept devoted to promoting peace and harmony through intercultural understanding (IBO, 2008). This research is motivated by the belief that international education should not only aim to produce young people who thrive at "adapting to the 'galloping variables'" (Hill, 2012, p. 255) of the volatile globalized world but additionally, are empowered to challenge injustice and interrogate mechanisms of power (Bunnell, 2012; Castro et al., 2015). Using narrative inquiry as a methodology, this research attempted to cogenerate (Stetsenko, 2008) a critical understanding of International Mindedness that is grounded in relational and critical thinking through an embrace of humanity's differences (Nussbaum, 1997). I conducted narrative inquiry fieldwork over two years with participants across the Asia-Pacific region while living in the early moments of COVID-19 terror, amidst the increasing fervour of COVID-19 paranoia, and finally within the constraints of China's zero-COVID policies. As a community of practice (Wenger, 1998), participants shared stories of experience that punctuated their International Mindedness journeys (Hacking et al., 2016) to construct collective critical understandings of this concept in an increasingly complex interconnected global world.

Understanding the interplay and interests of global and national actors in education policy making in Ghana: The case of Transforming Teacher Education and Learning (T-TEL)

Enoch Nyarkoh, School of Education, The University of Queensland

In 2014, the Foreign, Commonwealth & Development Office (FCDO), assisted the government of Ghana by providing \$34 million to improve teacher education to give disadvantaged girls access to quality secondary education. This programme, which was known as the Transforming Teacher Education and Learning (T-TEL) initiative, ended in 2020, and was implemented by Cambridge Education. In 2020, through the support of Mastercard Foundation, the program transformed into the Transforming Teaching Education and Learning (T-TEL) initiative – a Ghanaian non-profit organization which sought 'to provide high quality technical advice, project management, research, and implementation support services' (T-TEL, 2021).

Drawing on the insights (via interviews) of key actors involved in this process, and relevant theories and notions of globalization and policy-network governance, policy mobilities, intergovernmentalism and principal-agent theory, as part of a vertical case study approach (Vavrus & Bartlett, 2013), this paper explores the varying voices and visions inherent in the initial reform and broader expansion agenda. The paper seeks to understand how through this arrangement actors with different voices and visions came to be selected rather than others. The data help reveal the complex links and multiple voices, visions, and interests inherent in education reform in developing country contexts such as Ghana.

Exploring non-traditional data

Meng Li, School of Education, The University of Queensland

In a world increasingly driven by data, fostering data literacy is crucial for empowering the voices of future generations. This research envisions a transformative approach to K-12 education by integrating data science, with a focus on data visualisation as a tool to give voice to hidden patterns in complex information. Data visualisation enables students to “see the unseen,” offering a vision of what lies beneath the surface of non-traditional data, such as images, sounds, and geospatial information. Despite its potential, it remains under-utilised in Australian curricula, often considered supplementary rather than essential.

This study bridges that gap by amplifying students' voices through hands-on data visualisation experiences. By engaging with diverse and unconventional data, students gain a vision for how data science can help them interpret the world around them. Using design research, this project explores how students interact with data visualization as both a product and a process. Through a sequence of lessons, students are introduced to image data, extract meaningful information, and collaboratively create data visualisations. With minimal teacher intervention, students' choices and perspectives take centre stage, allowing their unique voices to shape how they interpret and present the data.

This research not only seeks to enhance data literacy but also to empower students with the skills and vision to critically engage with the digital landscapes they navigate daily.

Concurrent session 2

Room 1

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

Jonathan Brazil, School of Education, The University of Queensland

In our pursuit of advancing education and society, understanding how to change behaviour effectively is imperative. For example, improving students' study habits, enhancing teacher well-being, and increasing parental involvement in their children's education necessitate a sophisticated grasp of behaviour change insights. Despite this, educationalists have seemingly overlooked seminal advancements in behaviour change science. In this presentation, I aim to illuminate this oversight by sharing a widely adopted, comprehensive, and coherent model of behaviour change that synthesises the diverse academic voices and visions in the field. Using this model and related work, I will explore questions such as: “What drives behaviour?”; “What intervention functions can be employed to change behaviour?”; “What policy categories can be utilised to implement a behaviour change intervention?”; and “What behaviour change techniques can be applied to effect change?” By sharing these insightful advancements in behaviour change science, I hope we can foster more impactful and enduring changes in education and beyond through our research efforts.

Inclusive Education Policy in Laos: emergence and current directions

Vikate Phannalath, School of Education, The University of Queensland

Despite the presence of an inclusive education policy in Laos, the enrolment rate of students with disabilities in mainstream schools remains exceedingly low. There have been both a demonstration project and a policy on inclusive education. The question is, why is inclusive education for children with disabilities not being implemented? The research being undertaken aims to determine the origin of the Lao inclusive education policy ideas, the Lao government's motivation for introducing inclusive education for children with disabilities, the goals that are trying to be achieved, and how sociopolitical contexts influence the adoption of inclusive education. The participants included persons who have been identified as policy makers from various governmental entities, representatives from aid agencies, and the associations of people with disabilities. Thematic analysis is used to study the interview data. This analysis is currently ongoing and will be reported at the conference. The results of this research are leading to findings about government's motivation for introducing inclusive education for children with disabilities in Laos, the goals that are trying to be achieved, and how socio-political contexts influence the adoption of inclusive education.

Investigating How English Literature is Positioned within English Language Teacher Education in Indonesia amidst Evolving Global Community

Ali Imron, School of Education, The University of Queensland

After centuries of prevalence, there has been a steady decline in interest in literature all over the world (Albalawi, 2015) which has raised concerns about the decreasing significance of literature in today's society. The evolving global community, including educational paradigms and the effects of neoliberalism are among factors attributed to the decline (Di Leo, 2019). These dynamics have arguably devalued English literature in general and in its utility in education for teaching English. However, motivated by the conviction that English literature is beneficial for teaching English (see, Naji et al., 2019; Hall, 2015; Ur, 1996; Collie & Slater, 1987) English Language Education Study Program Association (ELESPA) recommends 7 literature subjects to be integrated for teaching English in English language teacher education in Indonesia. By employing collective explanatory case study, this study aims to investigate the integration amidst the declining interest of literature. Therefore, this tackles some of the same questions as Loh's, et al., (2018): “Where do we situate literature in the curriculum? What is the role, nature, and purpose of literature?” (p. 3). The findings indicate that integrating English literature for teaching English addresses the needs of the evolving global community and may reclaim the significance of English literature. Therefore, teaching English, particularly in countries where it is not the predominant language, should not be conducted without incorporating English literature.

Room 2

Kintsugi: Embracing Hopeless Joy in Unsettled Times in the University

Michelle Ocricano, School of Education, The University of Queensland

This paper explores how embracing joy rather than hope can provide a transformative approach to education in unsettled times. Drawing on Spinoza's affective philosophy and Lewis' notion of "hopelessly joyful" pedagogy, I argue that joy offers a powerful alternative to both critical pedagogy's future-oriented hope and postcritical pedagogy's "hope in the present." Through the metaphor of kintsugi - the Japanese art of repairing broken pottery with gold - I reimagine universities not as ruins to be restored, but as institutions whose cracks and imperfections can be sites of joyful experimentation and regeneration.

Joy, understood as an intensification and extension of our capacity to affect and be affected, orients us toward present possibilities rather than anxious futures. It enables new collective formations that cut across hierarchies and social divisions. Examples of "joyful gold" in higher education are explored, from indigenous universities to free universities, demonstrating how joy can shake up established structures while also settling into new, generative relationships.

By embracing a "hopelessly joyful" orientation, educators can navigate the tensions between agitation and regeneration even in unsettled times. This perspective offers a novel way to conceptualize and practice education, emphasizing the power of collective joy to transform our pedagogical relationships and institutions.

University Autonomy: Voices of Freedom, Visions of Control

Khairi Jaafar, School of Education, The University of Queensland

University governance in Malaysia reveals a paradox between the voices advocating for autonomy and the visions of state control that continue to shape its policies. As Malaysia strives to become a global education hub, neoliberal policies such as corporatisation, marketisation, and New Public Management (NPM) have heavily influenced higher education. While public universities are adopting corporate structures that suggest autonomy, the reality is often more symbolic than substantive. This reflects a broader vision where university autonomy is constrained by national agendas. Using Carol Bacchi's "What's the Problem Represented to Be?" (WPR) approach, this study explores how the Green Book, introduced under the Malaysia Education Blueprint 2015–2025 (Higher Education), serves as a tool for managing university governance. By uncovering the hidden assumptions in policy texts of the Green Book, this paper gives voice to the limitations of current governance reforms and envisions a future where real autonomy might be achieved. This research contributes to the discourse on postcolonial higher education governance, offering critical insights into the power dynamics and political subjectivity that impact university autonomy.

The Recontextualisation of Specialist Sport Programs' Curriculum

Brad Hall, Griffith University

Specialist Sport Programs (SSPs) are secondary school initiatives that combine education with high-level sport. Limited research has been conducted on their curriculums. This presentation presents preliminary findings on stakeholders involved in the recontextualisation of Queensland SSP curriculum, their visions for SSPs, and potential future research opportunities. Using Bernstein's recontextualisation rules, a content analysis of Queensland secondary and combined schools' websites is presented. Findings suggest that vocational education qualifications and national and sporting body-developed curriculums forms the official recontextualisation field, while teachers, coaches, sporting bodies, primary and secondary schools and their administrators, parents, SSP students, external partners, sporting competitions, allied health professionals, and universities form the pedagogic recontextualisation fields. These stakeholders bring visions relating to improving sporting skills and performance, promoting learning, dual career development, schools in the marketplace, affective development, and citizen development, and providing students with future career opportunities. The presentation concludes by proposing that more research is needed. This research will advance student-athletes' immediate and future success in sport and education.

Room 3

Engaging Families to Support Student Attendance

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

Family-school partnerships allow families and schools to work together, including in improving student attendance. The partnerships enable families and schools to exchange information about students, while also expanding the availability of resources. For the partnerships to occur, families need to be engaged with students' schooling. Existing frameworks of family engagement have not specifically addressed family engagement for supporting student attendance. We conducted a systematic review of the global literature exploring the family engagement factors that are important for supporting student attendance (Open Science Framework registration: <https://doi.org/10.17605/OSF.IO/DH6T4>). The review followed PRISMA guidelines, searched nine electronic databases (i.e., ERIC, Education Database, PsycARTICLES, PsycINFO, Scopus, Sociological Abstracts, Social Science Database, Social Services Abstracts, and Web of Science) for peer-reviewed studies conducted in K-12 settings, that included student attendance as the primary outcome. Findings were then compared with existing frameworks of important factors for family engagement (e.g., Christenson & Sheridan, 2001; Hoover-Dempsey et al., 2005; Sheldon, 2005). While broadly the literature aligned with existing theoretical models, more research is needed to confirm the combined contributions of these factors. Future work of this nature and implications for practice, will be discussed.

When a community of practice becomes a knowledge collaboratory

Nicola Stewart, Danson Zhen, Bradley Hall, Fernanda Junquiera, Lucena Miranda, & Lulud Oktaviani, School of Education, Griffith University

This session describes the development of a knowledge collaboratory attached to Griffith Institute for Educational Research. We articulate the aspects which differentiate communities of practice (Lave and Wenger, 1991) from knowledge collaboratories. The participants are a group of doctoral students collaboratively navigating the murky waters of qualitative and post-qualitative research. Their pedagogical experiments to support their academic writing development have blossomed in multiple ways, not least of which is the knowledge collaboratory itself. We draw on Bernstein's (2000) notions of classification and framing to illustrate how what started as a small writing CoP took on a life of its own.

Asking John Dewey, what does it mean to communicate voices and visions in education?

Takenori Sagara, School of Education, The University of Queensland

Communication is one of the essential concepts for/as education, yet very contested. Depending upon its purpose, for instance, communication can, at least, be intended unilaterally, bilaterally, or more dynamically, collectively. Which intention is most significant educationally? If asked this question, John Dewey would probably respond, rather a little annoyingly, by giving back another question. Why do you think that communication, such as communication of voices and visions as meaning, exist for the intention of the instigator? This is because Dewey (1929) conceives that ““Expression,” or signs, communication of meaning, exists in such cases for the observer, not for the agent” (p. 177). For Dewey (1929), “Language, signs and significance, come into existence not by intent and mind, but by over-flow, by-products, in gestures and sound” (p. 177). What do you mean by that? Why is such conceptualization of communication significant for your philosophy of education? Why and for what are you problematizing the conventional notion of communication? In this paper, I will be asking Dewey these questions to explore the meaning of communicating voices and visions in education.

Concurrent session 3

Room 1

Collaborative writing between doctoral students: Subjectification in action

Yangsheng (Danson) & Nicole Stewart, School of Education and Professional Studies, Griffith University

Doctoral candidates at Griffith University are required to publish at least one peer-reviewed academic article as the first author. In most cases, doctoral candidates co-author with their supervisors to publish some components directly from their research projects. Inspired by a university-led initiative “Methodology Matters Forum”, we, as two PhD candidates, experimented with collaborative writing at the intersection of our PhD research projects. In the collaborative writing practices, our “More Knowledgeable” supervisors performed as reviewers to keep an eye on the academic rigour of the writing and provide academic feedback when requested, instead of involving themselves in the writing and decision-making. We referred to Biesta's theorisation of subjectification as the purpose of education to discuss how collaborative writing facilitates the reciprocal development of scholarship in doctoral candidates as “emerging scholars”. We also reflected on our collaborative practices based on Bernstein's concepts of classification and framing to illustrate how collaborative writing without explicit supervisory support produced positive gains, including increased confidence, productivity, and publishable outcomes. Our experiment, as an example, sheds light on how doctoral candidates could grow at their own pace and learn to position themselves as independent thinkers in their areas of research via collaborative writing.

Transition program for students with intellectual disabilities: A critical analysis of enablers and barriers in Philippine education

Lucena Miranda & Glenda McGregor, School of Education and Professional Studies, Griffith University

Viernalyn Nama, Philippine Department of Education

Rhonda Faragher, School of Education, The University of Queensland

This study examines the enablers and barriers to the implementation of transition programs for students with intellectual disabilities in the Philippines. At the early stages of implementation, the Department of Education (DepEd) must identify opportunities and challenges that impact the successful transition of students in the program. The specific purpose of this study is to critically analyse how facilitators—teachers and education supervisors—perceive these factors, both internal and external to the students. Data was collected from one DepEd region, including disability and program enrollment statistics, and open-ended questionnaire responses from 40 teachers and 20 education supervisors. Themes emerging from the analysis include student characteristics, transition planning, teacher and school roles, parental involvement, curriculum design, community support, and resource availability. The intersectional analysis offers new insights into the education of students with intellectual disabilities, which are important considerations for adjustments to the implementation policy, including the transition curriculum framework. These findings may aid in rethinking inclusion practices for students with disabilities in contexts like the Philippines.

Voices of Learners: Misconceptions as Learning Narratives in Chemical Equilibrium

Misitomu Andrew, School of Education, The University of Queensland

"Voices of Learners: Misconceptions as Learning Narratives in Chemical Equilibrium," explores how student misconceptions can provide valuable insights into their learning. In line with the conference theme "Voices and Visions," we argue that misconceptions should not just be seen as mistakes but as important reflections of students' prior knowledge. Through qualitative analysis of student pre and post-tests, interview responses and classroom peer discussions, we hope to identify common misconceptions about chemical equilibrium, such as the idea that "equilibrium means no reaction happens" (Maulidiya, & Novita, 2024; Posner et al., 1982a, b; Taber, 2019). By viewing misconceptions as shaped by everyday experiences, we intend to incorporate students' voices in teaching. Addressing these misconceptions can lead to better understanding and conceptual change (diSessa, 2023). We advocate for the "Tok Stori" orality discourse that encourages dialogue and peer instruction, helping students move from misconceptions to accurate scientific concepts (Vallance, 2007, 2008; Veikune, Oldehaver, Johansson-Fua, Jesson, 2020; Wegerif, 2013). By embracing students' misconceptions as their learning narratives, educators can create more engaging and effective chemistry classrooms (Posner et al., 1982a, b). Ultimately, embracing students' misconceptions as part of their learning narratives can enhance educational practices and foster a more inclusive and responsive chemistry classroom.

Room 2

Investigating teacher and parent perceptions of the impact of digital technologies on young children's physical literacies

Trent Davis, School of Education and Professional Studies, Griffith University

This project will investigate teacher and parent perceptions of the impact digital technology use has on young children's physical literacies within early years' education settings. Physical literacies encompass a range of skills and behaviours - physical, psychological, social, and cognitive - that promotes active and healthy lifestyles in childhood. Despite existing research on the negative impacts of excessive screen time and sedentary behaviour on children's motor skills, there remains a significant gap in understanding the broader effects of digital technologies on the physical literacies of children aged birth to 5. Current research literature lacks a comprehensive definition of physical literacies and limited research exists on teachers' and parents' perceptions and understanding of physical literacies in relation to children's digital technology use. This research aims to explore parent and teacher perspectives of physical literacies in early childhood education, by utilising case study methodology and a phenomenological approach, to examine how parents (n = 10) and early childhood educators/teachers (n = 10) perceive the influence of digital technology on children's physical literacies. The study aims to offer valuable insights into defining physical literacies in the digital age, bridging a critical knowledge gap. Beyond theoretical contributions, it has practical implications for educators/teachers, parents, and children. By illuminating the intersection of digital technology and physical literacies, this study fosters a more informed approach to early childhood education. The findings will enrich understanding of the diverse factors that shape children's development in the digital age which in turn will help guide future pedagogical practices in early childhood education and support parents in navigating the challenges and opportunities of the current digital landscape. This research is crucial for seeking to integrate technology into the early years while promoting physical literacies skills. By addressing this area of study, it is hoped to alleviate parent and educator concerns related to excessive screen time and sedentary behaviour.

Bridging Visions: Stakeholder Dialogues for High School STEM Internships

Erika Eunice Salvador, School of Education, Queensland University of Technology

High school STEM internships are critical for providing students with hands-on experience and preparing them for careers in science, technology, engineering, and mathematics. These programs must cater to the diverse needs and perspectives of key stakeholders, including students, educators, and industry partners. This study aims to explore the design and implementation of STEM internships both globally and within four urban high schools in Queensland and the Philippines. By examining a range of perspectives, the research aims to uncover how these internships can be tailored to better address the evolving needs of schools, students, and industry stakeholders. Preliminary findings from a literature review, document analysis, and in-depth interviews provide a strong foundation for understanding how internships can align with stakeholder expectations. Valuing diverse dialogues, this study seeks to transform the conception and execution of STEM internships, ensuring their sustainability and effectiveness in a rapidly changing global context. The insights gained will inform how these programs can be adapted to meet the needs of all involved parties, fostering more impactful and enduring internship experiences.

Room 3

Proppa way: Literature as Truth-telling and Indigenous Futurity in Subject English

Amy Thomson, School of Education, The University of Queensland

Students' experiences of Indigenous curriculum content must be understood as this will inform the legitimisation of Indigenous futurity in classrooms and how teachers engage in truth-telling "proppa way" (a colloquial expression Indigenous Australians use to refer to doing something in a way which is culturally informed). Teachers of subject English must understand how their views and approaches to Indigenous literature impact students. Texts present students with First Nations and colonialist histories, the intersections of these histories, and the long-lasting legacy of both. How students comprehend and engage with these representations in their classrooms should be prioritised. This paper presents the preliminary findings of my PhD research informed by my positioning as a Mandandanji woman, educator, and researcher. This collective case-study research shares data collected from the focus groups of Indigenous and non-Indigenous students alongside their English teachers and leaders in private schools across South-East Queensland. The data presented privileges the students' voices regarding their experiences of Aboriginal and Torres Strait Islander perspectives. This paper presents collaborative visions for the future of English teaching. The role of truth-telling is centred within these artefacts as we look to disrupt the dominance of colonialism and prioritise Indigenous futurity in Australian English classrooms.

The voices and visions of Aboriginal and Torres Strait Islander peoples and their experiences of school leadership

Antoinette Cole, School of Education, The University of Queensland

In Australia, education continues to fail and negatively position disadvantage as part of Indigeneity for Aboriginal and Torres Strait Islander young peoples. Moreover, this positioning impacts educational success. As such, it is imperative that educational leaders enable practices that are not only safe, but culturally responsive for Aboriginal and Torres Strait Islander peoples. This paper examines the voices and visions of Aboriginal and Torres Strait Islander peoples and their experiences of school leadership. As a Torres Strait Islander researcher, this paper is based on the preliminary findings of my PhD research. The central research question asks: What is the role of culturally responsive pedagogies in the practices of school leaders? This study uses Indigenous Standpoint Theory (IST) and Transformative Leadership Theory (TLT) and employs collaborative yarning methodology and critical-ethical research methods. This qualitative collective case study gathers the shared lived experiences of school leadership from Aboriginal and Torres Strait Islander families, Aboriginal and Torres Strait Islander community, Aboriginal and Torres Strait Islander staff and school leader participants. The study contributes to the corpus on school leadership in Australia from the perspectives of Aboriginal and Torres Strait Islander families, staff and communities that envisions culturally responsive school leadership approaches.