

# Re-imagining Education for Democracy Summit

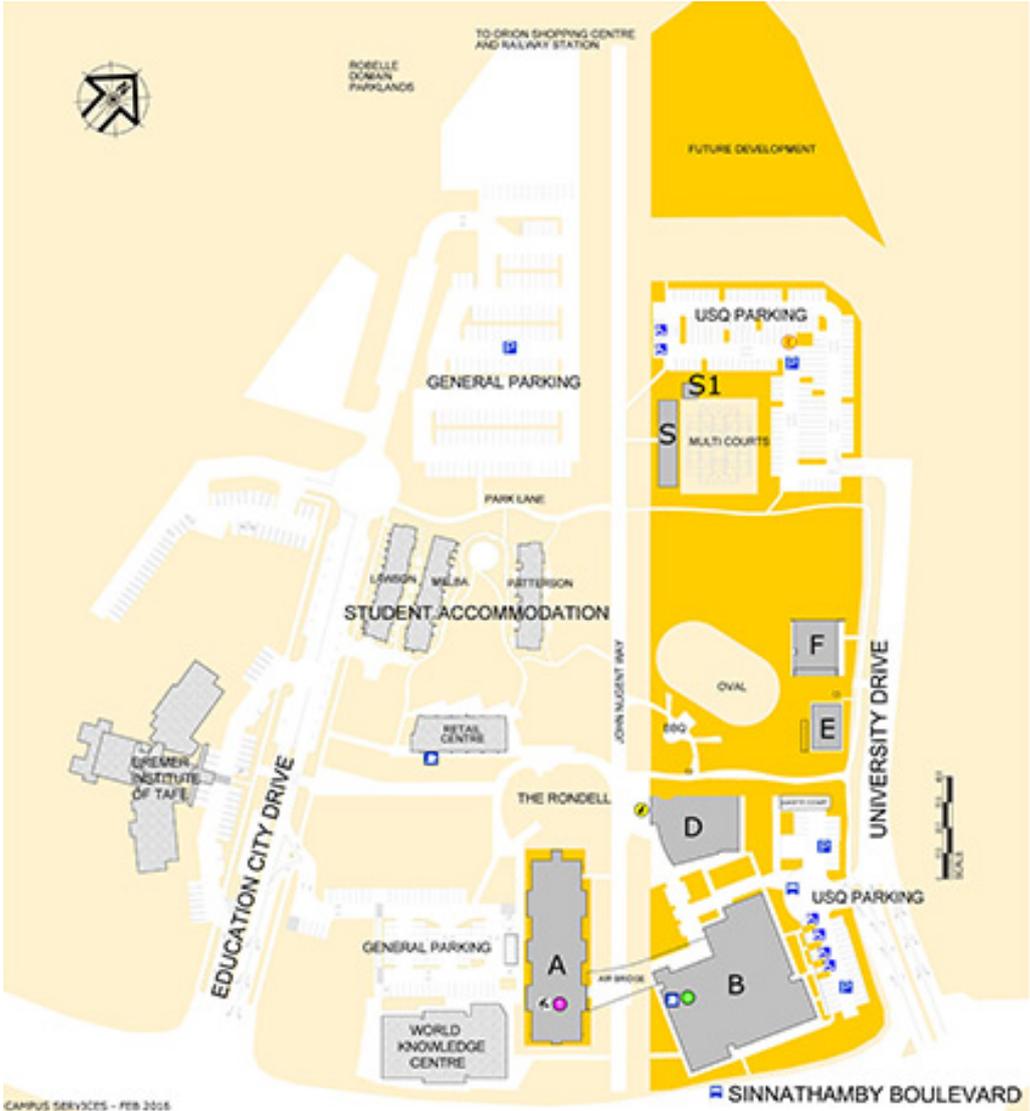


**13–15 November 2017**  
**University of Southern Queensland, Springfield**

# Welcome to the University of Southern Queensland



In the spirit of reconciliation, the University of Southern Queensland recognises that it is situated on country for which the Jagera, Yuggera and Ugarapul people have been custodians for many centuries and on which they have performed age-old ceremonies of celebration, initiation and renewal. We acknowledge their living culture and unique role in the life of this region and offer our deep appreciation for their contribution to, and support of, our academic enterprise.



## General Information

**Catering** is built into the registration fees, and includes morning tea, lunch and afternoon tea each day.

**Coffee and tea** are available all day in the Auditorium Foyer. Please caffeinate as needed.

**Parking** is available on campus. Please be aware that charges apply and the car parks can get very busy in the morning. Further information is available [here](#).

**Public transport** includes bus services to the campus, which can be accessed via the Translink app and website. There is also a train that stops at Springfield Central, which is about a 10 minute walk from the campus. Further information is available [here](#).

**Registration** is in the Auditorium Foyer. The registration desk will be open from 8:30am on Monday, then from 9am on Tuesday and Wednesday.

All **Rooms** have projectors, audiovisual capabilities and Windows desktops. Please upload your presentations in the break immediately before your session. There will be a summit volunteer in the room who will be able to assist you with any questions or concerns.

The **Twitter** hashtag for the summit is #RE4D.

**Wifi** access is available. If you have Eduroam installed on your device, it should automatically connect. Otherwise, guest wifi access will be available to summit attendees at the registration desk.

The **Venue** for the summit includes the Auditorium and Foyer (Building D) and breakout rooms in Building B. Please follow the signs and if you get lost, ask one of the helpful summit volunteers.

## Social Events

### Summit Reception

Monday 13 November  
Auditorium Foyer  
18:15 – 20:00

Following the Free Public Lecture by Michael Apple is a reception, including complimentary beer, wine, soft drinks and delicious snacks. These have been generously provided through the sponsorship of the Australian Association for Research in Education.

### Pedagogy in the Pub

Tuesday 14 November  
Pumpyard Brewery  
18:00 – 20:00

RSVPs for this event via the [summit website](#) are essential as numbers are limited.

# Summit Schedule

## Monday 13 November

08:30	<i>Registrations/coffee</i>	Foyer
09:00	Welcome to Country, introduction	Auditorium
09:30	Keynote – Anna Yeatman	
10:30	<i>Morning tea</i>	Foyer
11:00	Concurrent Sessions	Various
12:30	<i>Lunch</i>	Foyer
13:30	Concurrent Sessions	Various
15:00	<i>Afternoon tea</i>	Foyer
15:30	Concurrent Sessions	Various
17:15	Public Lecture – Michael Apple	Auditorium
18:15	<i>Reception (sponsored by AARE)</i>	Foyer

## Tuesday 14 November

09:00	<i>Registrations/coffee</i>	Foyer
09:30	Keynote – Anne Aly	Auditorium
10:30	<i>Morning tea</i>	Foyer
11:00	Concurrent Sessions	Various
12:30	<i>Lunch</i>	Foyer
13:30	Concurrent Sessions	Various
15:30	<i>Afternoon tea</i>	Foyer
16:00	Keynote – Bob Lingard	Auditorium
18:00	<i>Pedagogy in the Pub (Pumpyard, Ipswich)</i>	

## Wednesday 15 November

09:00	<i>Registrations/coffee</i>	Foyer
09:30	Concurrent Sessions	Various
11:00	<i>Morning tea</i>	Foyer
11:30	Concurrent Sessions	Various
13:00	<i>Lunch</i>	Foyer
14:00	Keynote – Pat Thomson	Auditorium
15:00	Summit close	

## Summit Supporters



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# Monday 13 November

08:30	<i>Registrations/coffee</i>	Foyer
09:00	Welcome to Country, introduction	AUD
09:30	Keynote – Anna Yeatman – The professions and democracy	
10:30	<i>Morning tea</i>	Foyer
11:00	Symposium – Learning to live together in increasingly culturally diverse societies	AUD
	Is democracy a suitable concept for re-imagining education? Searching for a new concept	B203
	Honesty above hope: take a long hard look at yourself (and I'll do the same!)	
	Rethinking education through a dialogic lens	
	Panel – Exploring alternatives for future directions in schooling: speaking back to school autonomy, performativity, and school improvement	B210
	Multilingualism, education and social cohesion: first results from a systematic literature review	B331
	A foot in both camps: lessons learned about without-prejudice teaching and learning from cross-cultural experience	
	'Beating their unclad chests': the presence of voluntourism companies on university campuses as strategic opportunity for advancing a critical pedagogy of care	
12:30	<i>Lunch</i>	Foyer
13:30	Symposium – Learning to live together in increasingly culturally diverse societies	AUD
	Imagining alternatives to authoritarian assessment: towards a more democratic approach to teacher education in Australia	B203
	Ethnography of a neoliberal school: exploring everyday practices and lived experiences in a Charter School Management Organisation	
	School inspection policies in Western Australian K-12 public education: the rhetoric and reality of labelling schools	
	Panel – 'Unpanelled': using echo chambers for good	B210
	Beyond silence and conformity: a personal reflection on power, resistance and managerialism in the contemporary university	B331
	The neoliberal colonisation of social work education: a critical analysis and practices for resistance	
	Using artefacts to raise awareness of enacting 'critical' pedagogies in teacher education	
15:00	<i>Afternoon tea</i>	Foyer
15:30	Relational trust: the case of 'real' accountability in a music college	AUD
	Panel – Music Industry College: 'set them free'	
	Transforming education through solidarity and collective representation	B203
	Imagining 'Unlimited': widening participation discourses and practices	
	Telling 'Jacinta's' story: Confronting neoliberal policy in public secondary schooling and re-imagining socially just alternatives	
	Panel – New horizons: re-imagining space, identity, learning and bicycles	B210
	Democratic deliberations on 'smart regulation' in Ireland	B331
	Data for learning? Confirming and contesting neoliberal discourses of data governance	
	Whose knowledge? Neoliberalism, backlash and the Australian Curriculum	
17:15	Public Lecture – Michael Apple – Can education change society?	AUD
18:15	<i>Reception (sponsored by AARE)</i>	Foyer

## Keynote Address

09:30 – 10:30 Auditorium

### ***The professions and democracy***

Anna Yeatman

The modern service professions—including school teaching—accompanied the development of the modern state. They were the basis of a salaried professional middle class whose ethos was shaped by the ideas of public service and rational enlightenment. Until recently, these professions were accorded relative autonomy in offering leadership to practice and policy in the substantive areas for which they were held responsible. Over the last forty years or so these professions, or more specifically their authority and leadership role, have come under attack from the sociology of the professions, neoliberal thought, managerialism, and populism. In part, this attack has been motivated by the proposition that the professions are an anti-democratic force. This paper focuses on whether this proposition has merit, and on the broader question of what is at stake in considering the relationship of the professions to democracy.

Professor **Anna Yeatman** took up her appointment as the inaugural Whitlam Institute Professorial Research Fellow in December 2011. She leads the Whitlam Institute's flagship public policy program under the banner of Human Rights and Public Life. Professor Yeatman has previously held professorial appointments at the University of Alberta, Macquarie University and the University of Waikato. She is a political and social theorist, who also has experience in policy consultancy work mostly in the human services under the 'old' program management and block grant regime.

## Symposium

11:00 – 12:30 Auditorium

### ***Learning to live together in increasingly culturally diverse societies (1)***

Chair: Robert Hattam

#### ***Toward an Australian culturally responsive pedagogy?***

Lester-Irabinna Rigney & Robert Hattam

The huge discrepancy between Indigenous and non-Indigenous student success at school, by any measure, is an urgent international problem. There has been decades of policy action in this area, but there is no comprehensive review of the take up of these policy ideas, especially the ways schools are organized and how curriculum and pedagogy in schools are enacted. Given that most Indigenous students attend government schools in Australian cities and or large regional centres, we can infer important findings from large pedagogy studies conducted recently. For example, Lingard (2007) refers to the dominant pedagogies as *pedagogies of indifference* or *pedagogies of the same*, summarised as being strong in care for students, but mostly 'fail to work with and across differences', (p. 246). Yet globally there is growing body of evidence that 'culturally responsive pedagogies' do improve academic success for First Nations peoples (Castagno & Brayboy 2008). Culturally responsive pedagogies for Indigenous students are now accepted as a hopeful strategy for improving academic achievement of First Peoples in settler colonial countries

such as the USA, Canada, and New Zealand (Castagno & Brayboy 2008; Dick, Estell, & McCarty, 1994; Bishop et al 2007). In Australia, in the past decade there have been many schooling initiatives all with varied and uneven effects. Research into the experiences of Indigenous students has too often focused on the problems, barriers and challenges teachers face and the need to improve teacher quality and pre-service teacher education. Despite these initiatives, little attention has been given to culturally responsive pedagogies in Australian public school classrooms. Unfortunately the theory and practice of culturally responsive pedagogies in Australia is only weakly developed, has had no significant peer evaluated reviews and presently has a few productive advocates but this work has yet to seriously inform the curriculum and pedagogical reform projects of the state and federal jurisdictions. There is presently no substantial theoretically informed and empirically substantiated Australian version of culturally responsive pedagogy available to Australian educators working in schools, or those preparing new teachers. This paper will report on some research in progress that aims to examine how teachers enact culturally responsive pedagogy in Australian mainstream middle school classrooms. Specifically this will entail a multi-sited action research project in 7 mainstream schools, augmented by analysis of policy texts, and additional evidence about school structures, and school culture.

### ***Cultural responsiveness and listening: what's the connection?***

Stephen Kelly

What happens when teachers connect their view of the child as already capable to the challenges of being culturally responsive? This paper discusses the effects of a pilot action research project intended to support the generation of a school wide culture of listening and respect for cultural diversity. Teachers were concerned with using diversity as a curriculum resource, while exploring strategies of relational learning and active listening. We begin by linking emerging constructs of what it means to be culturally responsive to views of education that focus on the possibilities of dialogic and democratic learning. The paper draws on Gay's proposal that culturally responsive teaching acknowledges the learner's right to access 'their own cultural frames' (Gay, 2001) when grappling with the demands of mainstream curricula. Here the challenge of teaching for cultural responsiveness is framed by the capacity of teachers to (a) generate a knowledge base that reflects the cultural characteristics and contributions of different ethnic groups (b) convert these diverse knowledges into culturally responsive curriculum designs and instructional strategies (c) demonstrate cultural caring by building classroom climates conducive to learners using their own cultures and experiences to expand their intellectual horizons and academic achievement (d) be sensitive to and deploy the communication styles of different ethnic groups which reflect cultural values and shape learning behaviors. To generate a culturally responsive practice we also drew on the school's commitment to developing a school wide listening pedagogy. The teachers involved in the project were committed to the view that the child from birth is already powerful and capable of constructing his or her own knowledge (Ranci re, 2007; Rinaldi, 2013). Coupled with Rinaldi's concept of *progettazione*, teachers were already working towards a practice which acknowledged the intra-active (Barad, 2007) learning processes of children and adults. Understood as a strategy of thought and action, the teacher as *progettazione* engages with children in educational research using processes of observation, documentation and interpretation in a recursive relationship (Rinaldi, 2013). The disposition of the listening teacher who researches pedagogy and curriculum with children, may be seen here as a powerful

technology in developing the knowledges and practices required for culturally responsive pedagogies. We examine how the teacher's research demonstrated cultural responsiveness and its effects on the negotiation of identity and transforming ways of knowing and living in democratic relation: a practice we liken to Rancière's concept of subjectification.

### **Exploring 'sense of belonging' in culturally and linguistically diverse (CALD) students at UNISA College**

Snjezana Bilic

There is paucity of research on culturally and linguistically diverse (CALD) students of refugee backgrounds in higher education (HE). Few studies identified academic integration of CALD students (of refugee backgrounds) who studied at TAFE and Monash University, Deakin University and RMIT in Victoria, and Curtin University of Technology in Western Australia (Earnest et al. 2010) as well as in South Australia at UNISA (Zufferey et al., 2013), however student experiences in the transitional pathway programs is undocumented. CALD students of refugee backgrounds face many barriers to education (Pugh, Every and Hattam 2012:125). With regards to external obstacles, we know that the experience of being treated as 'other' (Luke, 2005: 287) in the first weeks at university is commonly reported by African and Muslim students (Lawson, 2014). Similar is reported by Onsando and Billett (2009) in their examination of African refugee students' experiences of learning at Australian TAFE institutions. They identified that despite being in a safe environment, students still face racial discrimination and social exclusion. Students reported also encountered pedagogical practices that did not recognise their sociocultural backgrounds and refugee life experiences. This and other research that suggests that the exclusionary social climate is a significant barrier to social inclusion and educational outcomes for students with refugee experience (Pugh et al., 2012; Lingard, 2007; Pinson and Arnot 2007), necessitates an exploration into what this cohort of students finds to be socially inclusive learning environment at a university level. In terms of personal constraints, there is lack research documenting what constraints CALD students face personally and what cultural or familial obligations they have to negotiate when attending university. Understanding both personal and external constraints they face is central in our aim to engage this group of students further and for them to benefit more from their educational experiences. The existing research indicates that the educational institutions act as safe places where CALD students of refugee backgrounds are able to reconcile the trauma of forced migration and transition to belonging and building relationships, developing cohesion and becoming socially responsible in a multiracial Australia (Cassity and Gow, 2005; Earnest, Housen and Gillieatt, 2007; Woods, 2009). Educational institutions are the settings in which many of the hopes of students from refugee backgrounds materialise. Given the central role educational institutions play, gaining better understanding of CALD students' experiences of social and academic integration in HE is essential. This paper reports on a pilot study on experiences of CALD students from refugee backgrounds studying at UNISA College to transition into university. It addresses the following questions: How students from CALD backgrounds negotiate university pathways program? What are their experiences of academic integration? Do our CALD students from refugee backgrounds feel sense of belonging to the College? How significant is this to their academic and social development? Finally, this paper concludes with an exploration of how these understandings can be used to improve student engagement, academic integration and outcomes of students from CALD backgrounds.

Professor **Lester-Irabinna Rigney** (School of Education, University of South Australia) has worked in Aboriginal Education for over 20 years and across the Pacific in New Zealand, Taiwan and Canada. He is recognised as a national and international authority in the area of Indigenist Research Methodologies. He is an active editorial board member on several national and international Indigenous Studies journals and is in constant demand as a commentator on national and international Indigenous matters and has published widely on Education, Languages and Knowledge transmission. His 2006 co-edited book titled *Sharing Spaces: Indigenous and Non-Indigenous Responses to Story, Country and Rights*, is an Australian text on Indigenous and non-Indigenous race relations and how this converges in the vulnerable, vital and contested space called 'education'.

**Robert Hattam** is an Associate Professor in the School of Education. His research focuses on teachers' work, educational leadership, critical and reconciliation pedagogies, refugees, and school reform. He has been involved in book projects with others that include: *Schooling for a Fair Go*, *Teachers' Work in a Globalising Economy*, *Dropping Out*, *Drifting Off*, *Being Excluded: Becoming Somebody Without School*, *Connecting Lives and Learning*, *Literacy, Leading and Learning: Beyond Pedagogies of Poverty* and *Pedagogies for Reconciliation*. He also has published a book entitled *Awakening-Struggle: Towards a Buddhist Critical Theory*.

**Stephen Kelly** was awarded his PhD from the Queensland University of Technology in July of 2015. He began his career as a Drama and English teacher and over the last few years has worked as a literacy consultant. He has research interests in both the philosophy and sociology of education. In bridging these two areas of interest, Stephen's research agenda focuses on the possibilities of democratic education. Using Foucault's concept of parrhésia he is interested in how learners are encouraged to become fearless speakers to claims to truth. Stephen is currently employed by the University of New England in the School of Education.

**Snjezana Bilic** is a course-coordinator and lecturer at UniSA College. Snjezana has a deep concern for issues related to education and justice which led her to working within the enabling education field and this informs her teaching approaches. Her PhD dissertation titled 'Women's Rights and Cultural Rights of Liberian and Afghani Women in Multicultural Australia' is inspired by the theoretical debates about the tensions between women's rights and cultural rights. With this research Snjezana contributed to feminist discussions about rights and also to research on policies concerning refugee women and their communities in multicultural contexts. Her research interests include: Enabling pedagogies, Critical teaching pedagogies, Women's rights, Feminist theory, Cultural rights, Multiculturalism.

## Individual Papers

11:00 – 12:30      B203

Chair:                      Jacinta Maxwell

### ***Is democracy a suitable concept for re-imagining education? Searching for a new concept***

Cecily Jensen-Clayton

Has democracy run its course? Can democracy—a concept that fuelled liberalism in the 16<sup>th</sup> century and now being presently subsumed by neoliberalism in this century—serve well the challenges of living and learning within the increasing complexity of the 21<sup>st</sup> century? Democracy, a concept that arose from within and continues to draw on androcentric imaginings to construct our Western world, continues to construct a world divided by gender while creating other major issues for human flourishing. If we believe that the overarching purpose of education is human flourishing, then it is essential that we conduct serious sustained interrogations of democracy. Can we seriously re-imagine education without dealing with the transformation of the concept of democracy, a re-imagining or even a displacement of democracy by a richer more inclusive ideal, a concept capable of being used (as democracy has been) to organise our social and educational values? Can our striving to re-imagine education be part of working towards transforming the neoliberal ordering of the world in which we live? The ambition of this paper is to provide some questions and links that can give us critical tools for the ongoing work of re-imagining education.

**Cecily Jensen-Clayton** PhD., theologian, philosopher, educator, linguist, and psychoanalyst is concerned with human flourishing. Cecily's work, scholarship, and publishing are largely, but not exclusively, informed by a feminist consciousness. Her work includes mentoring and offering spiritual guidance to research students for effective leadership in our complex age.

### ***Honesty above hope: take a long hard look at yourself (and I'll do the same!)***

Jacinta Maxwell

While not particularly hope-filled about the prospects for a future of fair and equitable education, I offer one or two potential starting points for thinking about education, democracy and change. By way of a foundation, I propose that democracy should not be assumed to be an inherently good and worthwhile pursuit. Similarly, I dismiss the notion that education in schools might be stripped of market influences and standardisation to reveal a just, fair and equitable core. These topics will be discussed with reference to my recent research into the intentions underpinning culture-related curriculum initiatives, practitioners' interpretations of these intentions, and influences on decision making related to this curriculum content. Interviews with practicing and pre-service teachers about embedding Indigenous content suggest an understanding that teaching about Aboriginal and Torres Strait Islander histories and cultures is a 'nice' thing to do, but not at the expense of the core business of a school. The influence of international-mindedness on teacher decision making will also be discussed in relation to the inclusion of curriculum content that is distinctly 'national'. Finally, my research findings will be contextualised with reference to reflections on my role as a pre-service teacher educator. I propose that a deeply honest and race

critical exploration of ourselves and our systems is required if there is to be any hope of positive change. At the very least, an engagement with what is and why it is should guide change more than our hopes for the future.

Dr **Jacinta Maxwell** is a Pākehā New Zealander and a non-Indigenous Australian, who is an Education Lecturer at the University of Southern Queensland. Her doctoral research examined stated and implicit intentions underpinning the inclusion of the 'Aboriginal and Torres Strait Islander histories and cultures' cross-curriculum priority within the Australian Curriculum, as well as final year pre-service teachers' beliefs about those intentions.

### ***Rethinking education through a dialogic lens***

Charlotte Pezaro & Naomi Barnes

The monologic lens emphasises philosophies, understandings, and skills which are held internally, and individually. A dialogic lens brings into play philosophies, understandings and skills which are externally constructed and developed as a collective. Current curriculum and pedagogy initiatives are premised upon the monologic assumption that each student must learn the same philosophies, understandings, and skills. In this session, we would like participants to join us in challenging the monologic assumption, by holding up a dialogic lens to education, and asking what is possible in a system that emphasises the dialogic, rather than the monologic?

**Charlotte Pezaro** is a PhD Candidate at the University of Queensland.

**Naomi Barnes** is a Senior Research Assistant at Queensland University of Technology.

#### **Panel**

11:00 – 12:30      B210

Chair:                      Amanda Heffernan

#### ***Exploring alternatives for future directions in schooling: speaking back to school autonomy, performativity, and school improvement***

Bob Lingard, Pat Thomson, Amanda Keddie, Amanda Heffernan, Brad Gobby & Jon Andrews

School reforms are 'grounded in a particular politics at a particular time (Lingard, Hayes, & Mills, 2002). This panel will explore the influence of contemporary politics on schooling. The current point in time is one of unprecedented audit and accountability where performative demands are increasingly narrowing what schools are and what they do – toward private rather than public goals at a system, school, teacher, and student level. School improvement or success within these parameters is reduced to performance on tests and the achievement of schools' competitive advantage. These conditions lead to 'perverse effects' (Lingard & Sellar, 2013) including a narrowing of curriculum and pedagogy, practices that 'game the system' and result in exclusionary and selective processes, and increasing the achievement gap between advantaged and disadvantaged students or schools (Keddie, 2017). Global policy sharing, accompanied by the neoliberal influences of the Global Education Reform Movement (Sahlberg, 2011), is resulting in similar policy conditions in school systems worldwide. In particular, school autonomy and the devolution of responsibilities sit in an uneasy tension with the rigid external accountabilities that

increasingly guide schools' work from a distance (Kickert, 1995). In Australia and England in particular, school autonomy and 'intelligent' accountability are being enacted in somewhat different ways in relation to increasingly restrictive parameters (i.e. curricula, assessment, leadership, teaching). We explore how schools in England and Australia are navigating this space, including key concerns and how schools might resist their increasingly perverse effects. Schooling reform in England has resulted in a fragmented school system (Thomson, forthcoming) with significant external accountabilities and a push for autonomy in the form of academies and local governance of schools. Inequity is becoming entrenched through the privatisation of education, creating an 'un-public' (Thomson, forthcoming) public school system. Australian schooling is echoing many of England's moves and the 2017 visit from England's School Standards Minister highlighted the possibility of heavier policy-borrowing for Australia's education systems in the future. This panel brings together researchers and practitioners who have explored and experienced schooling, school autonomy, and school improvement across the UK and Australia. We seek to articulate practices that speak to possible alternatives for leadership and schooling, and explore how school autonomy might be enacted in ways that provide more democratic opportunities for schooling.

**Bob Lingard** is Professorial Research Fellow in the School of Education at The University of Queensland, Australia.

**Pat Thomson** is Professor of Education, School of Education, The University of Nottingham.

**Amanda Keddie** is a Professor of Education within the Research for Educational Impact (REDI) Strategic Research Centre at Deakin University. Her published work examines the broad gamut of schooling processes, practices and conditions that can impact on the pursuit of social justice in schools.

**Amanda Heffernan** is a lecturer in Educational Leadership at Monash University. She previously worked as a school principal and as a coach and mentor for small school principals. Her current research focuses on the impact of school improvement policy agendas on the principalship.

Dr **Brad Gobby** is a Lecturer at Curtin University in Western Australia. He has experience as a secondary school teacher, and currently researches and teaches in the areas of government policy, school reform and curriculum. Brad's current research explores school autonomy and the Independent Public Schools initiative.

**Jon Andrews** has 20 years' experience of working in a variety of school settings in the UK and Australia. He is currently responsible for leading whole-school teaching and learning strategy, staff development and learning and coordinating coaching at St Paul's School in Brisbane. In this role he leads a team of coaches who grow and develop professional knowledge and practice of staff, engage with and conduct research and develop the capacity to share and diffuse learning.

## Individual Papers

11:00 – 12:30      B331

Chair:                      Alison Willis

### ***Multilingualism, education and social cohesion: first results from a systematic literature review***

Simone Smala, Gabriela Meier & Helen Lawson

While language plays a crucial role in education, the role of multilingualism as part of a critical pedagogy approach has only played a marginal role in theorising social cohesion as an aim of education for democracy. In particular, we found that research from sociology and political science rarely includes or mentions languages as a potential factor that might affect concepts related to social cohesion, such as social capital (Field, 2003; Robert Putnam, 2004), community relations (Rose, 2000, Mitchell, 1999), intergroup contact (Allport, 1954; Pettigrew, 1998; Stringer et al. 2009) and multiculturalism or interculturalism (Cantle, 2006, 2012). In educational research, questions around the role of multilingualism as part of equity, access, fairness and social justice can be found mainly in the domain of languages education and bilingual education (May, 2014; Conteh & Meier, 2014; Cenoz, 2009). Our observations indicate the need for a systematic literature review guided by the following research question: How does research from different fields (education, sociolinguistics, sociology, political science) make claims about any association between languages, including bi/multi/plurilingualism, and social-cohesion related concepts/outcomes? Based on a sophisticated methodology following the PRISMA statement (Moher et al, 2009), we identified 1799 potentially relevant articles which we are currently rating and analysing. On behalf of the team, Smala will present work in progress, and present initial results based on a partial analysis. Not surprisingly, the initial analysis indicates that languages and bi/multilingualism are seen as both facilitating and hindering social cohesion and related constructs. However, it also shows a more complex picture, for instance that

- languages play a role in home-school relations in more than one way
- Validation of several languages through schools and policy can have a positive influence on social cohesion
- learning the dominant language is important for minority populations, but this is perhaps not enough to enable equity and social participation
- Sharing a language in minority groups is important to develop close group ties, but it may not help relationships between linguistic groups.
- English as a lingua franca can help develop intergroup contact, especially online
- Segregation along language lines can be a symptom of other underlying factors.

Simone will invite the audience to discuss what our findings might mean for different contexts.

**Simone Smala** is a lecturer in education at the University of Queensland, Brisbane. **Gabriela Meier** is a senior lecturer in education at the University of Exeter, UK, and **Helen Lawson** is a research fellow at the University of Exeter, UK. They form a team of researchers working in the area of social cohesion, schools, multilingualism and community relations.

## ***A foot in both camps: lessons learned about without-prejudice teaching and learning from cross-cultural experience***

Alison Willis

While education in Australia marches toward increasing conformity, educational research in developing contexts shines light on insights into the human condition of learning. Yet, it seems the dialogue is one way as developing countries aspire to more developed education systems, but policy makers in these 'aspirational' countries rarely heed the lessons being learned about the human condition of learning in developing contexts. All the while, there is a rising surge of concern from practitioners and academics in developed countries like Australia that the politicisation of education is mechanising the human endeavour of education, and despite policy changes inequalities remain. This paper opens the dialogue in a comparative discussion of student learning, articulating the lessons learned from a researcher-practitioner who has educational experience in both developing and developed contexts. It uses an auto-ethnographic methodology and draws upon phenomenographic research and critical theory. Lessons learned include: 1. A discussion of how learning cultures either encourage or discourage students from accessing resources available to them. 2. The power of beliefs in learning: explaining how teachers' beliefs about learners can privilege and/or marginalise students, and in turn, affect students' beliefs about their own potential with onward ramifications for performance. 3. A comparative discussion of research and practice that demonstrates how the student-teacher relationship is the most important intervention in student learning. Altogether, the ubiquitous nature of culture, belief systems and student-teacher relationships in education lead to a culminating discussion of without-prejudice teaching and learning, provoking thought about how we might imagine and produce different futures.

Dr. **Alison Willis** is a lecturer in curriculum and pedagogy at the University of the Sunshine Coast's School of Education. Her recent practice in Australian schools, combined with her research interests in educational development, provide a unique perspective on educational change. Alison is an ACER Associate (Education and Development) and is on the development team for initial teacher education programs at USC.

## ***'Beating their unclad chests': the presence of voluntourism companies on university campuses as strategic opportunity for advancing a critical pedagogy of care***

Sam Schulz

Like higher education settings elsewhere, Australian universities are undergoing rapid change as "part of a wider imposition and restructuring of the public sector according to the logic of finance" (Cowden & Singh, 2013, p. 3). Whereas during the post-war period universities across the West underwent transformations in support of the democratisation of knowledge; nowadays, efforts to 'widen participation' typically result in cramped tutorial rooms headed by academics or short-term sessional staff, who are struggling to cater equitably for escalating student numbers. Inside this new paradigm, learning is frequently aligned with skills acquisition over critical intellectual work, and the imposition of standardised metrics works to reduce the complexity of teaching and learning to quantifiable measures of individual 'output'. As universities operate more like corporations than institutions of higher learning for the public good, it is little wonder that outside companies are exploiting opportunities to infiltrate university campuses in search of potential business. Voluntourism is one such industry, and we now find growing numbers of

voluntourism company representatives casting their advertising paraphernalia across Australian campuses at key times throughout the academic year. This paper performs a brief analysis of one set of these materials to better understand how discourses of race and whiteness work through them to pique potential consumers' desires, consumers who in this case constitute 'white' (for the most part) pre-service Australian teachers. At a time when critical, creative and caring modalities of thinking and acting are required to tackle the broad range of local and global crises fast besetting us, the paper concludes by discussing the need for critical pedagogies inside the neoliberal university, and the capacity of critical pedagogy to engage tertiary students wishing to 'make a difference' in 'disadvantaged' contexts, with critical modalities of care that might be applied in their own teaching.

Dr **Sam Schulz** is a lecturer in the sociology of education at Flinders University, South Australia. Sam's core teaching comprises qualitative research methods and critical approaches to education, her research field includes; critical race and whiteness studies, studies of super-wealth, and ethical internationalism of higher education. Sam is particularly interested in the role of critical educators within the context of neoliberalism.

## Symposium

13:30 – 15:00      Auditorium

Chair:                      Alison Wrench

### ***Learning to live together in increasingly culturally diverse societies (2)***

#### ***Transnational teachers in Australian schools: theoretical discussion for teaching democratic practice***

Hannah Soong

Although Australia is often described as a multicultural success story, cultural diversity is still contested in the everyday realities (Markus, 2016), and it remains a challenge for schools which may struggle with inclusivity (Heugh, 2014); especially when some schools are already challenged by poverty, social exclusion, and social isolation (Vinson, 2015). While educators are tasked with improving the educational performance of all students (Birmingham, 2016), teachers' experiences outside the classroom inform how they respond in the classroom to the linguistic and academic challenges of diverse student communities (Bates, 2012). As Australian school systems are increasingly subjected to a standardised audit culture (Connell 2009), it is left to teachers to design responsive pedagogies which foster intercultural understandings in diverse educational contexts. Transnational teachers are defined as: Australian migrants with teaching qualifications and experiences from overseas, who remain strongly affiliated with their home countries, and are from various cultural, ethnic and religious backgrounds. There is a great potential for transnational teachers to "rupture monolingual expectations and dignify people's language practices in the process" (Frimberger 2016: 107). Yet, little is known about this process in the contemporary Australia schooling context. In this paper I focus on the construct of Dewey's approach to education prioritising learning through connectedness and experiences, as a conceptual lens to analyse the key tenets of pedagogical practices of transnational teachers teaching in Australian schools. In doing so, it contributes to both theory building and provokes consideration of an alternative pedagogical lens particularly suited to culturally diverse school education.

## **Developing culturally responsive teacher education: a case study**

Alison Wrench & Kathy Paige

A recent review of the School of Education at the University of South Australia revealed that few of the interviewed early career teacher graduates believed they had been explicitly prepared to teach for the needs of Aboriginal students, those from diverse cultural and linguistic backgrounds and/or with disabilities. Their concerns were heightened in schools where Australian Professional Standards for Teachers (AITSL) were being used to benchmark their performances and, hence, potential ongoing employment. Of particular concern for the interviewed early career teachers were the skills and competencies required in meeting student needs as identified in Graduate teacher Standards 1.3 *Students with diverse linguistic, cultural, religious and socioeconomic backgrounds*; 1.4 *Strategies for teaching Aboriginal and Torres Strait Islander students* & 2.4 *Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*. These standards can be viewed as governmental technologies that seek to orient teacher education and professional development towards instrumental and narrow conceptions of the 'classroom ready teacher', whatever that means. We however, feel the Standards can also prompt teacher educators to reflect upon their practices, learning experiences and pedagogies to develop deep and generative pedagogical practices that can be responsive to the diverse cultural, linguistic and embodied practices of students in schools. In this paper we report on a case study of a fourth year course within a Bachelor of Education (primary/middle), which specifically aimed to develop critical reflection, social responsibility culturally responsive orientations and pedagogies. We first address theoretical orientations before providing an overview of the course arrangements and specific activities from the English/Arts, Health and Physical Education and Science/Mathematics classes within the course. Student work samples, questions and reflections will be analysed and discussed in relation to recognising and valuing diverse cultural perspectives, helping students develop broadened cultural understandings, and the integration of experiences across learning areas. Whilst our work is in its relative infancy we hope to promote dialogue in relation to the significance of culturally responsive pedagogies and make connections for others working in the field of teacher education.

## **Local diversity and global connectedness in support of learning: new thinking, new pedagogies**

Jacqueline D'warte

Although unevenly distributed, Australian classrooms are increasingly sites of diverse language use and include Aboriginal youth and young people from Anglo-Celtic backgrounds and diverse immigrant and refugee backgrounds. They are increasingly what Steven Vertovec (2009) describes as Super-diverse. These young people speak many different languages and dialects of English. In 2016, 33.1% of students in NSW government schools came from language backgrounds other than English (NSW Government Education, Centre for Education Statistics and Evaluation, 2017, p.1). While international scholarship continues to strengthen our understanding of what culturally and linguistically diverse young people know and can do, finding ways to build on and extend young peoples' individual resources and use them as points of leverage for academic skills across domains continues to prove challenging for many teachers. In Australia and in much of the international arena this is compounded by a crowded curriculum focused on standardized assessment and system wide accountability measures. This presentation will detail research

informed pedagogy undertaken in super-diverse Australian K-6 classrooms. Informed by culturally responsive pedagogy (Ladson-Billings, 1994), critical pedagogy of place' (Grunewald's, 2003) and recent work on culturally-sustaining pedagogy (Paris, 2012) and place-conscious pedagogy (Comber, 2016) in the Australian context, this paper details how the experiences and biographies of diverse students and communities underpinned the development of engaging curriculum. This paper considers how positioning culturally and linguistically diverse young people as active agents in their own learning placed local diversity and global connectedness together in support of learning for all. This work goes beyond an awareness of the degree of differentiation within and across classroom cultures to highlight how critical and culturally responsive pedagogy is fundamental to facilitating equitable education for culturally and linguistically students and their families.

Dr **Hannah Soong** is a lecturer and course coordinator at the University of South Australia. Prior to beginning her lecturer position, she was offered a Visiting Postdoctoral Fellow at Oxford University while working as a research associate within the Division of Education, Arts and Social Sciences. Her current research interests lie in the sociological study of the transnational mobility through education. She has a specialised interest in effects of social imagination on student mobility, migration and identity studies.

Dr. **Kathryn Paige** is a senior lecturer in science and mathematics education at the University of South Australia. She taught for seventeen years in primary classrooms in a range of schools; rural, inner city and in the United Kingdom. Kathryn's research interests include pre-service science and mathematics education, eco justice and place-based education. Current projects include Citizen Science, Water Literacies, connecting children to the natural world and STEM and girls. Past projects include Redesigning Pedagogies in the North, and the Distance Education Project in the Eastern Cape, South Africa.

**Alison Wrench** PhD is a Senior Lecturer in health and physical education in the School of Education at the University of South Australia. Her research interests include socially critical pedagogies, identity work and gender issues related to health and physical education and physical activity more generally. Recent research projects include critical practitioner inquiry into pedagogical redesign for enhanced engagement and educational outcomes for marginalised students. This work builds on previous investigations of interrelationships between pre-service teacher subjectivities, socio-critical orientations and body-based pedagogical practices.

Dr **Jacqueline D'warte** is a Senior Lecturer in English language and literacy curriculum and pedagogy in the School of Education at Western Sydney University and is a Senior Researcher in the Centre for Educational Research. Research interests include exploring connections between language, identity and learning in culturally and linguistically diverse educational settings.

## Individual Papers

13:30 – 15:00      B203

Chair:                      Garth Stahl

### ***Imagining alternatives to authoritarian assessment: towards a more democratic approach to teacher education in Australia***

Nathan Brubaker

Teachers and teacher educators must exhibit a rapidly growing repertoire of personal, political and pedagogical strategies to effectively counter the forces of neoliberalism in education today. Enacting more democratic practices like culturally-responsive teaching, negotiating the curriculum, and facilitating dialogical inquiry are widely-recommended and important substitutes to traditionally-oppressive transmission-based approaches. Such alternatives, however, are significantly constrained in both scope and possibility without serious attention to assessment. In this presentation, I will examine assessment as a basic yet necessary site for re-imagining teacher education for democracy. Specifically, I will demonstrate that prevailing approaches to assessment and grading in teacher education are fundamentally animated by authoritarian assumptions. Such assumptions not only hinder our quest to promote equity, diversity, and justice in educational practice, but present significant institutional, ideological, and individual constraints to reconfiguring pedagogical cultures in ways that are congruent with democracy. By highlighting key contrasts from firsthand experiences as a teacher educator in both US and Australian universities, particularly concerning efforts to implement an individualised contract-based approach to grading, I will unpack authoritarian assumptions concerning the content, process, and purpose of assessment and grading in teacher education. Such insights will provide a basis for approaching assessment as learning and imagining educational environments where the focus is on learning, not grading; responsible accountability, not unilateral authority; democracy, not domination—presenting paths toward balancing teacher educators' aims with institutional and cultural constraints while fostering active participation in democratic life.

Dr **Nathan Brubaker** works in the Faculty of Education at Monash University as a Senior Lecturer in Curriculum and Pedagogy. Previously a teacher and teacher educator in the USA, his research focuses on understanding problems of authority in teaching and teacher education, particularly concerning educators' efforts to embody democratic principles in school contexts. His work on negotiated assessment, jointly constructed curriculum, collaborative dialogue, and the micropolitics of teaching has been published in a variety of international books and journals.

### ***Ethnography of a neoliberal school: exploring everyday practices and lived experiences in a Charter School Management Organisation***

Garth Stahl

Within the US educational reform efforts, charter schools are often celebrated by politicians as a simple antidote for complex problems. Furthermore, in recent years, there has been a growing debate over the managerial and leadership practices of expanding charter school networks, often referred to as Charter School Management Organizations (CMOs). CMOs, by definition, are consistently high-performing school networks in urban spaces that follow a very specific formula in order to build and maintain a culture that ensures high

academic outcomes for their students. To ensure their continual success in what has become a high stakes environment, CMOs often draw upon practices associated with corporate America, specifically a 'Goldman Sachs model' of zero-tolerance and firing the bottom 10% of underperforming staff each year. These CMOs have consistently attracted unparalleled levels of funding and principals often have unlimited resources to enact their vision of educational success. However, scholarship regarding the daily practices of leaders remains limited; we know very little about how leaders actively strategize and make their own rules. The presentation presents the findings of a recent book *Ethnography of a Neoliberal School: Building Cultures of Success* (September 2017) which ethnographically documents the controversial schooling practices and strategies embedded in charter school management organizations (CMOs), as well as how these practices influence teaching and learning, school leadership, teachers' professional identities, and students' understanding of success. By theorizing the common practices within the organization, I connect current research in neoliberal governance, neoliberal structuring of educational policy, aspiration and social reproduction in schooling. Honing in on the discourse on education reform, I demonstrate that a "unique blend" of neoliberalism and social justice values have permeated the CMO's institutional culture, promoting the belief that adopting corporate practices will fix America's schools and ensure equity of opportunity for all. The inclusion of institutional texts (emails, Blackberry messages, posters, and rubrics) balances the personal-subjective and inter-subjective to capture a blend of neoliberalism and social justice reframing. In documenting the neoliberal school, the presentation offers provocations around what constitutes curriculum and pedagogy in a time of neoliberal capitalism. The presentation shows how critical pedagogy has been squeezed out and how in the charter school sector hopeful alternatives are few and far between. The presentation concluded through connecting personal ethnographic experience to predictions for a Trump/DeVos educational policy climate.

**Garth Stahl** is a Senior Lecturer and Researcher in Education and Sociology at the University of South Australia.

### ***School inspection policies in Western Australian K-12 public education: the rhetoric and reality of labelling schools***

Christine Cunningham

*Purpose:* To learn more about the Expert Review Group (ERG), which is a small but powerful team of bureaucrats in Western Australia's Department of Education whose role it is to inspect the quality and standards of pre-K-12 government schools which have fallen out of the 'goldilocks zone' of 'acceptable' progress in the schools' annual NAPLAN scores and/or other national educational measurements.

*Methodology:* Critical education policy analysis was utilised during the research project. Iterative understandings were developed through historical and contemporary document analysis of legislature, policy documents, department reports, academic journal articles, media reports and social media information.

*Findings and limitations:* The study makes transparent why the ERG was created and how it functions today as compared to how legislation first intended it to function. Operation creep has occurred over the 10 years since the ERGs was created and after a decade of ERG school review reports on public record it is possible to start to see whether the ERG has, to use Department terminology, 'value added' to individual WA government schools' student academic performance and the wellbeing of the school community overall.

*Research implications and originality:* Very limited public analysis of the ERG has been undertaken prior to this study. Thus the data presented is original and new to the public record. The research project partially revealed the ERG's top-down, high-stakes external inspection role in government schooling in WA. At the summit, this information will enable me to discuss whether the ERG, and Australian school inspection policies in general, contribute to the de-democratisation of education and growing levels of social and educational inequality and suggest that there are spaces for change and articulating hopeful alternatives.

Dr **Christine Cunningham** has a PhD in educational leadership and is a senior lecturer at Edith Cowan University. Her research specialisations converge around critical theory, policy analysis and citizenship education; whilst her current supervision of 11 postgraduate students keeps her research foci wide and loosely summarised as comparative international education studies.

## Panel

13:30 – 15:00      B210

Chair:                      Jenny Ostini

### ***'Unpanelled': using echo chambers for good***

"Real life dialogue with strangers can cut new paths through our digital filter bubbles and create rich, unexpected connections." David Robertson #beyondpanels

We all exist within our own echo chambers. How can we shape, distort, filter information in a way to create new connections for information, knowing and doing that respects and fosters others stories and expertise? In this session, four to six "unpanellists" will sit for 10-15 minutes in turn with four to six groups in the session. Unpanellists will represent different professional groups and will be the focus of discussion about the echo chamber(s) they operate within professionally and how they manage information within and between bubbles. Unpanellists will be Masters or doctoral students from the Professional Studies program at USQ who are addressing workplace projects using critical social science methods. The pedagogical aspect is how non-traditional university programs can bring about a fertile exchange of expertise between academia and the professions. A specific goal of the unpanel is to facilitate new connections between the ideas and ways of telling and knowing of our unpanellists and the expertise of the audience. The final 30 minutes of the unpanel will be a more traditional format where the unpanellists become panelists questioned about their conversations in the groups.

Dr **Jenny Ostini's** research is about how we know and do things in an inter-connected world. She is interested in the production, consumption, use, and transformation of knowledge, and social change in a digital environment. Her current research project is collecting and studying digital literacy narratives to examine how people (especially teenagers and people not enrolled in formal education) get, and share knowledge in a digital world.

## Individual Papers

13:30 – 15:00      B331

Chair:                      Kerrie Mackey-Smith

### ***Beyond silence and conformity: a personal reflection on power, resistance and managerialism in the contemporary university***

Christine Morley

This paper discusses the possibilities to position academia as a vehicle to engage students and colleagues as agents of change through: 1) developing critical and transformative education for social work students; and 2) seeking to protect the rights and freedoms of academic colleagues by taking a leadership role within the National Tertiary Education Union (NTEU). It will offer an auto-ethnographic account of my experiences of working as a critical educator, activist and trade unionist in contemporary academia. In doing so it provides insight into the increasingly neoliberalised higher education sector, its aggressive managerialism and the culture of predation, conformity and silence, and the bullying this engenders and conceals. On one hand, higher education is charged with a responsibility for critical inquiry, which necessitates creativity and critical questioning of dominant orthodoxies, on the other, managerialism seeks to control and eradicate this. This paradox creates inevitable tensions for academics who see education as integral to democracy (Giroux, 2011). The paper will provide a critical analysis of managerial technologies of power within the contemporary university. It will also seek to elucidate the spaces for agency and resistance.

**Christine Morley** is Associate Professor and Head of Social Work and Human Services Discipline at QUT.

### ***The neoliberal colonisation of social work education: a critical analysis and practices for resistance***

Christine Morley & Phillip Ablett

Neoliberalism reduces everything, including social work practice and education, to commodities, subjecting them to market calculations that maximise exploitation and profit. Whilst the impacts of neoliberalism on social work practice are now well documented, this paper seeks to contribute to an emerging dialogue about the impacts of neoliberalism on social work education. Social work education holds direct implications for social work as a discipline and the type of professional practice that is carried out in the field. The paper examines the implications of the neoliberal university for social work curriculum, pedagogy, research and academic educators, particularly with reference to the Australian context. In this paper we expand existing critiques about the impacts of neoliberalism on social work education, and present preliminary findings from our research with social work educators about their experiences within contemporary universities and their practices of agency and resistance.

**Christine Morley** is Associate Professor and Head of Social Work and Human Services Discipline at QUT. Dr **Phillip Ablett** is a lecturer in sociology at the University of the Sunshine Coast, who has taught into the social work and human services programs for over a decade.

## **Using artefacts to raise awareness of enacting 'critical' pedagogies in teacher education**

Kerrie Mackey-Smith

'Critical' literacy teacher educators are faced with the double quandary of teaching inside institutions that are concerned with industry sanctioned skills acquisition - for example the AITSL Standards - before 'critical' thinking work, and readying pre-service teachers for an occupation currently pre-occupied with a variety of standardised testing regimes (i.e. PISA, NAPLAN and PAT-R and -M). This presentation comes out of my worry for readying primary pre-service teachers that can balance the tensions in their future teaching i.e. Carry out standardised testing and enact literacy teaching in socially just ways. In this presentation, I describe how I use artefacts in the primary English topics to encourage pre-service teachers to think, talk and write about texts as socially and historically situated in their future students' lives. As Phal and Roswell (2010) point out, artefacts evoke the imagination and the senses; and therefore, provide a memorable conversation for the participants. They carry an echo of the people, place and time that goes before the current dialogue. Artefacts offer the conversation a causal (historic/political) and a sensory (touch/feel/smell) relationship with places and spaces (Pahl & Rowsell, 2011). I introduce artefacts into the workshops and lectures in multimodal ways - digitally and materially - to base conversations on for the purpose of raising awareness about *critical* literacies.

Dr **Kerrie Mackey-Smith** is a lecturer in literacy and English at Flinders University, South Australia. Kerrie teaches core literacy and English topics in Teacher Education. She supervises Higher Degree Research (HDR) students who have an interest in literacy as a social practice, or as a matter of social justice. Kerrie is particularly interested in 'dialogic' (Bakhtin 1981) pedagogies that are enacted for social enfranchisement and using material objects as situated texts to engage young people in dialogues about the world.

### **Paper & Panel**

15:30 – 17:00      Auditorium

Chair:                      Stewart Riddle

### **Relational trust: the case of 'real' accountability in a music college**

David Cleaver & Stewart Riddle

Music Industry College (MIC) is an alternative school purposefully designed to support marginalised students who had disengaged from learning and in many cases, had dropped out of mainstream schools. Through an extensive case study project with MIC, and with a focus on the perspectives of the students, the researchers have found that while acting as an initial magnet to attract the students, music also becomes the educational 'glue' that helps to create a school culture with a positive spirit of connectedness and community and one that works to motivate and re-engage the students back into active learning. An important factor in the process of re-engagement is how the students, many who were previously labelled as 'at risk', 'disengaged', 'in deficit', 'rebellious' or simply 'problematic', respond positively when music is placed at the centre of the curriculum, and when finding that their interests are taken into consideration. This paper will report firstly on the educational capacity of music to motivate the students at the college and then on

how, when applied as a case of democratic 'curricular justice', it helps to develop relational trust between the students and teachers. Using MIC as a model, the researchers argue that moral and social accountability (defined as 'authentic' accountability) actually go hand in hand with responsibility and the building of institutional and personal trust reduces the need for overly regimented and contracted forms of accountability, rules, regulations and narrow definitions of social norms.

Dr **David Cleaver** lectures in the School of Linguistics, Adult and Specialist Education at the University of Southern Queensland, Australia. Dr **Stewart Riddle** is a Senior Lecturer in the School of Teacher Education and Early Childhood at the University of Southern Queensland, Australia. Stewart and David are co-authors of the book, *Alternative Schooling, Social Justice and Marginalised Students: Teaching and Learning in an Alternative Music School* (Palgrave MacMillan, 2017).

### **“Set them free”: Music Industry College panel**

Brett Wood & MIC graduates

The current schooling system restricts true learning and development. In an attempt to create excellent generalists education systems and by their nature are restricting the entrepreneurs of the future. By providing a more focused curriculum, Music Industry College is helping students excel in their field. The principal and a few graduates will share their stories of success.

**Brett Wood** has over thirty years of experience working with young people. His skill and knowledge has been honed across the education and community youth sectors. This provides him with a unique understanding of the educational and personal needs of young people. He established Music Industry College when he saw the magnetic power that music has to engage disenfranchised young people. Brett is the Managing Director of Music Industry Community Services, the parent body of the College and Starving Kids, and has overseen all projects undertaken by both organisations since their inception. He has a passion for mentoring young people and helping them achieve their potential in their field of choice. He is most proud of the achievements of his students and cannot wait to see what they do next.

#### **Individual Papers**

15:30 – 17:00      B203

Chair:                      Susanne Gannon

#### ***Transforming education through solidarity and collective representation***

Jennifer Mays

The political economy of education is driven by the economic imperatives of neoliberalism promoting new modes of governance in the university space. Education, once positioned in the public domain and constructed as a place of intellectual thought and progressive pedagogy, is reframed and reconstituted into the knowledge economy and social enterprise. Neoliberalism and the notions of the knowledge economy have permeated all aspects of the educational domain, privileging market-oriented responses. Education becomes a marketable commodity that perpetuates competition (as opposed to cooperation) and technical productive efficiencies (monetary and efficiency gains rather than universal qualities). Neoliberalism is a complex phenomenon and when used by dominant leaders it becomes a rhetorical device to erode academic freedoms,

democratic processes and social justice aims in the university space. Dominant discourses associated with neoliberalism, such as rational thought, performance measures, competitive testing, efficiency gains and individualism, become naturalised and function as divisive tools that rupture collective representation and critical thought. Such an approach becomes the primary driver for producing graduates whose professional identity is inherently tied to being job ready and a 'skilled' worker in the labour market, rather than civically minded and critically active citizens engaged in building democracy and social justice. In the spirit of solidarity, this presentation calls for adopting a counterhegemonic education strategy by proposing the development of an alternative vision to neoliberalism and standardization. It draws on Thomas Piketty's concepts of educational convergence, institutional change and collective representation to embed transformative strategies that reclaim democratic academic thought and collective action. Such an emancipatory strategy through the use of critical pedagogy helps reconnect links between learning, knowledge and social change.

**Jennifer Mays** is Course Coordinator (Human Services) in the School of Public Health and Social Work, Faculty of Health, Queensland University of Technology, Brisbane, Australia. She has extensive academic and professional experience working in the university, government and community sectors, spanning 20+ years. Jenni has been committed to teaching and researching critical theory and practice in areas of poverty, social policy, social justice, disability (women with disability) and social citizenship.

### ***Imagining 'Unlimited': widening participation discourses and practices***

Susanne Gannon

In 2015, Western Sydney University rebranding replaced the bland 'Bringing knowledge to life' with 'Unlimited,' a versatile descriptor – an adjectival meme – that can be applied to anything: 'Ambition Unlimited', 'Potential Unlimited', 'Unlimited Opportunities', 'Semi-Permanent Unlimited', 'Service Unlimited', 'Research Unlimited', 'Equality Unlimited,' 'Ambition Unlimited,' 'Pride Unlimited', 'Your Unlimited', or just 'Unlimited' by itself as a floating signifier. As the VC's introduction to the *2015 Impact Report* suggests, unlimited is an individualised capacity, inclined towards a neoliberal subjectivity of personal ambition and will: 'At Western Sydney University we believe in unlimited potential for anyone with the drive, talent and ambition to succeed'. Structural constraints are obscured and rising above adverse conditions is an important subplot for individual narratives of transcendence against the odds. At the same time, WSU scholarship programs have expanded for students from disadvantaged backgrounds and as the largest recipient of HEPP widening participation funding, WSU's Office of Widening Participation has implemented a range of programs where current university students work with school students as part of the story of (unlimited) success. This paper turns to micro-practices and micro-politics of widening participation in the specific site of Western Sydney University. It maps contradictions and slippages across 'Unlimited' promotional materials and insights from several research projects on aspiration and higher education experiences of university students. Importantly, the material, affective, and imaginative dimensions of both 'Unlimited' and the stories that students tell about themselves are crucial for contemporary widening participation work (Harwood et al., 2017; Zipin et al., 2015). Yet, do these individualising discourses inevitably produce the 'de-democratised subjects and subjectivities' that Brown (2015) argues are part of the 'stealth revolution' of neoliberalism in universities? How do students' accounts also suggest practices of solidarity, sociality, and support that can emerge within, alongside and perhaps despite Unlimited?

Associate Professor **Susanne Gannon** researches equity and social justice across diverse research areas including widening participation, gender and sexualities, sustainability, and trajectories into university and the teaching profession. She is co-editor of *Gender and Education* and regional editor of *International Journal of Qualitative Studies in Education*.

### **Telling 'Jacinta's' story: confronting neoliberal policy in public secondary schooling and re-imagining socially just alternatives**

Janean Robinson, Barry Down & John Smyth

*Public policy in education has become reactive and populist, characterised by short-term thinking and a culture in which the interests of students, schools and proven sound practice seem to rank below the interests of governments (Bonnor & Caro, 2007, p. 202).*

Our research is driven by a strong belief that the stories of young people gathered through ethnographic interviews can generate awareness not only of the complexities, uncertainties and possibilities of young people's lives but also the ways in which their identities are shaped by broader structural, institutional and historical forces beyond their control. In this paper we argue that 'young people are the ones who should be listened to because they are the most informed and profound witnesses of what are being done to them educationally' (Smyth & McInerney, 2014, p. 128). We have used one of our 32 participant stories – *Jacinta's*- from a larger research project, to speak back to the impact of the broader neoliberalising project on young lives with a view to reimagining a more humane and socially just alternative. In telling Jacinta's story we learn a great deal about the things that serve to hinder or enable their learning and transition into the adult world.

**Janean Robinson** taught in various public secondary schools across the state of Western Australia for 30 years before pursuing academic research in critical ethnography. Discovering critical and socially democratic research has enabled her to problematize and understand the neoliberal behemoth impacting on the work of teachers and the lives of students.

**Barry Down** is a professor of Education at Murdoch University in Western Australia and his work on critical pedagogy, student engagement, vocationalisation and teachers' work has inspired many teachers and researchers to continue their struggle for social justice in education. He is currently working on a new book *Rethinking school to work transitions: Young people have something to say* (with Smyth and Robinson) (Springer).

**John Smyth** was appointed visiting professor of Education and Social Justice at the University of Huddersfield in 2015. He is Emeritus Research Professor at Federation University Australia and Emeritus Professor of Education at Flinders University of South Australia. He has held professorships and visiting professorships in Australia, Canada, New Zealand and the United Kingdom, is a former Senior Fulbright Research Scholar, an elected fellow of the Academy of the Social Sciences in Australia, and the recipient of several research awards from the American Educational Research Association. John's research interests are in the sociology of education and critical policy analyses of education.

## Panel

15:30 – 17:00

B210

Chair: Andrew Hickey

### ***New horizons: re-imagining space, identity, learning and bicycles***

Tanya Pauli-Myler, Carly Smith & Andrew Hickey

In mid 2016, the authors received a Queensland Government Department of Education and Training "Horizon Grant" to expand on an earlier project that explored alternative learning programs instigated in a large Toowoomba state secondary school. Seeking to extend the lessons drawn from this investigation of what 'counts' as learning, the new project set out to explore the *place* of learning and informality by turning attention to the role informal learning spaces play within the school as a means of re-engaging at-risk middle school learners. The basis for empirical inquiry is a peer-mediated program requiring its participating students to rebuild old bicycles. The project is underpinned by a belief that re-imagining formal schooling practices and relationships can result in a more democratic approach to education, increase agency for both students and teachers, and foster a more holistic and inclusive learning environment. This panel presentation outlines the Bike Build Project, and explores the theoretical and practical implications of utilising informal learning opportunities within a formal school environment to promote democratic educational practices. It draws on the three distinctive backgrounds of the researchers in order to help understand the inherent complexities of this project. Andrew Hickey, an academic, ethnographer and social theorist, will discuss the socially-constructed nature of identity and the significance of space in the mediation of learning. Carly Smith, a former secondary school teacher and education researcher, will discuss her own experiences of democratic education with a focus on the possibilities for teacher and student expressions of agency within formal schooling. Tanya Pauli-Myler, with a background in public health and the sociologies of learning, will explore the connections between identity and democracy, and the overall implications of this for student and teacher wellbeing. The presentation will conclude with an open audience discussion about the Bike Build Project, considerations of space, identity and learning, and the possibilities that informal learning might present for re-imagining education for democracy.

**Tanya Pauli-Myler** is a PhD candidate and research assistant at the University of Southern Queensland. Tanya's background is in public health and her current research is exploring informal learning for young people and the implications this learning has for health and wellbeing, community cohesion and sustainability.

**Carly Smith's** professional background lies predominantly in secondary state school education in Queensland and she is currently teaching in the areas of pre-service teacher education and communication studies at the University of Southern Queensland. Her research interests include the relationships between 'official' institutions and individual and collective identities.

**Andrew Hickey** is Associate Professor in Communications in the School of Arts and Communications at the University of Southern Queensland. Andrew is a critical ethnographer and has undertaken large-scale research projects exploring community, and the role of place and social harmony with various government partners and community organisations.

## Individual Papers

15:30 – 17:00      B331

Chair:                      Ian Hardy

### ***Democratic deliberations on 'smart regulation' in Ireland***

Lori Beckett & John Carr

This paper is part of a series that interrogate notions of teachers' democratic professionalism in Ireland, with specific reference to teacher research activities plugging practitioner research intelligence into the Irish National Teachers Organisation (INTO). Taken together, we set out to show what could be done by teachers and academic partners working in collaboration, coming together with a network of research-active practitioners under the umbrella of the Vere Foster Trust, attending conferences and publishing (see Carr and Beckett, 2016, 2017, 2018). Of concern is the incremental introduction in Ireland of a suite of vernacular forms of global neoliberal education policies since the turn of the 21<sup>st</sup> century by successive governments often in coalition: Fianna Fáil and Progressive Democrats (2002-2007); Fianna Fáil (2007-2010); Fine Gael-Labour Coalition (2011-2016); the Fine Gael government (2016-present). This era coincides with the 2001 Teaching Council Act that brought into being a representative body at the behest of the teacher unions to achieve consensus on a wide variety of professional matters not least the regulation of teaching. These policy visions marked by professional commitments are currently under threat. Witness the fate of the Teaching Council, seemingly being over-ridden by a new settlement on the regulation of teaching that take directions not just from the OECD Education Directorate, the McKinsey and Company reports (Mourshed et al., 2010), the World Trade Organisation and the European Union. These are compounded by the 'Smart Regulation' agenda advanced at European level under Ireland's EU Presidency in 2013 which took a cue from the National Economic and Social Council (2012) report entitled *Quality and Standards in Human Services in Ireland: The School System No. 129*. 'Smart Regulation' is the second most common mechanism which is usually deployed under a Responsive Regulatory framework (Gunningham & Grabosky, 1998) where nominated groups and agencies act as 'quasi-regulators' by being collaborators in the evaluation process often through the implementation of standards which are used as tools of regulation (see National Economic and Social Council, 2012). This has been taken up by Ireland's Department of Education and Skills Chief Inspector Hislop (2012) in a public lecture entitled 'The Quality Assurance of Irish Schools and the Role of Evaluation: Current and Future Trends' and most recently in Fine Gael Minister for Education and Skills Richard Bruton's (2016) three year Action Plan for Education (2016-2019), followed by a more detailed Education Action Plan launched in February 2017 incorporating over 400 hundred actions and sub actions. We are inspired by Held (2006) to engage in democratic deliberations for two reasons: because practitioners need to respond to this double whammy of regulated-regulation of teaching to be held in place by systems' accountability and performance frameworks; and because they are directed and constrained by budget cuts and the shrinking of public funding in this age of austerity and gross inequalities. The research question that informs this paper derives from the idea of policy activism and its relationship to the policy processes that not only set the policy agenda but follow through on implementation and delivery (see Yeatman, 1998): how are INTO policy activists, operating inside and outside of government in Ireland, to preserve some semblance of professional control over teaching?

**Lori Beckett** is the Winifred Mercier professor of Carnegie School of Education at Leeds Beckett University, UK. Recruited from Australia in 2005 to build school–university partnerships in networks of disadvantaged schools, she coordinates the 'Giving Teachers Voice' project; directs and teaches on the 'Leading Learning' CPD programme; and is course leader for the allied MA 'Achievement in City Schools'. Lori currently works as an academic partner to local teacher researchers who are contributing to a city wide project on 'raising achievement' and writing for publication in a special edition of *Urban Review*. She was convener (2007–2010) and co-convener (2011–2013) of the BERA Practitioner Research Special Interest Group.

**John Carr** is a former general secretary of the Irish National Teachers' Organisation (INTO). Having taught as a primary teacher in a junior national school in Dublin, later becoming the principal teacher, he was appointed education officer of the INTO with responsibility for educational policy development. He was subsequently elected deputy general secretary and later general secretary of the INTO and was a council member of the Pan European Committee of Educational International and the Irish Congress of Trade Unions. He specialised in the promotion of teacher professionalism, contributed to national curriculum development and the development of assessment and evaluation procedures. John graduated with an MA in Education from the Open University. He is currently Chairperson of the Vere Foster Trust.

### ***Data for learning? Confirming and contesting neoliberal discourses of data governance***

Ian Hardy

This paper examines evidence of teachers' work and learning in one school setting in the northern regions of Queensland, Australia, revealing how neoliberal discourses that circulate around the collection and use of data in schooling settings is both confirmed and contested. Drawing upon literature on the nature of neoliberalism, and the sociology of numbers, particularly in relation to educational governance, the research reveals how teachers' work and learning are heavily implicated in the development and perpetuation of the marketization of education, even as those within them seek to foster a more educative disposition. The research draws upon interviews and meeting transcripts of teachers' seeking to enhance their own learning for student learning. In the context of public discourses which pit schools in competition with one another in Australia – particularly through the publication of national standardized data through the *MySchool* website – the paper reveals that even as teachers are actively involved in developing and analysing a plethora of data to foster their own learning for enhanced student learning, they also struggle to do so in a context that ascribes particular standardized forms of school, regional and national data as the data of most value. The paper elaborates how the development of various forms of 'targets', and 'audacious goals', 'data conversations', and efforts to 'align' multiple forms of data for more performative goals challenged genuine efforts on the part of teachers to engage in long-term, sustainable, focused analyses of students' work samples for more situated and substantive learning. In spite of these challenges, the paper also endeavours to describe these more sustainable, evidence-of-learning practices as hopeful alternatives to more reductive, neoliberal conceptions of learning, and the work of schools more broadly.

Dr **Ian Hardy** is Senior Lecturer and ARC-Future Fellow (2015-2018) at the School of Education, The University of Queensland. Dr Hardy researches and teaches the politics of educational policy and practice, with a particular focus upon teachers' work and learning under current policy conditions. Current research explores such practices in Australia, and internationally.

## **Whose knowledge? Neoliberalism, backlash and the Australian Curriculum**

Renee Desmarchelier

Australian school-based education is experiencing increased nationalisation, neoliberalisation and surveillance. One example of how this has occurred is through the introduction of Australia's first national curriculum. The study this presentation draws upon considered how a group of science teachers engaged with the *Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority (CCP)* when the new curriculum was first being introduced. Framed by Davies (2005) five categories of neoliberalism, the presentation will outline how teachers were confined and constrained in their efforts, both knowingly and unknowingly, by the pervasive impact of neoliberalism, resulting in a 'gap' between rhetorical support and classroom implementation. This analysis is overlaid with the rhetoric of the *Closing the Gap* initiative for increasing Indigenous students' academic performance. The argument of this presentation is that 'the gap' between the rhetoric about and the implementation of the CCP at multiple levels (teacher, school, state schooling system, national education) is a reflection of the maintenance of the knowledge status quo in schools. This gap is theorised through consideration of the legitimisation of knowledges in curriculum (Apple, 2000), false generosity (Freire, 2009) and political backlash (Darder, 2011). With the imbrication of neoliberal pressures and maintenance of the knowledge status quo, the importance of teacher agency in classroom implementation of the CCP is highlighted and discussed as a way of moving forward.

**Renee Desmarchelier** is a Lecturer in Critical Pedagogies at the University of Southern Queensland. Her background is in science and science education, focusing on critical educative aims. Her scholarly interests include Indigenous knowledges, critical pedagogy, the cultural interface of Indigenous and non-Indigenous knowledges and participatory and Indigenous research methodologies.

## Public Lecture

17:15 – 18:15 Auditorium

### ***Can education change society?***

Michael Apple

While it is very important to continue our critical analyses of the ways in which the terrain of educational reform has been increasingly dominated by neoliberal and neoconservative policies, it is equally crucial to build theories, policies, and practices that offer critically democratic alternatives. Many people have argued that schools are simply reflections of the needs of economically dominant groups and thus nothing can actually be done that interrupts dominance. We need to not simply dismiss these positions. But they are too reductive. I examine these arguments and challenge a number of the assumptions that underpin them. I then point to a number of examples of critically democratic policies and practices that offer many lessons to those of us who continue the struggle to build and defend an education worthy of its name.

**Michael W. Apple** is the John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison. A former elementary and secondary school teacher and past-president of a teachers union, he has worked with educational systems, governments, universities, unions, and activist and dissident groups throughout the world to democratise educational research, policy, and practice.

## Reception (sponsored by the Australian Association for Research in Education)

18:15 – 20:00 Auditorium Foyer

## Tuesday 14 November

09:00	<i>Registrations/coffee</i>	Foyer
09:30	Keynote – Anne Aly – Civic values, political participation and social harmony: reimagining education for a changing global environment	AUD
10:30	<i>Morning tea</i>	Foyer
11:00	Symposium – Discussing the digital in democracy	AUD
	The rights of the child: are we creating a world and an education fit for children?	B203
	A social justice agenda for civics and citizenship education	
	Autism, pedagogy and self-advocacy: a review of the literature	
	Workshop – Expansive assessment: resolving contradictions between the medium and the message	B206
	Symposium – Re-imagining 'alternative' education through creative and collaborative pedagogies	B210
	Resisting deficit: what can we learn from children in communities of high poverty?	B331
	Pursuing actually-practised curriculum democracy: students as co-researchers on problems that matter	
	Educational re-imaginings	
12:30	<i>Lunch</i>	Foyer
13:30	Do we need to re-imagine education for democracy or simply look to a road less travelled? Investigations into hopeful alternatives	AUD
	Enabling the work of flexible learning programs through collaboration, partnerships and networks	
	Re-envisioning education through a whole school approach to leading student engagement: the Insider School	B203
	Strengths-based policy making: a response to deficit discourse	
	Panel – From critical, to justice, and complexity pedagogy for citizenship learning	
	Practitioner and young people perspectives on the value of flexible learning education	B206
	Overcoming short term measures to create long term futures: why career adaptability is essential for marginalised youth in flexible learning programs	
	Visualising curriculum: the multifaceted role of film pedagogy in enabling education	
	Project based learning: student voice and social change	
	What teachers believe about democracy: thin or thick democracy - an Australian study	B210
	Democratic education by design: putting Beane's curriculum integration into practice in a New Zealand classroom	
	Pasifika primary students: perspectives and potentialities	
	Beyond the buzzwords: culturally responsive and competent, without being critical of culture?	
	A justice and inclusion in physical education class in Japan: issues to overcome and the actual condition of the gender gap	B331
	How should we practice "international cooperation in education"? Support and research in/on popularising school PE into developing countries	
	On the methodology of international education support for development of school physical education in Cambodia: breaking out into moving channels between academic research and practical activity	
	Re-vision of physical education class to give hope to the oppressed: an examination of the relationship between the gap and the teachers' goal orientations in PE	
15:30	<i>Afternoon tea</i>	Foyer
16:00	Keynote – Bob Lingard – Schooling and democratic activism in the current political moment	AUD
18:00	<i>Pedagogy in the Pub (Pumpyard, Ipswich)</i>	

## Keynote Address

09:30 – 10:30 Auditorium

### ***Civic values, political participation and social harmony: reimagining education for a changing global environment***

Anne Aly

Schools play a pivotal role in the socialisation of children and young people. In an increasingly complex social, civic and global environment, education institutions are being placed in a position where they are expected to take the lead in educating young people about challenging concepts like Australian values and social harmony. They have been co-opted into a discourse on terrorism and international security that places them at the centre of counter-radicalisation programs in several countries – such as the UK, The Netherlands, Austria and Belgium. For the most part, these education interventions focus on teaching subjects that promote tolerance, understanding and citizenship. In other cases, schools have been co-opted as partners in identifying youth at risk of radicalisation with an expectation (and in some countries a mandate) that educators will report any signs of radicalisation based on a rather crude set of 'identifiers.' This presentation will look at how we might re-imagine the role of education and particularly schools in such an environment and how we can better equip young people to face the challenges of an ever changing environment where critical thinking skills and resilience to negative social influences are an increasing concern.

Dr **Anne Aly** is the Labor Federal Member for Cowan elected in 2016. Anne's background is as a Professor, Academic and Practitioner in the fields of counter terrorism and counter radicalisation. She has published over 50 articles and texts on terrorism and related issues and is the author and editor of five books. Prior to becoming an academic she worked in government policy.

## Symposium

11:00 – 12:30 Auditorium

Chair: Naomi Barnes

### ***Discussing the digital in democracy***

Naomi Barnes, Shane Duggan, Theresa Ashford, Elke Schneider & Stacey King (discussant)

Digital technologies are part of actively shaping how educational institutions are organised and run, as well as in how educators talk about the future. These technologies are not passive tools which sit on the sidelines during education decision making. Rather, they are embedded in assumptions about efficiency, competency, and accountability. In both education policy and practice, the enthusiastic uptake of digital technologies has largely proceeded without careful consideration of their social, cultural, and economic ramifications. The ramifications of this uneven and fractional adoption of digital technologies, and commercial attempts to control their allocation and distribution now reverberate through policy, budgets, and technocratic certification/qualification frameworks. By bringing together people from multiple sectors together who work with digital technologies, this symposium aims to open up robust discussion about the role digital technologies are playing in education, where and in what ways they are implicated in the de-democratisation of education, and what can be done about it.

## ***Everyday digital literacy: How young people use digital tools as a part of transforming their identity***

Naomi Barnes

Digital technology has done much to transform the lives of young people and bring them into conversations that affect them. In this paper, Naomi outlines some examples where young people's voices have entered powerful mainstream discourses such as feminism and education through the use of digital technology. She also outlines her own research that centralised first year university students' experiences of higher education through the use of Facebook. Naomi hopes to open up a dialogic about the power rather than simply the use of digital technologies to affect change in educational environments.

## ***The future is a line of code? Examining the 'digital' as problem, policy, and purpose in Australian education***

Shane Duggan

In Australia, a dominant presumption of recent education policy reforms has been to shape young people's growth and development in such a way that they can participate in the economy of the future. These reforms are often framed in terms of broad-scale shifts in political and economic forces on a global scale, and tensions emerge in thinking about the relationship between local conditions and larger patterns in economic and policy structures. This paper draws upon a current digital network analysis of higher education policy across four jurisdictions in Australia and the United States. It argues that new forms of information and labour have emerged as a key imperative of popular and policy understandings of young people's lives. These are more than simply technocratic devices for organising knowledge and curriculum. Rather, they reflect a symbolic and material shift in how traditional notions of labour market participation are abstracted to expose young people's lives to new forms of governance and intervention. This approach, I argue, is particularly suited to exploring notions of production and commodification in the present, and the ongoing effect of digital disruption and the networked economy on young people's lives.

## ***The digital hidden curriculum: does it support digital ethics?***

Theresa Ashford

For this symposia I am re-turning to the concept put forward by Apple (1971) which describes the hidden curriculum as "ways in which behaviour is normalised through school and classroom structures and practices" (Gottesman, 2015) to pose a question – what is the digital hidden curriculum? What behaviours and practices are we normalizing? And are they ethical? My work has been tracing the notion of digital ethics in a school and looking for - how digital education gets done? What is privileged? What activities occur? What behaviours are expected/demanded? This conversation explores the things we do naturally with technologies in school; how we talk about them; how they shape/mediate/control what we do (and not do) and how we as educators approach the praxis of digital learning and teaching citizenship.

## **The promise of digital technology in education to deliver equity and transform society: who's ready?**

Elke Schneider

Australia is currently implementing the new Digital Technologies curriculum throughout Primary and Secondary schools. This compulsory educational initiative stems directly from global economic digital disruption and the express desire to increase youth digital technologies capacity. Young people with increased ICT skills will be better prepared for a competitive economic future. Digital technologies also have the potential to improve the lives of disadvantaged youth through digitally engaged teaching and new authentic ways to learn. Yet change is slow, especially in schools that tend to be managed like traditional hierarchical organisations that result in teachers with minimal autonomy. The academically celebrated rhetoric of the "change agent" digitally skilled beginner teacher may be a major reason for teacher disillusionment. Schools also often deliver whole-staff digital technologies professional development in a one-size fits all approach which does not cater for individual teacher needs. Even when teachers are prepared, skilled in digital pedagogy and have the best intentions, they may still struggle to combat the inherent culturally prescribed stereotypes that still hinder technical adoption by female students. Digital technologies teachers require extra time to focus their efforts on encouraging female students to participate in ICT study.

**Naomi Barnes** is a digital literacy researcher who researches how digital technologies work as cultural objects within education. She is particularly interested in how genre fiction and digital technologies can be used to disseminate and connect complex ideas. Naomi has previously researched how student voices can be added to higher education transition dialogues and is currently working with blogging and Instagram to investigate the intersections of academic work and motherhood.

**Shane Duggan** is a Vice Chancellor's Postdoctoral Fellow at RMIT University. He is a youth studies and policy researcher who investigates the relationship between education and work in the context of digital disruption. His recent research contributed to reforms to higher education admissions policy in Australia. Shane is currently working on his first book, *Impossible Machines*, which traces shifting notions of value in education and the future of work.

**Theresa Ashford** is a UQ PhD student in her final year researching digital ethics in a 1:1 high school setting. This research uses Actor Network Theory, New Materialism and Ethics. This study has included investigating the effects of the Digital Education Revolution, cyber safety programs and curriculum and tracing social media effects in school. Areas of interest are surveillance, developing ethical frameworks to support digital lives, and critical digital education theory.

**Elke Schneider** has 10+ years ICT teaching experience at both secondary and tertiary levels. Elke is passionate about promoting an equitable implementation of Digital Technologies in education. She is the QSITE Treasurer and actively involved in mentoring teachers. Elke is driven by a digital transformational philosophy and she's a respected role model for young women in ICT.

**Stacey King** has been a driving force in STEM in her role as Head of Department of Maths and Science. Through initiatives such as the Maths Science Academy (MSA); the Primary School Science Partnership and STEMfare, she has linked programs to real world applications. Stacey is also co-chair of a region-wide STEM Network that aims to sustain partnerships with schools and outside agencies. Stacey was the past recipient of the Peter Doherty Award for Excellence in Science. In 2016, she was awarded the \$20 000 CHOOSEMaths Award for Mentoring Girls in Maths, sponsored by BHP Billiton Foundation in partnership with AMSI. More recently, Stacey was the award recipient of the Department of Education and Training's International Women's Award for her commitment to enhancing the achievements of girls through the establishment of the Girls Excelling in Maths and Science (GEMS) program.

## Individual Papers

11:00 – 12:30 B203

Chair: Yvonne Findlay

### ***The rights of the child: are we creating a world and an education fit for children?***

Yvonne Findlay

*“We reaffirm our obligation to take action to promote and protect the rights of each child – every human being below the age of 18 years, including adolescents. We are determined to respect the dignity and to secure the well-being of all children. We acknowledge that the Convention on the Rights of the Child, the most universally embraced human rights treaty in history, and the Optional Protocols thereto, contain a comprehensive set of international legal standards for the protection and well-being of children. We also recognize the importance of other international instruments relevant for children.”* (United Nations General Assembly, 11 October, 2002)

This paper, through the lens of the UN Convention on the Rights of the Child, reviews whether we are actually creating world fit for children. The principle focus of the paper is each child's right to an education. In particular Articles 28 and 29 of the UNCRC are highlighted to provide a benchmark against which to consider education provision in multiple international contexts. Reference is made to the UN Millennium Declaration, the eight Millennium Development Goals and the UNICEF report “The State of the World's Children 2016: A fair chance for every child” to enable examination of how a world fit for children is being achieved or not. From examination of the aforementioned reports, three imperatives emerge: economic, education and moral. These imperatives challenge the reader to consider how legislation and policy works towards or hinders the goal of a world and an education fit for children.

**Yvonne Findlay** has over 40 years' experience in education in both the UK and Australia. Her career spans primary, secondary and tertiary education as a classroom teacher, school principal and education adviser. She has taught in the tertiary sector for 10 years and is a lecturer and PhD student at the University of Southern Queensland. Yvonne has a particular interest in the Rights of the Child and how these are protected in domestic legislation.

### ***A social justice agenda for civics and citizenship education***

Babak Dadvand

Fostering 'active' and 'informed' citizenship has been a recurring theme in recent Australian curriculum and policy initiatives on civics and citizenship education (ACARA, 2012; Civics Expert Group, 1994; Curriculum Corporation, 2006; SSCEET, 1989, 1991). Behind the rhetoric of active citizenship participation, however, is a reality that is more complex and less well-understood than is often acknowledged (Black, 2011). Among others, the Australian citizenship education policy is premised on the assumption that *all* young people, regardless of their needs, social backgrounds and differences, can achieve full citizenship if they acquire the necessary civics and citizenship knowledge and skills. In this paper, I draw upon the definition of citizenship as 'a lived experience' grounded in everyday spaces and enacted through social relationships (Lister, 2007) to highlight the need for a social justice agenda for civics and citizenship education. A curriculum and policy approach to

citizenship education that is concerned with the questions of equity, inclusion and social justice identifies social exclusion as a barrier to active participation. Such an approach foregrounds how social divisions rooted in students' backgrounds can intersect with elements within the socio-relational geography of schools to exclude and marginalise some young people. By moving beyond the narrow parameters of *formal* civics and citizenship education, a social-justice approach can contribute to more participatory educational experiences for those young people who face multiple and interlocking forms of marginalisation. This will have implications for young people's citizenship agency and identities.

**Babak Dadvand** is a lecturer and researcher at the Melbourne Graduate School of Education. He has an interest in issues relating to democracy and social justice in education. Among others, his research addresses questions of equity, inclusion and participation in schools, especially for socially marginalised young people.

### ***Autism, pedagogy and self-advocacy: a review of the literature***

William Zuber

The diverse learning needs of students in Australia can pose challenges for schools, education institutions and Australian federal and state governments. In addition to diverse learning needs in classrooms, Australian schools are also under pressure to provide successful student outcomes from standardised testing (Pooley et.al, 2012, pg 97). Some research has shown, autistic individuals with high levels of self determination have improved outcomes in a range of educational and life outcomes (Chou et.al, 2017, pg 124). The autistic community also promotes self determination and self-advocacy for autistic people (ASAN, 2014). Autistic people must navigate their education with many unacknowledged challenges and there is a concern that autistic students may be disadvantaged if they themselves and their teachers lack self-advocacy skills. Pedagogical approaches may also be more focused on making the autistic individuals "fit in" and there is also a risk of the propagation of stigmas associated with disabilities (ASD in particular) as a problem to be "fixed" and their behaviour "managed". This literature review will analyse the selected studies and will explore the extent to which the voices of students are included in them.

**William Zuber** is a devoted family man and is passionate about education, music, the arts and sport. He works in higher education as a leader of lecturers and leader of curriculum design. His career includes working as an instructional designer, teacher and visual communication. He graduated from Griffith University with a Master of Digital Design in Education and is working towards a Ph.D. in education.

## Workshop

11:00 – 12:30

B206

### ***Expansive assessment: resolving contradictions between the medium and the message***

Nick Kelly, Jill Willis & Andrew Gibson

The project of education for democracy requires forms of assessment to be adopted that support this aim. For example, assessment practices may impact democratic education by serving to either enhance or restrict student participation in the decisions that affect their lives; reproducing or challenging official knowledge; and encouraging or suppressing diversity (Apple, 1993; Knight & Pearl, 2000). There is a contradiction around assessment within education in Australia and many parts of the world. On one hand there is a recognised need for constructivist pedagogies that allow students to develop 21<sup>st</sup> Century skills, where such an outcome is increasingly being supported by government policy (Chu, Reynolds, Tavares, Notari, & Lee, 2017). Yet on the other hand, we perceive a locked-in belief about the need for written examination within schools that emphasises establishment of a hierarchy and reproduction of official knowledge. The present contradiction is of a pedagogy that conceives of education as autonomous exploration of broad territory; alongside assessments that establish a hierarchy by testing student knowledge of bounded, linear and authority-specified curricula. In this workshop we confront this contradiction directly by suggesting that assessment that is expansive is needed to support constructivist pedagogies – that is, assessment that supports both agency and exploration. The workshop provides a structure within which participants work together to brainstorm forms of expansive assessment and ways that they could be applied within schools using existing curricula. We conclude by proposing that expansive assessment is necessary for education to live up to the democratic ideals of respect for agency, diversity, connectedness, and eudaimonia.

Dr **Nick Kelly** is a Senior Research Fellow at Queensland University of Technology and an Adjunct Senior Research Fellow at the University of Southern Queensland. He is a transdisciplinary academic across technology, education, design and innovation. His recent work investigates online communities of teachers, beginning teacher support, higher education learning analytics, and the cognition of creativity.

Dr **Jill Willis** is a senior lecturer and course coordinator of the Master of Education course at Queensland University of Technology. Her research interests focus on participatory evaluation that leads to greater learner agency, with specialisations in classroom assessment and pedagogies in next generation learning spaces. Jill's research is driven by deep commitment to learning that empowers people to be change agents for a better world.

Dr **Andrew Gibson** is a Research Fellow at the Connected Intelligence Centre, University of Technology Sydney, specialising in reflective writing analytics. He also investigates: abductive reasoning in human computer interaction; the relationship between representation and meaning and implications for system design; and transdisciplinary approaches to human centred data analytics.

## Symposium

11:00 – 12:30

B210

### ***Re-imagining 'alternative' education through creative and collaborative pedagogies***

Chair: Jenni Carter

We present three papers that examine the provision of alternative education programs to schooling in South Australia. Firstly, we present an analysis of a systemic program conducted within a formal public schooling system. We argue that a restricted curriculum, such as that offered in the South Australian FLO program, has been captured within a market rationality that measures the capabilities of a young person within a dominant deficit discourse. We suggest that such programs provide young people who have struggled in schooling, a curriculum that provides limited social and cultural capital and opportunities for democratic participation. We then examine two programs that seek to do education for young people differently, through recognition of opportunities for accreditation within the richness of young peoples lives, and considering the affordances of creative experiences to foster collaborative pedagogies.

### ***A systemic approach to legitimating student exclusion from schooling through the provision of an alternative education program***

Nigel Howard & Jenni Carter

This paper examines an example of a systemic approach to student exclusion through a systemic policy and program that claims an ambition to formally retain young people within the schooling system. The Flexible Learning Options program is conducted by the Department of Child Development and Education in South Australia as a systemic response to increasing retention. FLO was formulated within South Australia's social inclusion policy agenda in 2006. Starting out with an enrolled component around 680 in 2007 it currently enrolls some 4,000 students a year mainly from the senior secondary years of schooling. FLO is a response by a mainstream education system to the provision of programs for young people who are designated as disengaged from schooling. It seeks to provide a model of schooling where young people remain enrolled at a school, while having alternative programs available to them through community or charitable organisations, vocational education and training and school based programs. Within the paper we consider the ways in which the FLO program is a form of streaming that entrenches the marginalization of young people through further exclusion from the advantages and privileges of the formal school system. While the program claims to 'get young people back into learning', the consequences for the many of the young people in the program is that they are removed from the formal curriculum and access to qualified teachers. We put into question the deficit perspectives informing this program and the assumptions that young people should be 'fixed' before they can participate in rich educational experiences.

## ***Reimagining senior secondary education for disenfranchised young people***

Nigel Howard

Schools in high poverty contexts exclude high numbers of students either deliberately or by covertly letting the students drift out sometimes to the community other times to “alternative placements”. In South Australia this is done by enrolling them in a Flexible Learning Option Program. Despite the requirement to be enrolled in accredited courses students enrolled through FLO have very low levels of completion of the South Australian Certificate of Education or its equivalent at Certificate 3 level. Students enrolled through FLO are unlikely to achieve access to a planned purposeful curriculum that would allow them to complete their SACE in a timely manner. For students engaged in FLO to receive an education in a style that suits them, with the personal support they might need and with the prospect of being equipped with the skills and knowledge necessary for them to exercise genuine options in their adult lives we must reimagine the curriculum in the Senior Years of Schooling. We need to imagine a curriculum that places the young person's lifeworld at the centre of the curriculum development and their coming into being as participants in a democratic society as worthy of study that will lead to a meaningful credential. In this paper, Nigel presents a case study of one of these programs – a community based senior secondary program for young mothers that has high levels of completion of the SACE and pathways into further work and training. He will talk about how the curriculum was continually reimagined and reinvented over 15 years to ensure the students completed a SACE that was meaningful and gave them the possibility of exercising genuine options in their adult lives.

## ***‘I’ve learnt I’m not stupid’: tackling youth disengagement through film-making and social enterprise: a transdisciplinary impact study of the development of the Youthworx SA Alliance***

The SA Youthworx Alliance brings together a group of organisations with a shared interest in tackling youth disengagement through involvement in the creative industries. These organisations include local government, youth services organization, Adelaide College of the Arts and the University of South Australia. This paper examines research in progress following the completion of a transdisciplinary exploration of two short film making certified courses piloted by the Youthworx Alliance in 2017. These pilot studies investigate the potential of young people undertaking formal vocational education courses within the creative industries for reconnecting disadvantaged youth in learning and work, in this instance through filmmaking. This follows consultation with young people aged 15 - 24 who are identified as disengaging from learning and have identified concerns regarding wellbeing and employment pathways and a desire for increased arts and cultural experiences (Playford Youth Engagement Report, 2016). This project will generate evidence about the effectiveness of such a model in tackling youth disengagement. This paper will present initial findings from the pilot studies that will inform future activity of Youthworx SA.

For the last thirty years **Nigel Howard** has been involved as a teacher, leader and curriculum activist in working with students and the community to gain accreditation for learning that is planned, purposeful and meaningful for the student and the community. Nigel is currently undertaking doctoral studies at the University of South Australia.

**Jenni Carter** has been a teacher, curriculum adviser and community education and development advocate in several parts of Australia and in the Fiji Islands. She is now a lecturer in English curriculum and literacy at the University of South Australia. Her current research is interested in visual literacies

and creative pedagogies and the impact of the current education policy context for these as pedagogies for democratic education.

## Individual Papers

11:00 – 12:30      B331

Chair:                      Aspa Baroutsis

### ***Resisting deficit: what can we learn from children in communities of high poverty?***

Aspa Baroutsis & Annette Woods

Our research over many years suggests that schools in high poverty locations are often constituted through deficit understandings of children, families and communities. This may be particularly evident when teachers and leaders discuss poor educational attainment of children being schooled in communities of high poverty as measured by standardised measures of literacy such as NAPLAN. And this is of particular importance in the current context of heightened accountability and standardised curriculum. While perhaps well-meaning, when educators and education systems locate the problem of failure to learn literacy within individual characteristics of children, their families and communities they risk amplifying social injustices. This comes about as poor results and under achievement are normalised for children growing up in these high poverty communities. 'Deficit' ways of thinking can erroneously lead to assumptions about children's underperformance as resulting from the nonalignment of home and school practices or by families who are characterised as unsupportive of their children's learning. Our paper explores data collected over a number of studies of learning literacy in communities of high poverty. This eclectic data set, which includes children's drawings, survey and interview responses, work samples and textual artefacts from outside school learning contexts, photos and multimodal representations of their literate lives, aims to make audible the perspectives of children on the support they receive from people, materials and resources as they learn literacy. Our findings challenge the assumptions beneath deficit understandings of the literacy support offered and provided to young literacy learners in context other than the classroom.

**Aspa Baroutsis** is Research Fellow on an ARC Discovery Project in the Faculty of Education at QUT. Her research interests, underpinned by social justice, include educational policy, mediatisation, media constructs of teachers' work and identity, practices promoting children's voice and perspectives, digital technologies, and literacy learning.

**Annette Woods** is Professor in the Faculty of Education, QUT. Her research interests include literacies, school reform and social justice, pedagogy and curriculum. Her current research is related to learning to write in the early years of school, bringing sustainability and literacy together in education, and working with teacher researchers to consider the possibilities of foregrounding imagination in place-based pedagogy.

## ***Pursuing actually-practised curriculum democracy: students as co-researchers on problems that matter***

Marie Brennan & Lew Zipin

'Students as researchers' has been an aspirational element of critical pedagogy, usually with a goal to position students as agents in producing knowledge. However, this intent too often encounters limits posed by official curriculum, 'risk management' and other institutional constraints. In this paper we pursue revitalised possibilities for students to learn in an enriched, knowledge-making milieu, as co-researchers with community-based and specialist collaborators who share concerns and gain capacities in working together on problems that matter in community locales. Our theoretical framework draws on Nancy Fraser's conception of 'actually practised democracy' and Isabelle Stengers' pragmatist orientation to situated social problems as attractors that gather a range of knowledge-making actors 'moved by the event'. To give illustrative flesh to this approach, we draw from research projects in which we have been involved that have sought new ways for students to learn through researching problems that matter. These include: a student exhibitions project in the ACT; an ARC project in Adelaide's northern suburbs that put students to work as researchers of 'funds of knowledge' in their community lifeworlds; an ARC project in western Melbourne, in which students researched issues of local concern in relation to aspirations for futures; and an ARC project in South Australia, in which pre-service teachers researched rural communities for local issues and knowledge to enrich curriculum and pedagogy. We provide cautionary tales as well as trace vectors of possibility in pragmatic pursuit of actually practised curriculum democracy.

**Marie Brennan** is Adjunct Professor at the University of South Australia and Extraordinary Professor at Stellenbosch University, South Africa. She has worked on action research and other forms of participatory research, curriculum and governance issues in schools, in the Victorian Curriculum and Research Branch and in policy settings, and in five Australian universities.

**Lew Zipin** is Adjunct Senior Research Fellow at the University of South Australia and Extraordinary Professor at Stellenbosch University, South Africa. In multiple ARC projects, he has pursued social justice through collaborations among students, school staff, community members and academics in developing curriculum informed by 'funds of knowledge' from students' lifeworlds, engaging problems that matter in those lifeworlds.

### ***Educational re-imaginings***

Glenda McGregor, Martin Mills, Kitty te Riele, Aspa Baroutsis & Debra Hayes

This presentation is based on the following recently published book:

McGregor, G., Mills, M., te Riele, K., Baroutsis, A., Hayes, D. (2017). *Re-imagining Schooling for Education: Socially Just Alternatives*. London: Palgrave Macmillan

This presentation aims to challenge taken-for-granted assumptions about the relationship between 'schooling' and 'education'. Importantly, it also considers how schooling can contribute to a more socially just society. We take as our starting point the position of the most marginalised students, many of whom have either been rejected by or have rejected mainstream schooling. We argue that the experiences of these students suggest that it is time for schools to be reimagined for all young people. In re-imagining schooling for education we pay tribute to those theorists who have gone before us and established pathways towards better ways of educating young people. Drawing upon a large qualitative study across three Australian states and one territory, we utilize data to critique

many of the issues in conventional schools that work *against* education. Evidence from unconventional schooling sites demonstrate some of the structural, relational, curricular and pedagogical changes that appear to be enabling schooling *for* education within such sites. This presentation asks you to set aside your current ideas about what schools 'do' and try to 'imagine' what they *might* be in order to create places of meaningful learning for all young people.

Dr **Glenda McGregor**, is a Senior Lecturer and Deputy Head of School (Academic) in the School of Education and Professional Studies at Griffith University, Australia. She teaches in the areas of globalisation and education, youth studies and history curriculum. Her research interests include sociology of youth, school reform, curriculum and social justice and education.

Professor **Martin Mills** is a Professor in the School of Education, The University of Queensland. He also holds a visiting professorship at Kings College London. He has recently served as President of the Australian Association for Research in Education (AARE) and an editor of the leading education journal *Discourse: Studies in the Cultural Politics of Education*.

Professor **Kitty te Riele** is Deputy Director (Research) in the Peter Underwood Centre for Educational Attainment, at the University of Tasmania. She researches educational policy and practice aimed at enhancing opportunities for access, participation and success in education by diverse, disadvantaged and under-represented communities.

Dr **Aspa Baroutsis** is an early career researcher in the Faculty of Education at the Queensland University of Technology, Australia. She researches in the areas of sociology, educational policy, and social justice. Her research interests include media constructions and identity, student voice, and teachers' work.

Associate Professor **Debra Hayes** researches and teaches in the Sydney School of Education and Social Work, University of Sydney. Her teaching fields include sociology of education, research methods, pedagogy and school leadership. She researches in contexts with high levels of poverty and difference. Debra works closely with system-based educators in the public system, as well as community-based service providers.

## Workshop

13:30 – 14:30      Auditorium

### ***Do we need to re-imagine education for democracy or simply look to a road less travelled? Investigations into hopeful alternatives***

Nicole Maden & Katie Burke

Trust is a liberty often not afforded to students in mainstream education. Generally viewed in terms of their deficits and needs, the modern mainstream student continues to move through a system of education largely characteristic of the industrial model of education from the 19th century, shaped by a one-size fits-most approach to curriculum, and evaluated according to benchmarks in a narrow range of academic disciplines. Alternative approaches to education, particularly those that promote the students' determination of their own curriculum in areas of personal interest, stand in stark resistance to the standardisation of education and the fixation with literacy and numeracy as the primary indicators of quality teaching and learning. Based upon a deep sense of trust in a learner's innate desire to learn, and of their capacity to do so if provided with a conducive environment and appropriate support structures, alternative models of education such as unschooling, informal schooling and natural learning take a wider view of learners. In such contexts, children and adolescents are recognised as confident and capable, and that

they can be trusted to pursue meaningful learning in a manner that develops the whole person and prepares them for full engagement in the wider world. This presentation provides the perspectives of two educators who, as parents, have both chosen an alternative educational pathway for their own children, and who – through their involvement in alternative educational contexts, have entered into researching alternative education. Thoughts regarding student-directed learning as the embodiment of democratic education are explored, and questions are raised regarding the ways that mainstream education may learn from alternative contexts.

**Katie Burke** is a tertiary arts educator in the Initial Teacher Education program at the University of Southern Queensland. She is also a former home educator (8 years), drama graduate, musician and visual artist. Katie brings these many interests together in her doctoral research which explores the state of the arts within Australian home education.

**Nicole Maden** taught for 9 years in secondary education before making the move to tertiary teaching. She also has a private music studio, teaching students of all ages. She is currently researching alternative approaches to education in the adolescent years, particularly focusing on unschooling. Her eldest child currently attends Maridahdi, a primary school following an unschooling approach

## Workshop

14:30 – 15:30      Auditorium

### ***Enabling the work of flexible learning programs through collaboration, partnerships and networks***

Louisa Ellum

Partnerships sit central to Flexible Learning Providers (FLPs) as they (formally or informally) seek relationships, connections, partnerships and networks with a range of community and other education agencies as well as businesses to assist them to try to meet the immediate and future needs of their marginalised learners. How this happens, why this happens and what the impact and outcomes of this partnership work, is largely unknown. Currently conventional schools are the primary focus of research into partnerships in an education context yet the identification of the necessity of partnerships and the role they play in broadening opportunities for flexible learning providers is regularly stated (Zyngier, Black, Brubaker and Pruyn, 2014). What is evident through my own work and research, as well as the research of current academics working in this field, is that partnerships have been identified as important to the strengthening of the flexible learning sector (te Riele, 2014; Ellum and Longmuir, 2013; Ellum, 2014; Mills and McGregor, 2010).

**Louisa Ellum** has worked in the education sector for over 20 years and has spent the last ten years engaging in the education partnerships and flexible learning sectors. Her work on the ground as well as undertaking research projects on these sectors has enabled her to see the significant opportunities that our nation has by creating greater cohesiveness between education and other sectors and enabling collaborations and partnerships to benefit the support, learning and wellbeing of all young people. Louisa is the CEO of the International Specialised Skills Institute in Melbourne, Victoria and is currently a PhD candidate undertaking her studies at the Peter Underwood Centre, UTAS under the supervision of Professor Kitty te Riele and Dr Becky Shelley.

## Papers & Panel

13:30 – 15:30      B203

Chair:                      Katina Zammit

### ***Re-envisioning education through a whole school approach to leading student engagement: the Insider School***

Katina Zammit

The *Fair Go* team and its various projects have focused on changing teaching practices and pedagogies that engage students from low socioeconomic areas in learning and to see education as a potential for their future. While this is important, the question is how to achieve whole-school 'buy-in'. The school is important as it can achieve continuity of educational messages across the years of schooling not just have an impact in a single year in one class. This is partly a question of leadership but leadership that goes beyond management to leadership that celebrates and encompasses "opportunities for affirmative interference". School leadership in challenging contexts positively influences school outcomes: students' social and academic achievements, teacher performance, school-community relations, and is a catalyst for change. Building on the work of the *Fair Go Program* over the years, this paper reports on an investigation of the leadership practices and processes of one primary school in SW Sydney that embedded the *Fair Go* pedagogical frameworks into the school's action plan over two years (2014-2015). In particular the paper will explore the concept of an 'Insider School' by discussing how pedagogical leader/s in the school developed a school that makes a difference to students in poverty, through "affirmative interference", detailing the pedagogical leadership that transformed classroom pedagogy to engage students and teachers in learning. All teaching staff, including support teachers, were involved in implementing action research projects investigating how to change the discourse around engaging messages of either knowledge, ability, control, voice or place or how to create a more 'Insider Classroom' utilizing high cognitive, high affective and high operative learning experiences or increasing student self reflection, changing teacher feedback, and developing a community of reflection.

Dr **Katina Zammit** is Director of Academic Program and a Senior Lecturer in the School of Education at the University of Western Sydney. Her research interests include pedagogy for students from low SES backgrounds, multimodality, leadership for change and support of students from refugee backgrounds in higher education. She has been involved with the *Fair Go Project* over its many iterations.

### ***Strengths-based policy making: a response to deficit discourse***

Ben Wilson & Melitta Hogarth

While 'deficit discourse' is fast becoming a prominent field of inquiry, particularly with regard to Indigenous education, there is still much about this phenomenon which is only vaguely understood. While there is increasing evidence that education policy is built upon deficit assumptions of capacity, ability, and intelligence (Fforde et al, 2013; Fogarty & Wilson, 2016; Gorringer 2013; Vass, 2011) there has been little insight into how to challenge these assumptions in meaningful ways that lead to desirable educational outcomes. Part of the issue lies in the pervasiveness of deficit discourse. It is not merely in classrooms that Indigenous people are exposed to a culture where they are regarded as deficient and

backward, but also through historical constructions of race and identity (Fforde et al, 2013; Sullivan 2016), in the sporting arena (Bamblett, 2013), and in the broader news media (McCallum & Waller, 2015). Surrounded on all sides by this discourse, there is a temptation to simply accept these understandings of Indigeneity as 'reality' – rather than the legacy of heavily problematic social policies constructed with the purpose of 'breeding out' Aboriginality (Dodson, 1994; Pearson, 2011; Wilson, 2016). It is impossible to build strengths based solutions – ones grounded in a positive understanding and interpretation of Aboriginality – from this epistemological framework; they simply don't exist. This paper makes explicit the deficit discourses and explores the options provided to disable the deficit discourse through Engoori, a strengths based program which originates from the Mithaka people of south west Queensland. In it, we argue that such approaches are essential for the future of policy making in Indigenous education – not only for their usefulness in challenging the current paradigm, but for their importance in creating a new one.

**Ben Wilson** is a Yuggera man from the south of Brisbane, and has worked in the education system for over ten years as a teacher, facilitator, consultant, and researcher. He currently works at the National Centre for Indigenous Studies at the Australian National University, where he is the Research Associate attached to the Deficit Discourse in Indigenous Education project.

**Melitta Hogarth** is a Kamilaroi woman and has worked in the education system for over twenty years as a teacher and curriculum advisor. She currently is a Lecturer at the University of Southern Queensland and a PhD candidate at Queensland University of Technology where she is critically analysing Indigenous education policy.

### ***From critical, to justice, and complexity pedagogy for citizenship learning***

Keith Heggart, Rick Flowers, James Arvanitakis & Nina Burridge

We are committed to advancing an approach to citizenship learning which we assume are recognised by most people at this summit as having the following staple features: learner centred; experiential; problem- and action-oriented; racialised, classed and gendered analysis of power; and strengthening the public sphere and democracy. This type of approach to education has long been named as critical pedagogy. We are, however, seeking ways to refresh and extend the language and theoretical frameworks we use. This is partly because we have some sympathy with arguments that Frankfurt School Critical Theory inspired pedagogy still tends to focus on class, at the expense of gender and race, analyses (Breuer 2011, Hooks 2003, Lather 2001). Having said this, we nonetheless don't want to get into debates about what are the most correct definitional frameworks for critical pedagogy. And in this spirit we propose to deploy the terms justice pedagogy and complexity pedagogy. The adjective 'justice' does the same work as 'critical' in signaling our commitment to using education as a means to bring about a more socially just world, but has less baggage. We think the recent rise in scholarship in complexity thinking lends itself to conceptualising justice pedagogy in necessarily fresh ways. We draw attention to the kindred nature of guiding concepts in complexity thinking and critical pedagogy.

**Keith Heggart** is a PhD student at the University of Technology, Sydney, Australia. He is currently in the final stages of his thesis, entitled 'The Possibilities and Challenges for 'Thick' Citizenship Education amongst Australian Stage 5 Students in the Digital Age.' His research interests include civics and citizenship education, student activism, and the use of technology to develop more democratic forms of learning and communities. Keith is a Fellow of The Royal Society for the Encouragement of Arts, Manufactures and Commerce. Keith is also a former high school teacher, and is an Apple Distinguished Educator and a Google Certified Innovator.

**Rick Flowers** is a senior lecturer in the School of Education, UTS. His research interests include citizenship education, popular education and food/cultural pedagogies. His most recent co-authored book is entitled *Food Pedagogies*. In addition to 15 book chapters, journals in which he has published include *Geoforum; Gender, Work and Organisation; Studies in Education of Adults; Portal Interdisciplinary International Studies; Australian Adult Learning; German Continuing Education*.

Professor **James Arvanitakis** researches in the transdisciplinary areas of globalisation, citizenship, young people, security and the cultural commons - incorporating issues around hope, trust, safety and intellect. Having held various positions within human rights-based organisations including AID/WATCH and Oxfam Hong Kong, his research seeks to maintain a particular focus on issues of social justice. He has also worked with playwrights and artists to document stories of injustice such as the production of *Maralinga* which records the stories of nuclear veterans.

Dr **Nina Burridge** is an Associate Professor in the Faculty of Arts and Social Sciences at the University of Technology, Sydney. She has been involved in tertiary education since 1991 in Education faculties at Macquarie University and the University of Sydney. She joined UTS as a full time academic in 2005. Her main research interests and publications centre on Indigenous education; education for human rights and cultural diversity. She was the founding director of the Institute of Aboriginal Studies and Research at Macquarie University from 1997 – 1999.

## Individual Papers

13:30 – 15:30      B206

Chair:                      Kelli McGraw

### ***Practitioner and young people perspectives on the value of flexible learning education***

Kimberley Wilson

Schools and programs offering alternative forms of education, or 'Flexible Learning Options' are increasingly vital across many countries to enable completion of secondary school education by young people who have disengaged from, or been disenfranchised by, mainstream schooling. While the practice of 'teaching in the margins' is increasingly being documented (Mills & McGregor, 2014), less attention has been directed towards examining how teaching and support staff conceptualise the value of the FLO experience for disenfranchised youth, and as to how this shapes an understanding of the purpose of education in these spaces. In addition, there is a need to understand how young people interpret their experiences within flexible learning settings, and which points of difference can be seen to have a transformative impact in relation to young people's sense of agency and willingness to re-engage with education. This paper draws on interview data collected across 8 FLO case study sites in Australia, in order to elucidate FLO staff and young people's conceptualisation of what might count as 'good' education and worthwhile outcomes for diverse youth experiencing complex life circumstances. The analysis of this data is framed through Gert Biesta's (2009) conceptualisation of three dimensions of the functions of education: namely qualification, socialisation and subjectification. The intent of using this framework has been to provide a more nuanced examination of staff's reflections on 'what counts' as positive outcomes for disenfranchised youth, that moves beyond recounting the specifics of intended outcomes, to instead a deeper investigation of the nature and purpose of FLOs. The findings of the paper indicate that, contrary to popular perceptions of alternative education providers that assume a 'soft outcomes' focus, 'qualifications' receive great weight in terms of staff perceptions of

outcomes of value. However, this is recognisable only through Biesta's lens that redefines the notion of 'qualifications' and allows for a broader understanding that makes space for fundamental elements of FLO practice, including a focus on the development of life skills and positive dispositions towards learning. This has ramifications for FLOs in terms of clarifying their educational purpose to a wider audience, an item of particular import within a context of external pressure to meet a narrow set of qualification related outcomes, as defined by funding bodies. The other area of significance reported upon in this paper relates to subjectification as an important function of education, an area that Biesta notes is generally under-developed within mainstream schooling systems. The overt empowerment agenda of many FLOs provides a unique opportunity to explore how an educational focus on subjectification may manifest in practice, and to consider how this might have implications for 'good education' in other places. Young people's perspectives included within the paper reinforce the significance of understanding educational value on young people's own terms, and through a lens with sufficient scope to capture the wide variety of outcomes that young people consider to have impact in transforming their own lives.

Dr **Kimberley Wilson** has been researching the work of the Youth+ EREA Flexible Learning Centres since 2008. She has been engaged in two ARC Linkage projects investigating the role of FLOs in the Australian educational landscape and has produced a variety of publications on the topic of more effectively engaging youth in education through a responsive and flexible curriculum approach.

### ***Overcoming short term measures to create long term futures: why career adaptability is essential for marginalised youth in flexible learning programs***

Naomi Ryan

In this qualitative study, the author interviewed marginalised students enrolled in a flexible learning program (FLP) to determine aspects of the curriculum that built on the students' career adaptability. Marginalised students enrolled in FLPs gain a second chance of completing their education in an environment conducive to building relationships, positive wellbeing and self-esteem. Flexibility in choice of subjects exists to some extent, with many students completing vocational courses rather than traditional academic subjects aimed at university entrance. These vocational courses have the capacity to build upon the students' transferrable skills relevant to a variety of industries and provide employability outcomes. Results highlighted that the students place significant emphasis on achieving a Queensland Certificate of Education (QCE), through points attached to completion of these vocational courses, which appears to determine their own view of success. Many of the students were disinterested in the vocational courses they were doing, referring to them as merely a way of fulfilling the 'points' requirement to gain a QCE. The students did not foresee any association between the completion of vocational courses and meaningful future employment. However, in this credentialed society in which a certificate is seen as a sign of competency, evidence from this study contradicts the value of such, as students' depth of learning is overshadowed by their gathering of 'pieces of paper'. Alternatives provided in FLPs must include career development interventions to ensure that students gain career adaptability skills for successful life and career transitions. The focus on defining a students' success in terms of the number of points they achieve for a higher school certificate is not contributing to imagining hopeful futures for marginalised youth. Outcomes from this research will be discussed and recommendations offered on what is required to provide change and ensure positive career outcomes for marginalised youth in alternative education settings.

**Naomi Ryan** is a Lecturer and PhD candidate at the University of Southern Queensland. As a Career Development Practitioner her area of interest is around ensuring young people make successful career transitions throughout their lifetime regardless of their background. Her PhD research focusses on the aspects of alternative education that contribute positively toward marginalised students well-being, self-efficacy, self-esteem and career adaptability.

### ***Visualising curriculum: the multifaceted role of film pedagogy in enabling education***

Dino Murtic

For some time, both film and cultural studies have argued that critically examined filmic texts—if read with or against other sociohistorical literature—can become an alternative historical reference which offers yet another perspective on a particular period of time and its events. As such film, in its role as a pedagogical tool, has entered the classrooms across many levels of education. This particular embedment, however, has yet to take place on a significant scale in program and course syllabuses across enabling sectors of higher education. While rightly insisting that empowering students with the research and academic writing skills is the core task of the enabling educators, the creators of curriculum for students who are entering the alternative pathways into the higher education have overlooked the point that those learners are already visually literate. It is up to the teachers to exploit this specific segment of students' skill and use it while teaching the core principles of higher education. Academic writing and social pedagogy are most significant but not the only subjects which can be taught through watching and discussing visual narratives. Furthermore, a research paper based on a specific socially engaged theme visualised through cinema art is a journey rather than a burden.

**Dino Murtic** is a lecturer at UniSA College and teaches variety of enabling courses with particular focus on academic essay writing skills and critical thinking. Despite his passion for enabling education, Dino has kept researching the sociological impact of visual arts on a society. In 2015, he published his first academic book in which he looked upon socio-cultural significance of post-Yugoslav cinema. Currently, Dino is exploring possibilities for further inclusion of visual arts in enabling education curriculum.

### ***Project based learning: student voice and social change***

Kelli McGraw

As a specific approach within the 'family' of inquiry-based pedagogies, project based learning is distinctive in the commitment it requires to solving authentic problems. The approach also requires teachers to incorporate an element of student agency by providing scope for student voice to shape project aims, processes, products, and/or audiences. This paper explores how different models of inquiry learning – namely project based, problem based, and guided inquiry – harness student curiosity and agency in different ways to stimulate engagement in learning. It is suggested that different frameworks for inquiry have differing social imperatives, and that by requiring students to engage with an authentic problem and present their work to a public audience, project based learning provides an especially strong basis for students to participate in social relations and engage with community concerns. Students completing projects in this curriculum framework have a chance to reflect on ways that disciplinary 'knowledge' can be drawn upon (or questioned, or created) to design products that directly relate to students' own interests and experiences. The paper uses examples of project based learning in secondary English

to illuminate the opportunities and obstacles in realising the potential of this approach. Inquiry-based approaches to learning are critiqued by some for a perceived lack of teacher guidance, and student-centered approaches to pedagogy are popularly believed to lack a satisfactory amount of explicit teaching. Such claims are refuted in this paper in relation to project-based learning. Rather, it is the mismatch of the democratic goals of project based learning, and the arguably undemocratic curriculum and policy landscape that constrains contemporary learning that is put forward as a key obstacle to successful enactment of the pedagogy.

Dr **Kelli McGraw** is a Lecturer in the Faculty of Education at QUT. Currently teaching secondary English curriculum, her prior experience includes teaching high school English in Southwest Sydney, NSW. Kelli researches the fields of secondary school curriculum, multiliteracies and popular culture, presently focusing on project based learning in secondary English.

## Individual Papers

13:30 – 15:30      B210

Chair:                      Tony Dowden

### ***What teachers believe about democracy: thin or thick democracy - an Australian study***

David Zyngier

This paper analyses data from a recently completed ARC DECRA project with a focus on pre-service education student perceptions and perspectives related to education for democracy in Australia. Using a critical pedagogical framework I present both quantitative and qualitative responses of contrasting understandings of democracy. It begins by outlining the concepts of thick and thin democracy and why this is important in relation to contemporary debates about the state of civics and citizenship education (CCE), and then explains the conceptual framework of critical pedagogy and methodology. The datum analysed is discussed in relation to neo-liberalism and indicates that the pre-service teachers in this study view democracy in a narrow or thin way that may impact on their classroom practice where they would be teaching about but not for democracy. A more critical and thicker understanding of democracy is suggested as essential if we desire our students to become active and transformative citizens.

**David Zyngier** works in the Faculty of Education at Monash University as a Senior Lecturer in the areas of Curriculum and Pedagogy. He was previously a teacher and school principal. David's research on Democracy in Education was awarded \$365000 DECRA, from the Australian Research Council for 2013-2016 and he is part of a team that received a \$265000 grant from the Canadian Social Science Research Council for similar international research. He is also co-director of the Global Doing Democracy Research Project. David's research focuses on teacher pedagogies that engage all students but in particular how can these improve outcomes for students from communities of disadvantage focusing on issues of social justice and social inclusion.

## **Democratic education by design: putting Beane's curriculum integration into practice in a New Zealand classroom**

Tony Dowden & Chris Brough

This presentation examines American educator James Beane's (1997, 2005) model of student-centred curriculum integration (CI) which is designed to enhance students' learning experiences by dissolving traditional subject boundaries to create authentic learning experiences and, in the process, meet diverse learning needs and foster democratic citizenship. In particular, this presentation discusses the design and implementation of Beane's model through the professional narrative of a primary school teacher who instigated the model in her classroom on a number of different sites and occasions in Aotearoa New Zealand (NZ). The democratic design of Beane's model allows issues of diversity, inclusion, social justice and multiculturalism to be explored and, typically, actively engages the interest of curriculum stakeholders from beyond the classroom walls such as parents, friends, media representatives and members of the wider community. The findings show that implementing student-centred CI in contexts that are meaningful and relevant to students has the capacity to significantly enhance the value and impact of students' learning, even in the case of young children (Years 1 & 2).

Dr **Tony Dowden** is a Senior Lecturer of Curriculum and Pedagogy at the University of Southern Queensland (Springfield). He has an interest in the middle years of schooling (10-15 years old), in particular curriculum designs that specifically cater to the developmental needs of young adolescents in the upper primary and junior secondary contexts.

Dr **Chris Brough** is a Lecturer of Education at the University of Waikato in Tauranga, New Zealand. She has an abiding interest in democratic education and has won national awards for her inspirational teaching in both primary and tertiary contexts.

## **Pasifika primary students: perspectives and potentialities**

Eseta Tualualelei

The egalitarian idea of education as a social equaliser is challenged by the perceived and persistent academic (under)achievement of certain student cohorts in contemporary Australian education. One such cohort is Pacific Island (Pasifika) students who are becoming an increasingly significant population in certain suburbs of south-east Queensland. This presentation reports a study of a primary school where more than half the students were Pasifika. Critical ethnographic techniques and an indigenous Pasifika research method, *talanoa*, were used to gather data from school staff, students and parents. The data was then analysed using Bourdieu's (1990) 'thinking tools', field, habitus, and capital, and Cummins' (2000) 'Intervention for collaborative empowerment' framework to gain a more refined understanding about the impact of 'micro-interactions' amongst stakeholders. The study found that stakeholders' understandings about the academic achievements of students were related to their perceived positioning within the school. Similarly, visions of what could be transformed in the education of students derived from the stakeholders' experiences and aspirations. The findings contribute to knowledge about how contemporary Australian schools and classrooms reproduce mainstream culture, how students and parents negotiate and operate within this dynamic and how education has the transformative potential to be a more authentic social equaliser for culturally and linguistically diverse students.

**Eseta Tualaulelei** is a doctoral candidate at the University of Southern Queensland, researching the relationships between culture, language and educational achievement.

### ***Beyond the buzzwords: culturally responsive and competent, without being critical of culture?***

Greg Vass

In Australia, schools are experiencing increasing cultural and linguistic student diversity, alongside of nationalising assessment, curricular, and professional teaching standards. A policy climate that requires substantial change across the educational sector, inviting closer collaborations between teacher education, researchers, and schools. Within this evolving education policy-practice climate, I have been undertaking the *Culturally Responsive Schooling Project (2013-2017)*, a study involving initial teacher educators (ITE's) and in-service (supervising) educators. The research is motivated by concerns regarding the deleterious effects that potentially arise for students from culturally and linguistically diverse backgrounds within the current education policy climate. The participants have been teaching at a suburban Sydney high school with a large number Aboriginal and Pacific Islander students, with the ITE's also enrolled at a nearby university – where I am based. The project adopts the view that culturally responsive schooling (CRS) offers teachers a 'subversive' pedagogical framework that can help mitigate against the potentially harmful effects of schooling by constructively responding to systemic inequality and discrimination. With this in mind, the presentation will critically reflect on the discursive strategies and practices of the participants as they attempted to work with ideas from CRS in support of reframing and problematizing the politics of knowledge within their teaching areas. In doing so, the paper highlights concerns that teachers learn to be competent and confident with deploying education buzzwords such as engagement, inclusive and cultural competency, while concurrently remaining uncertain and often unable to create teaching and learning experiences that foster intercultural knowledge and fluency, let alone the broader aspiration of raising student socio-political consciousness.

**Greg Vass** is a lecturer at UNSW Australia, his research focuses on learner identities and schooling practices. Greg's work aims to address the relational and communicative dimensions of classroom interactions, he is currently undertaking research that is focused on putting into action the skills and knowledges that support culturally responsive schooling practices.

#### **Individual Papers**

13:30 – 15:30      B331

Chair:                      Unno Yuzo

#### ***A justice and inclusion in physical education class in Japan: issues to overcome and the actual condition of the gender gap***

Nakashima Noriko, Kurokawa Tetsuya, Kanegae Junichi, Tsuzuki Tomohiko, Kadota Riyoko & Unno Yuzo

The purpose of this study was to clarify the actual condition of PE classes in Japan using the LCAS (Measurement Battery for Learning Career in PE Assess Scales; Unno et al, 2012) that we have developed, and to propose tasks overcome from the research findings. Through

the survey in 2003 (the comprehensive assessment about efficiency of the existing National Curriculum of PE in Japan), we suggested for secondary female students, PE didn't make them believe to improve motor competency and it is not the place for learning. Moreover, there were significant gender gaps in learning product. And it is inferred that the difference of learning attitude influence the gaps. Fundamentally, we need to identify the gender bias in the following aspects; in the aim/goal of PE (emphasis on physical fitness training or sport skill acquisition), in subject matter of PE (mainly involving competition or battle), and in learning styles and teaching methods (force to training or non-instruction under the trend of student's independence-oriented). Furthermore, PE teacher's communication style or manner with students may need to be examined. It is an unsettled question. But, to put it briefly, we need to give a completely overhaul PE classes and curriculum from the gender perspective. So we used the LCAS to analyze the actual condition of gender gap from the relationship between Teacher's Instruction types, Student's Learning types and Learning Product. We recognized that PE teachers should change their instruction so that female students realize instruction of cognitive learning and improve their learning attitude from Passive-drudgery to more active and positive attitude such as Learning-oriented.

**Nakashima Noriko:** Associate Professor of Namamura Gakuen University in Japan; Major Sport pedagogy

**Kurokawa Tetsuya:** Professor of Miyagi University of Education in Japan; Major Sport pedagogy

**Kanegae Junichi:** Professor of Kindai University of Kyushu Junior College in Japan; Major Sport pedagogy

**Tsuzuki Tomohiko:** Lecturer of Seinan Gakuin University in Japan; Major Sport pedagogy

**Kadota Riyoko:** Assistant Professor of Namamura Gakuen University Junior College in Japan; Major Sport pedagogy

**Unno Yuzo:** Professor of Aichi Gakuin University in Japan; Major Sport pedagogy

### ***How should we practice "international cooperation in education"? Support and research in/on popularising school PE into developing countries***

Unno Yuzo, Kanegae Junichi, Kurokawa Tetsuya, Nakashima Noriko & Tsuzuki Tomohiko

We have been struggling with an international cooperation in education with local people in north Cambodia for 7 years. In those practices we have had a following desire. First, all the children in Cambodia will be able to appreciate the pleasure, joyfulness and physical benefit that sports and motor plays originally have. Second, all school teachers will be able to acquire specialties regarding school PE, including recognition of necessity of PE for growing children, and teaching methods as well. Third, school curriculum of all primary and secondary schools will be able to enrich and to be more effective for children's harmoniously development by incorporating PE class and school sport festival into curriculum. Finally, as a result of above mentioned, all the children will be able to live happily 'as a child in childhood', all school teachers will be able to feel usefulness in their own job as a teacher, and schools itself are trusted by local people. We know well that those desire is a far distant goal. That is filled with difficulty, and accompanied by trial and error. Actually just a little progress has been made with our practice so far. But, on the other hand, we know well that we must carry through our convictions, too. Because everything we do is for children suffering from poverty. Needless to say, they have the rights to live happily, to grow healthy, to go to school and to learn physical culture, like sports and motor

plays, as an attainment that preceding generation had created. In other words, people living in developed nations, especially persons as a researcher who are occupied with sport pedagogy have the duty to realize “Sport and Physical Literacy Education for All” (SPLE) in the whole world. SPLE is an essential part of “Education for All” (EFA). Therefore, this paper addresses the issue that how should we contribute to popularising School PE into developing countries.

**Unno Yuzo:** Professor of Aichi Gakuin University in Japan; Major Sport pedagogy

**Kanegae Junichi:** Professor of Kindai University of Kyushu Junior College in Japan; Major Sport pedagogy

**Kurokawa Tetsuya:** Professor of Miyagi University of Education in Japan; Major Sport pedagogy

**Nakashima Noriko:** Associate Professor of Namamura Gakuen University in Japan; Major Sport pedagogy

**Tsuzuki Tomohiko:** Lecturer of Seinan Gakuin University in Japan; Major Sport pedagogy

### ***On the methodology of international education support for development of school physical education in Cambodia: breaking out into moving channels between academic research and practical activity***

Kanegae Junichi, Tsuzuki Tomohiko, Nakashima Noriko, Kurokawa Tetsuya & Unno Yuzo

In the process of education for all and poverty eradication as the global-scale issue, international organizations, NGOs and individual are implementing a variety of educational supporting activities in Cambodia. PE as a compulsory subject has been introduced on a full-scale in conformity with the national curriculum on 2009 in Cambodia. Nevertheless, PE is still behind compared to other subjects for reasons (Yamaguchi, 2012). Our motivating force for this research was our heart's desire to provide Cambodian children with at least the bare necessity of school PE. So, we have focused on school sport festival (Unno et al: 2013). The purpose of this study was to describe in detail how school sport festival was held in Cambodia and that effect it had. And then we considered the support strategy for development of school PE in developing country. We used three data collection methods to examine the support strategies: observations, interviews, and questionnaire. As a result, we are confident that school sport festival has potential for encouraging school PE. In that case, what is important is not a one-off support activity but a continuous bottom-up support. For this reason, we had held school sport festival continuously in elementary schools, secondary schools and Provincial Teacher Training College (PTTC) at the specific province. The results in the present investigation suggest that the following two tactics are effective for support strategy. The first tactic is the support multiplying from school-to-school within local area, so that children and teachers begin to get school PE. The second tactic is the support considering teacher education cycle, so that students who experienced school sport festival enter PTTC and, after graduation, they return to their place of origin and become school teachers. As challenges still remain in the future, it is necessary to set up assessment system.

**Kanegae Junichi:** Professor of Kindai University of Kyushu Junior College in Japan; Major Sport pedagogy

**Tsuzuki Tomohiko:** Lecturer of Seinan Gakuin University in Japan; Major Sport pedagogy

**Nakashima Noriko:** Associate Professor of Namamura Gakuen University in Japan; Major Sport pedagogy

**Kurokawa Tetsuya:** Professor of Miyagi University of Education in Japan; Major Sport pedagogy

**Unno Yuzo:** Professor of Aichi Gakuin University in Japan; Major Sport pedagogy

### ***Re-vision of physical education class to give hope to the oppressed: an examination of the relationship between the gap and the teachers' goal orientations in PE***

Kurokawa Tetsuya, Nakashima Noriko, Tsuzuki Tomohiko, Kanegae Junichi & Unno Yuzo

The findings of our researches using Learning Career Assess Scale: LCAS (Unno et al, 2012) suggested that there are two relationships—the upward spiral and downward spiral— among PE teachers' instruction, students' learning attitude, learning outcomes, like/dislike feeling toward PE, and value recognition of PE class. Additionally, teachers' value orientations might define their curriculum decision making: their selection of goals, content to teach, instructional strategies and so on (Hsien-Yung Liu et al, 2006). This study intended to determine the middle school PE teachers' goal orientation and to examine the relationship between the teachers' goal orientation and the actual condition of student' learning in PE. Sixteen middle school PE teachers responded the Curriculum Goal Orientation questionnaire, while 1,373 students in 8<sup>th</sup> and 9<sup>th</sup> grade students taught by them were responded to the LCAS, then the valid responses were 978 (8<sup>th</sup> grade; n=315, 9<sup>th</sup> grade; n=663, valid response rate was 71.3%). The findings clarified the middle school PE teachers in Japan hold four goal orientations: Skill-Pleasure; Fitness-Affective; Weak expectation; Skill-Cognitive. The students who taught by the teachers with Fitness-Affective and Skill-Cognitive orientation gained most high scores on almost all factors. Namely, they acquired higher scores on the factors of cognitive learning (teacher's instruction), conscious learning (learning attitude), and practical knowledge (learning outcome) than other students. That suggest, therefore, in order to improve students' value recognition of PE class, it should be required to develop the knowledge and understanding about and cooperative learning skills for and affirmative attitude and value recognition of sport and physical activities, alongside of learning sport skills and tactics. In other words, we should guarantee students the sport and physical literacy (Kurokawa et al, 2006, 2011). The further researches need to clarify the teacher's value orientation about content, instructional strategies, learning style, and evaluation method and so on.

**Kurokawa Tetsuya:** Professor of Miyagi University of Education in Japan; Major Sport pedagogy

**Nakashima Noriko:** Associate Professor of Namamura Gakuen University in Japan; Major Sport pedagogy

**Tsuzuki Tomohiko:** Lecturer of Seinan Gakuin University in Japan; Major Sport pedagogy

**Kanegae Junichi:** Professor of Kindai University of Kyushu Junior College in Japan; Major Sport pedagogy

**Unno Yuzo:** Professor of Aichi Gakuin University in Japan; Major Sport pedagogy

## Keynote Address

16:00 – 17:00 Auditorium

### ***Schooling and democratic activism in the current political moment***

Bob Lingard

The sociology of education has largely focused on the ways in which education systems reproduce broader structural inequalities and the capitalist social formation. Furthermore, the current political moment of 'doubling down' on the neo-liberal accompanied by the rise of dangerous and fictive ethno-nationalisms in Europe, the UK and the USA, does not appear to augur well for a democratic, progressive politics. In this address I want to draw on two cases from a current research project funded by the teacher unions in Australia (specifically the New South Wales Teachers' Federation) to document some potential for a politics of hope in education in this contemporary context (Lingard, Sellar, Hogan and Thompson, 2017). The first case is a survey of Australian teachers that inter alia sought to ascertain the political dispositions of the survey sample of teachers (Thompson, Hogan and Shield, 2017). This survey showed that the teachers were overwhelmingly of a social democratic disposition with little variance across age, years of experience, location, and type of school. The survey data might also be read as demonstrating a substantial disjunction between the teachers' political dispositions and the underpinning assumptions of contemporary education policy and reform, especially in relation to privatisation and commercialisation of public schooling. The second case (Lingard, 2017) focuses on parent activism in the US state of New York in relation to the 'opt out' movement, more than fifty percent of whose membership are classroom teachers and union members. The apparent success of opt out evidences the rejection by this group of largely white, middle class, highly educated parents of a neoliberal construction of them as simply choosers and consumers in a school market. This address will interrogate the two cases to draw out insights and implications for democratic and progressive educational change today and for resources of hope.

**Bob Lingard** is a professorial research fellow in the School of Education at The University of Queensland. He researches and publishes in the areas of sociology of education and policy sociology in education. Bob is a Fellow of the Academy of Social Sciences in Australia and also a Fellow of the Academy of Social Sciences, UK.

## Pedagogy in the Pub

18:00 – 20:00 Pumpyard Brewery, Ipswich

## Wednesday 15 November

09:00	<i>Registrations/coffee</i>	Foyer
09:30	Symposium – Reimagining education for disenfranchised young people	AUD
	Symposium – STEM education the panacea for creating more democratic Australian schools: research, re-imaginings and realities	B203
	Development of a competency framework for the recognition of non-formal and informal learning in higher education institutions	B206
	Workplace learning and research for mid-career professionals: two Australian case studies	
	Professional development pathways and mixed method case study research for workplace project, program and portfolio management	
	Student creative writing in context: exploring place, disadvantage and English	B210
	Through the eyes of children: using supercomplexity to re-imagine literacy possibilities	
	Is chemistry education in crisis?	B331
	Re-imagining critical literacy amid the de-democratisation of education: lessons from policy in five global contexts	
11:00	<i>Morning tea</i>	Foyer
11:30	Symposium – Action research in education studies: politics and practice	AUD
	Knock, knock, who's there? Opening the door to re-imagining involvement of families in educational research	B203
	Elite early childhood education and care (ECEC) markets: myths, realities and implications for social justice	
	Early childhood quality discourses in an era of reform	
	A critical pedagogy of place for rural education	B206
	Democracy in the digital: curating the experiences in an online museum of New South Wales English teachers working with popular culture texts	
	Digital identity in a 'post-truth' world: the case for digital ethics	
	<b>Symposium – When education for gender justice backfires: tales from the crypt</b>	B210
	The National Exceptional Teaching for Disadvantaged Schools Program: looking backwards, looking forwards	B331
	A journey to south: (re)imagining teacher professionalism in the light of neoliberal educational reform	
	The importance of teachers' professional histories in achieving agency for social change	
13:00	<i>Lunch</i>	Foyer
14:00	Keynote – Pat Thomson – Reclaiming education for the public good?	AUD
15:00	<i>Summit close</i>	

## Symposium

09:30 – 11:00

Auditorium

### **Reimagining education for disenfranchised young people**

Chair: Robert Hattam

#### ***Class, disaffection and turning-it-around: exploring the struggle for the soul of working-class students***

Lisa Smith

It is widely acknowledged that Australia's education system is currently in the clutches of neoliberal and neoconservative agendas and as such its schools have come to act as entrepreneurial units competing for custom with students being commodified through their ability and capacity to *value-add* to not only their own reputations, but also that of their schools'. Neoliberal mechanisms of benchmarking, standardised curriculum and testing, target-setting and league tables, advocate for individualism and competition by quantifiably measuring schools' effectiveness and students' abilities to 'measure-up' to the ideals of the 'successful' student. Here, the market model assumes that everyone is able to universally compete (Connell 2003) and that the responsibility to 'succeed', or indeed 'fail', rests with the self-autonomous individual that has been liberated from any class differences that have seemingly 'melted away' (Walkerdine 2003). However, this is highly problematic and it is here that class-analysis needs to be re-invoked because although neoliberal discourses refuse to acknowledge class (Connell 2003), the autonomous and competitive subject that it avidly promotes as being 'normative' is shaped in the image of the middle-class (Walkerdine 2003). In contrast the working-class 'Other' are pathologically framed as being deficient and in need of governance and reform (O'Flynn & Petersen 2007). Therefore, the reality is that neoliberal discourses are creating ever increasing inequities and injustices for Australia's school students through the (re)production of classed differences and classed subjectivities (O'Flynn & Petersen 2007). With accentuated social and economic inequalities existing in neoliberal times there is a clear need to investigate the frictions that exist between working-class students' subjectivities and the middle-class school system in which they are situated. This paper takes up the challenge of foregrounding a proposed study that will explore a contemporary understanding of class and class subjectivity within the contextually significant site of the northern suburbs of Adelaide – an area known for its high level of educational disadvantage. This study will provide for a hopeful account by repositioning Kamler and Comber's (2005) concept of 'turn-around' from the student perspective to understand how students in, what is colloquially termed 'the North', mediate the struggle for their 'working-class souls' (i.e. their subjectivities) with their decision to *turn-back-around* to schooling.

#### ***Engaging the disengaged and disenfranchised: 20 years on from 'dropping out and drifting off', to 'turning back around'***

Sarah Hattam, Snjezana Bilic & Jennifer Stokes

Twenty years ago, influential research documented the complex and damaging reasons for the increasing number of students 'dropping out, drifting off' in South Australia's

Northern public high schools (Hattam & Smyth 1997; 2004). As the most extensive research of its time on early school leavers, Hattam and Smyth revealed student voices which expressed the myriad of 'gatekeeping' mechanisms and strategies implemented within their schools, illustrating the ways educational participation is complicated by class and other inequalities. The work explored student experience, and identified strategies which would support students to complete post-compulsory schooling. It is timely to review the lived experience of secondary school students from South Australia's Northern public high schools in order to determine whether the same issues prevail, whether identified solutions have been adopted in schools, and which aspirational factors may influence these students to 'turn back around' towards education (Smith 2017). Since the original research was conducted, Australia has identified targets for widening educational participation and many universities have commenced delivery of pre-degree enabling programs. UniSA College is closely aligned with Australia's widening participation targets, specifically the 2020 target that '20 per cent of undergraduate enrolments in higher education should be students from low socio-economic backgrounds' (Bradley, Noonan, Nugent & Scales 2008, p. xiv). Demographic indicators show that just over 50% of the UniSA College cohort each year are from low socio-economic areas of Adelaide, particularly 'the North' and reflect the disenfranchised group (Hattam et al 2009). The students who join these enabling programs have often left high school early or attained limited success in their final year, so have then chosen to reengage with education through UniSA College. Our one-year Commonwealth supported Foundation Studies program provides equity groups with a supported transition into university wherein they earn a score for undergraduate application. Students develop academic literacies and competencies to succeed in a tertiary environment. Research suggests that providing engagement opportunities for students who 'battle' with 'procedures that are difficult to understand and a language which is "alien" to them' (Krause 2005, p.11) requires the development of a responsive teaching framework. Since its establishment in 2011, UniSA College has strived to provide opportunities in a responsive framework which offers a 'second chance' for those who have struggled in other educational systems. Drawing on student artifacts and interview data, our paper reports on the school experiences of UniSA College students which contributed to them leaving high school early and considers what brought them back to education. As in the original research this case study will focus on student voices, capturing the "'subjugated knowledges"' of early school leavers that, while considered unworthy by those making policy, ironically hold the promise of providing the most powerful explanations' (Hattam & Smyth 2004, p. 25). How do today's students report on their experiences of high school? What are enabling programs doing differently to engage disenfranchised students? This research will explore these questions and examine the key influencing aspirational factors that lead disengaged individuals to reengage through enrolment in an enabling program, in order to 'turn back around' toward education.

### ***Towards the knowledge producing school***

Robert Hattam

Unfortunately Australian schooling still (re)produces social stratification and there is a strong case that social justice gains of the 1980s and 1990s are now being undermined. As well, socio-economic inequalities are intensifying which places extra strain on schooling as a key site for social and identity formation. This paper takes up one lineage of critical pedagogy studies to outline a curriculum and pedagogical reform project for so-called 'disadvantaged' schools. In the first instance, borrowing from Delpit (1988) students 'must be

allowed the resource of the teacher's expert knowledge, while being helped too acknowledge their own "expertness" as well (p. 296). Put simply, the challenge is to treat student lifeworld knowledges seriously in a curricular and pedagogical sense. Previous related research (Comber & Kamler, 2004; Kamler & Comber 2005) indicates that when teachers take the opportunity to learn about young people and their families as an integral part of curriculum design, then what results, is new-found respect for students as learners, workers and citizens, directly contesting pervasive deficit assumptions (Egan-Robertson & Bloome 1998). When communication between teachers' and students' communities is enacted in the form of more relevant curriculum design with higher academic expectations, teachers can expect improved pedagogical relations and enhanced student outcomes (Gonzalez & Moll 2002). On this theme, there are a number of variations that offer resources: Negotiating the curriculum: Boomer (1992a); connectedness in the 'productive pedagogies' (Hayes et al 2006), a 'funds of knowledge' approach (Moll, Amanti et al. 1992; Gonzalez, Moll et al. 2005); a local literacies approach (Street 1994; Luke, Comber & O'Brien 1994; McLaughlin 1997); 'place-based' pedagogies (Smith 2002); engaging with youth and popular culture ((Dimitriadis & McCarthy, 2000; Atkinson & Nixon, 2005); 'multiliteracies' project (New London Group 1996); and Shor's (1988) 'situated' pedagogy'. All of these approaches pursue a theory and practice of teachers as ethnographers and students-as-researchers (Egan-Robertson & Bloom 1998; Steinberg & Kincheloe 1998; Thomson & Comber 2003). In this paper I want to suggest a scaling up of curriculum and pedagogy redesign projects to the *knowledge producing school*. Such an idea has yet to really get any traction in the literature and in practice, even though we can borrow from Bigum's (2003; 2004) work on the *knowledge producing school*, and Smyth et al's (2010) *relational school* to provide a start to devising a conceptual framework. What I have in mind, are schools as sites for 'knowledge production, accumulation and dissemination' (Bigum, 2004, p. 63) and become known as repositories of knowledge about their local communities and that includes knowledge about the local environment, history, geography, economy, political economy, migration and (de)colonisation and the list goes on. School would be known as local research centres with capacity building resources for doing research of many kinds. The school curriculum would transform from providing opportunities for young people to jump through hoops for future learning and work, to places where they learn how to learn and conduct their own research that contributes to making their communities better places to live.

**Lisa Smith** is in her first year of a PhD candidacy at the University of South Australia and has been awarded a Research Training Program (RTP) Scholarship to undertake her research. Her dissertation investigates how students from the northern suburbs of Adelaide mediate their working-class subjectivities with their decision to 'turn-back-around' to schooling. Lisa has previously completed a Bachelor of Education (with Honours) at the University of South Australia. Her Honours thesis was titled '*A fish out of water*': Exploring relationships between the aspirations and 'hot' knowledge of students in northern Adelaide, and was awarded First Class Honours. Since its completion, she has worked for the Department for Education and Child Development (DECD) as a secondary school teacher in both the northern suburbs of Adelaide and the Adelaide Hills. Lisa's academic interests include social justice and schooling, aspirations, hot knowledge, classed subjectivities, critical pedagogy, and neoliberalism.

**Sarah Hattam** is a lecturer and Program Director at UniSA College and has been part of the core teaching team since its inception in 2011. Sarah has extensive experience at teaching, course coordination and curriculum development within the higher education sector in the fields of Sociology, Cultural Studies and Politics. Sarah's high levels of performance in teaching have been recognised as she was a recipient of a UniSA Supported Teacher Award in 2011. Her deep concern for issues related to education and justice led to working within the enabling education field and informs her teaching approaches.

**Snjezana Bilic** is a course-coordinator and lecturer at UniSA College. Snjezana has a deep concern for issues related to education and justice which led her to working within the enabling education field and this informs her teaching approaches. Her PhD dissertation titled 'Women's Rights and Cultural Rights of Liberian and Afghani Women in Multicultural Australia' is inspired by the theoretical debates about the tensions between women's rights and cultural rights. With this research Snjezana contributed to feminist discussions about rights and also to research on policies concerning refugee women and their communities in multicultural contexts.

**Jennifer Stokes** is an award-winning educator, who specialises in screen studies, multimedia, foundation studies and information literacy. She has been recognised for her ability to engage university students through media forms and has taught film production in Australia and Singapore. Her publications focus on media engagement, critical thinking, and widening participation policy and practice. Her background in film and multimedia production and her commitment to social inclusion through education informs an innovative approach to course content. She currently coordinates courses in digital literacy and information literacy at UniSA College which is based at the University of South Australia. She is a doctoral candidate at The University of Adelaide, where her doctoral research focuses on enabling pedagogy. She has considerable experience working with students from equity groups and is passionate about educational access and the role universities can play in social inclusion and societal betterment.

**Robert Hattam** is an Associate Professor in the School of Education. His research focuses on teachers' work, educational leadership, critical and reconciliation pedagogies, refugees, and school reform. He has been involved in book projects with others that include: *Schooling for a Fair Go*, *Teachers' Work in a Globalising Economy*, *Dropping Out*, *Drifting Off*, *Being Excluded: Becoming Somebody Without School*, *Connecting Lives and Learning*, *Literacy, Leading and Learning: Beyond Pedagogies of Poverty* and *Pedagogies for Reconciliation*. He also has published a book entitled *Awakening-Struggle: Towards a Buddhist Critical Theory*.

## Symposium

09:30 – 11:00

B203

Chair: Jane Hunter

### ***STEM education the panacea for creating more democratic Australian schools: research, re-imaginings and realities***

Jane Hunter, Annette Hilton & Miriam Tanti

Education in STEM (Science, Technology, Engineering and Mathematics) is a significant issue for governments and organizations across the world as concerns are expressed about students' lack of progress in these areas. Data on which these assertions are made vary and ignore granular detail in local and national projects. Three short papers in the symposium take up the conversation with examples from research in schools in NSW, Queensland and Victoria. The first paper focuses on building capacity and confidence in primary school teachers using ideas of teacher-self efficacy, agency and leadership to teach the STEM disciplines. A series of recent High Possibility Classrooms research studies in NSW and Victorian schools highlights the necessity for primary school-aged students being given opportunities to tackle significant real world matters in their learning. The second paper will center on research in Queensland schools using a model designed to promote critical numeracy for citizenship, and students' life worlds beyond school in the 21st century. It emphasizes primary and high school teachers' practices and students' learning outcomes providing an argument for rethinking teachers' numeracy education for K-12 classrooms. The third paper presents a national vision for STEM education through different lenses and a set of beliefs associated with Slow. The new theoretical framework of Slow comprises four convergent themes: state of mind, time, process and connectedness. These themes will be offered through interdisciplinary, ICT-rich secondary school case studies that highlight the potential of Slow to re-imagine the way we think about education. Important critique is offered through diverse interpretations of the STEM agenda in the three papers; revealing powerful options and ripostes for young peoples' lives in Australian schools now and into the future.

Dr **Jane Hunter** is conducting a series of postdoctoral research studies in STEM education in NSW, ACT and Victorian schools. She teaches in the Master of Teaching program in the School of Education at the University of Technology Sydney and started her working life in academia with a project on 'the possibilities for the creation of good citizens in schools'. Follow Jane on Twitter @janehunter01

Dr **Annette Hilton** is an Associate Professor at the International Research Centre for Youth Futures, University of Technology Sydney. Her research interests include teachers' professional learning, practitioner research, numeracy, science and mathematics education. Her career as an educator spans over 30 years including work in schools and universities in Australia and overseas. Follow Annette on Twitter @annettehilton4

Dr **Miriam Tanti** is the Deputy Head, Faculty of Education and Arts at the Australian Catholic University, NSW. She prepares both undergraduate and postgraduate students to integrate ICT into their teaching. Her research has been focused on developing a Slow ontological and philosophical framework that presents a vision for sustainable ICT-rich learning. Follow Miriam on Twitter @miriamtanti

## Individual Papers

09:30 – 11:00

B206

Chair: Lee Fergusson

### ***Development of a competency framework for the recognition of non-formal and informal learning in higher education institutions***

Hugo M. Muianga

The paper investigates 'non-formal' and 'informal' learning as capabilities, which are made up of skills, knowledge, attitudes and leadership through the practical utilisation of learned skills. Higher education institutions, in academic terms, provides for the overall contribution of knowledge through a quality education framework. The existent literature reveals non-formal and informal elements of learning could be gradually incorporated by formal education, and continue to meet the needs of individuals and of the society. A competency framework, aligned with relevant pedagogy provides a structured guide for the identification, development and evaluation of non-formal and informal knowledge acquisition. Within the context of transnational mobility and the internationalisation of higher education, a competency framework for the recognition of non-formal and informal learning provides opportunities for institutions to integrate non-formal learning to formal knowledge through teaching and learning communities. The paper concludes by highlighting a framework, with relevant activities required for integrating non-formal and informal learning into teaching and learning pedagogy, to emphasise a democratisation of education and bridge a gap in the growing levels of social and educational inequality in Australia.

**Hugo M. Muianga** is a Doctoral candidate in the Professional Studies Program at USQ, and Head of Organisational Development & Enterprise Learning with an independent research organisation. Research topic interests include work-based learning (WBL), Innovation and Entrepreneurship, and Higher Education: where teaching and learning are the set of integrated planning processes that guide the development of policy and guidelines for practice.

### ***Workplace learning and research for mid-career professionals: two Australian case studies***

Lee Fergusson, Tim Allred & Troy Dux

This paper considers two interrelated aspects of workplace learning in Australia as it relates to social progress: 1) workplace research as a function and expression of workplace learning; and 2) University of Southern Queensland's multi-disciplinary and collegial Professional Studies Program for mid-career professionals, and how it provides opportunities for, and overcomes hindrances to, workplace learning and research. The paper introduces two research case studies currently being conducted by mid-career professionals in the Australian workplace learning and research context. The purpose of these studies is to provide concrete examples of work-based learning through research, with a focus on research methods, outcomes and deliverables. Case study no. 1 considers safety leadership and its impact on the performance of Australian companies, including the current status of 'authentic leadership', health, safety and wellbeing, and performance in corporate cultures, as well as background and prior learning of the researcher and research lessons learned. Case study no. 2 summarises the 'professional identity' of investigators within the Australian public service, with an emphasis on definitions of

investigation and competency and how these relate to professional identity. The paper concludes by suggesting that workplace learning and research address the complexities, challenges and future demands of Australian workplaces along with the work, mobility and personal development needs of mid-career professionals.

**Lee Fergusson** is Associate Professor of Professional Studies at USQ. He holds a diploma in visual arts, a post-graduate diploma of education, and M.A. and Ph.D. in Vedic Science, with post-doctoral research in Cambodian higher education. He is the author of nine books, including "What a Waste: Studies in Anthropogenic Sources of Pollution".

**Tim Allred** is a Certified Chartered Generalist OHS Professional and HSEQ Manager at Programmed Facility Management. With over ten years' professional health and safety experience across a range of industries, Tim has intentionally undertaken steps to instil a lifelong learning approach to his personal and professional development. Tim is a Doctoral Candidate of University of Southern Queensland Professional Studies Program.

**Troy Dux** obtained his Master's Degree from Charles Sturt University in 2014, and is currently a candidate in the Doctor of Professional Studies program at the University of Southern Queensland. His research is centred on investigator professionalism and training.

### ***Professional development pathways and mixed method case study research for workplace project, program and portfolio management***

Lee Fergusson, Phil Rutherford & Murray Gough

With increasing globalisation of markets and industry, the world of portfolio, program and project management (P3M) is rapidly changing. This situation means that professional managers have an increasing need to upgrade, accurately reference, and change their knowledge, skills and attitudes for a wider and more dynamic environment. Having been initially developed and refined in the Defence and Information Technology industries, the practice of P3M has been applied to the design, development and implementation of project management in many other fields of industry and government, with many national and international standards ratified since the late 1990s. However, increasingly, managers are required to link their results to strategic and business performance outcomes, thereby requiring P3M to become more comprehensive in scope while being innovative and flexible. While many Australian organisations use a range of so-called Project Management Maturity Models to measure their level of management competency and capability for P3M, these non-customised models are mostly used to measure maturity against prescribed criteria, suggesting process change rather than sustainable performance improvement. Moreover, there are often no formal change management strategies which incorporate method flexibility and people development in order to bind internal change to P3M competencies and results, and newly acquired capabilities are rarely linked to enduring and continuously changing workplace cultures. This paper therefore examines pathways for professional development through workplace research models focusing on mixed methods case studies, the development of a flexible and adaptable next-generation P3M improvement model, and alignment of P3M with an emerging international Vocational and Education Training model.

**Lee Fergusson** is Associate Professor of Professional Studies at USQ. He holds a diploma in visual arts, a post-graduate diploma of education, and M.A. and Ph.D. in Vedic Science, with post-doctoral research in Cambodian higher education. He is the author of nine books, including "What a Waste: Studies in Anthropogenic Sources of Pollution".

**Murray Gough** has worked with a wide variety of organisations in Australia and the Asia Pacific Region to analyse, develop, design, conduct and evaluate programs for the development of business and project management staff of public and private sector organisations. Murray has managed and consulted in a diverse range of projects including training systems, organisational change and international infrastructure and aid projects. His selection and use of relevant procedures and toolsets is a key strength, and Murray has assisted organisations achieve optimal processes for the specific level, type and complexity of projects and programs by employing a corporate improvement model.

**Phil Rutherford** is a highly-regarded specialist on national and international vocational education systems, with over 45 years' experience in adult workplace training and staff improvement. He has written and lectured widely on VET and is currently the creator and CEO of the International VET Network, a global organisation implementing high quality VET training and assessment across the world.

### Individual Papers

09:30 – 11:00      B210

Chair:                      Nathan Lowien

#### ***Student creative writing in context: exploring place, disadvantage and English***

Jennifer Dove

I like to say that my real teaching story started at a heated staff meeting in 2009 about our school's possible responses to NAPLAN data reporting, however, my place in teaching and writing is woven out of ongoing stories and questions. Now I teach in a tiny town of maybe 2000 people in north-west NSW where I am reminded to be conscious of how educators and government bodies define 'disadvantage' (McInerney & Smyth 2014) according to socio-economic status, cultural and language backgrounds and geographical location, and make assumptions about its effects. What if an alternative view of student literary writing considered the aims and possibilities of place-conscious education? Students in English classrooms are required to "use language to shape and make meaning according to purpose, audience and context" and to "express themselves and their relationship with others and their world" (NESA 2012), while operating in a field of practice that is frequently decontextualized, individualistic and subject to standardized testing. Stories of experience and place are valuable in the pursuit of meaning and understanding, however, opportunities for young people to tell their stories are limited. Place-conscious education embraces 'the spaces created by difference' (Gruenewald 2003), while sociocritical literacies (Gutiérrez 2008) and socio-spatial literacies (Mills & Comber 2015) present opportunities to acknowledge the silent, somewhat hidden, young people of remote NSW. Teachers and students equally play a role in the creation of new spaces for teaching and learning that enhance these possibilities. An analysis of the literary representations of place created by students, and their attitudes towards writing, highlight possibilities that align with the English Syllabus and its focus on language and meaning. Even more importantly, my students' stories counter deficit perspectives of remote Australia and add colour and understanding to attempts to define the complex social space of the rural.

**Jennifer Dove** is a doctoral candidate at the Centre for Educational Research, Western Sydney University and an English teacher with experience in urban and remote schools in NSW.

## ***Through the eyes of children: using supercomplexity to re-imagine literacy possibilities***

Natalie Thompson & Noella Mackenzie

Contemporary education in Australia is complex and dynamic. As educators we work in a time of turbulence, change and multiple and expanding frameworks of understanding. This affects not only our world but the academic endeavour of trying to understand it. For literacy education, the pace and impact of change on our textual landscape and communicative practices are creating new pedagogical challenges. How can we continue to best meet the literacy needs of all children today and an unknowable future? How can we continue to design impactful education research so that our voices (and those of the children in our schools) can continue to inform the debates about what counts as literacy? In this presentation we suggest that Ronald Barnett's theoretical framework of supercomplexity offers a new way to examine the expanding divide between children's experiences with literacy in classrooms and their everyday literate lives. We will reflect on the ways that this framework allowed us into the worlds of children who are currently trying to manage the divide between the particular kinds of literacy being promoted and valued in classrooms and the expanding kinds of literacy that constitute their life-worlds. Supercomplexity acknowledges that what might count as literacy and what literacy might become are subject to our collective imaginations. In doing so, it invites us to challenge conventional thought about literacy in order to create spaces for change in the everyday lives of children.

**Natalie Thompson** is a doctoral candidate and teacher at Charles Sturt University. Prior to this Natalie taught in regional schools and, over time, developed a deep interest in inclusive practices and equitable access to engaging contexts of learning. More recently, Natalie's research looks at children's experiences of learning about literacy in the changing and exciting conditions of the 21<sup>st</sup> century.

**Dr. Noella Mackenzie** is a Senior Lecturer in literacy studies at Charles Sturt University, Albury. Noella's current research focuses on: writing development in the early years in Australia and Finland; students working above standard in literacy and numeracy; and the vexed issue of handwriting and keyboarding in the current era. Her research is informed by her ongoing work with classroom teachers and university students. Her work has been published in professional (e.g. *Practical Literacy*) and research journals (e.g. *Australian Educational Researcher* and *Australian Journal of Language and Literacy*).

## Individual Papers

09:30 – 11:00 B331

Chair: Jennifer Alford

### ***Is chemistry education in crisis?***

Sarah Kolajo

Chemistry is becoming more and more rote learning. Is chemistry education in crisis? Scholars across the world agree that Critical Thinking (CT) is one of the 21st century essential skills and that integrating CT into teaching is important for enhancing the quality of learning. As such, CT is accepted as an important part of undergraduate education. The research reported here focussed on how lecturers themselves reported, and were observed, to model CT and strategies to help students use CT skills in a first-year university chemistry class. Findings were derived from student survey, interviews with lecturers, lecture observations, focus group interviews with students, lecturer survey and document analyses. The data reveals that most students identified the extent of lecturers' involvement in developing CT as moderate or slight during teaching. Similarly, lecturers commented that they developed CT skills "sometimes". Lecture observations indicated that there was minimal inclusion of direct or explicit use of CT and especially in relation to chemical concepts. However, there is promise that reflection by lecturers about their use of CT can act as a tool for growth to produce well-grounded chemists with innovative minds to discover new theories rather than repeat what has been for centuries in the field of chemistry.

**Sarah Kolajo** is a PhD student at Flinders University, SA. Her research focuses on the impact of teaching technique on the quality of learning outcomes. Her thesis has identified an opportunity in tertiary chemistry education for lecturers to move away from 'chalk and talk' rote learning and towards critical thinking based learning approach.

### ***Re-imagining critical literacy amid the de-democratisation of education: lessons from policy in five global contexts***

Jennifer Alford

Within the current, neo-liberal global education climate, where does the competition discourse leave critical approaches to literacy and language learning in general, and more specifically in relation to those learning English as an additional language (EAL)? Once hailed in policy as crucial to the literacy learning enterprise, critical literacy is now out in the cold in Australia as far as curriculum priorities are concerned. In this paper, I present a comparative investigation of how critical literacy is represented in English language education policy for high school EAL learners, among the most marginalized in our education communities, in various so called "Global North" contexts – Australia; England; Ontario, Canada; the US, with a focus on California; and Sweden. The key interest is: within complex societies characterized by superdiversity, what's in? and what's out? in terms of critical literacy, in the age of global, economic competition and the attendant accountability and measurability in education? The analysis takes the position that texts governing literacy education, such as curricula, can be tracked for "rumours of power"

(Michalowski, 1993); that the language used to promote or conceal critical literacy is imbued with power associations. Using text-based Critical Discourse Analysis (Fairclough, 2003), the analysis explores the fact that "policy and ideology have crucial connections that must be explored if we hope to understand policymaking processes, constraints on policy alternatives, and the socially constructed meanings of specific policies and practices" (Tollefson, 2013, p. 3). The picture varies significantly among the 5 countries. While some have obfuscated critical literacy in favour of more easily measurable outcomes driven by narrowed ideological platforms, others have retained it as a mechanism for mobilizing democratic principles of education. Affirmative interference will come from educators looking beyond their own borders to how others are continuing the unfinished critical literacy project and in interpreting what's in and what's out in their own curriculum from a globally-informed, critical project position.

**Jennifer Alford** is a Senior lecturer in the Faculty of Education, QUT. She is interested in pedagogic models of critical literacy and what they afford; how language education policies articulate, or otherwise, notions of criticality; and how teachers understand and mobilise critical approaches to literacy education amid increasingly narrow, test-related education priorities.

## Symposium

11:30 – 13:00      Auditorium

### **Action research in education studies: politics and practice**

Chair:                      Alison Wrench

### **Educating pre-service teachers: towards a critical inquiry workforce**

Kathryn Paige & Alison Wrench

The Australian Professional Standards for Teachers (AITSL 2017) identify a range of supposedly demonstrable capabilities for graduate teachers that include: *evaluate and improve learning programs, engage in and apply professional learning* as well as *improve student learning*. Illustrations and elaborations privilege the realisation of these Standards through mentoring, supervision and feedback from senior or more experienced colleagues. As a point of differentiation we argue that the preparation of graduate teachers should include engagement in critical classroom inquiry or action research as means for expanding professional learning, developing their practices and improving student learning. In this presentation we report on a case study of pre-service teachers who undertook critical inquiry into an aspect of their pedagogic practices during their final practicum placement. The pre-service teachers were enrolled in a 4 year concurrent Bachelor of Education (primary/middle) which prepared them as generalist classroom teachers with specialisations in two learning areas. A key aim of the particular Bachelor of Education was educating pre-service teachers towards a critical inquiry workforce. Of significance here is the premise that self-reflective inquiry undertaken by teachers is central to research and aims to improve pedagogical practices, the understandings of the justice implications of these practices and the schools and classrooms in which they are enacted. In this presentation we outline practices and procedures used in the preparation of the final year pre-service teachers to engage in critical inquiry. Specifically we address the use of contemporary theorisation of critical classroom inquiry or action research, concrete examples undertaken by pre-service teachers with support from academics at the

University of South Australia as critical friends and mentors for making sense of the data and presenting findings. We draw on inquiry questions and abstracts developed by pre-service teachers over a seven year period as evidence of possibilities for preparing graduates who can be socially critical teacher-researchers. We conclude in arguing that these possibilities are vital in times framed by a narrowing technical and standardised educational environment.

### ***Rethinking action research – scoping the research challenge: whole staff in dialogue***

Stephen Kelly

One outcome of a large R-12 regional school's examination of its learning culture has been a commitment to a whole school action research involving every member of staff. This paper addresses philosophical commitments made by the school's leadership to dialogic learning and understanding of the child as already capable (Ranciere, 2007; Rinaldi, 2013), which we follow by discussing documentation from a series of 'deep learning conversations' that focus on the themes of listening, cultural responsiveness (Gay, 2001; Sarra, 2014) and the rights of the child (Bessant, 2014). These deep learning conversations have been characterized as belonging to the challenge or provocation phase of an action research sequence, to be followed by opportunities to rethink curriculum, negotiate an action research design, conduct the action research and then to perform the findings of the research. The challenge phase of this action research was framed by Biesta's (2013) concern that democracy is put at risk when education is reduced to quanta of learning. When working on the concept of the child as already capable we need to be careful not to reduce our descriptions to the simply measurable. Reading through Ranciere, Dewey and Levinas, Biesta has cautioned that schools are also sites that produce less democratic societies. To counter such forces, we might understand the child as someone who is already capable and is able to connect learning to the kind of democracy they wish to live in and the future they wish for themselves and others. We argued that when the child claims the right to speak and be heard their integrity has been respected. Under these conditions the child is able to speak fearlessly to claims to truth (Foucault, 2011). We use Bacchi's 'Whats the problem represented to be approach' to examine teachers' discursive production of learning, difference and diversity at this "challenge phase" of the action research. Here we are interested in ways that teachers have responded to the concept that learners able to demonstrate the capability of speaking to what they see, also attend to the reasoning of others and each person's sense of cultural identity and well-being. The paper concludes by problematising the use of this data to frame whole school challenges, while providing teachers with opportunity to identify their own research challenges.

### ***Towards a policy sociology/action research approach***

Irabinna-Lester Rigney & Robert Hattam

In this paper, we outline our rationale for a policy sociology/action research study that focuses on the (inter)national problem of how schools and teachers might actually improve learning for Indigenous students attending the public schooling system, acknowledging historically that Indigenous communities have not been served well by State provision. Across the settler colonial countries, including New Zealand, Canada, the USA and

Australia, there is an emerging consensus, especially by Indigenous scholar educators of the potential for *culturally responsive pedagogy* to be a significant part of the solution for the challenge of improving Indigenous student learning outcomes. Unfortunately the Australian version is presently only weakly developed, and as a consequence, Australian teachers do not have access to hopeful Australian exemplars of 'good practice' in this area, which we think is undermining the national effort to close the gap on Indigenous educational disadvantage. The paper focuses specifically on the research design for this study and make a case for what we are calling augmented action research that has the following elements:

- sustaining a collaborative research community across a cluster of schools to produce new professional and scholarly knowledge about culturally responsive pedagogical practice;
- reviewing the archive of educational research in settler colonial countries for rationales, theories, and descriptions of practice, for culturally responsive pedagogy;
- analysing Australian federal and state policy texts in the area of Indigenous schooling to ascertain how problems are named and how solutions are proposed;
- developing an augmented approach to action research that brings together data sets from classroom action research over 2 years, in 7 schools, with data about school structures and school culture; and
- advancing descriptions and theorisations of an Australian culturally responsive pedagogy that will inform teacher education, school-based professional development, and schooling and Indigenous policy in different Australian jurisdictions.

The paper will outline some of our initial findings from this research with a focus on our work to bring together policy analysis, classroom action research, ethnographically informed local school context studies (Ball et al 2012) and decolonizing methodologies (Smith 2012).

Dr **Kathryn Paige** is a senior lecturer in science and mathematics education at the University of South Australia. She taught for seventeen years in primary classrooms in a range of schools; rural, inner city and in the United Kingdom. Kathryn's research interests include pre-service science and mathematics education, eco justice and place-based education. Current projects include Citizen Science, Water Literacies, connecting children to the natural world and STEM and girls. Past projects include Redesigning Pedagogies in the North, and the Distance Education Project in the Eastern Cape, South Africa.

**Alison Wrench** PhD is a Senior Lecturer in health and physical education in the School of Education at the University of South Australia. Her research interests include socially critical pedagogies, identity work and gender issues related to health and physical education and physical activity more generally. Recent research projects include critical practitioner inquiry into pedagogical redesign for enhanced engagement and educational outcomes for marginalised students. This work builds on previous investigations of interrelationships between pre-service teacher subjectivities, socio-critical orientations and body-based pedagogical practices.

**Stephen Kelly** was awarded his PhD from the Queensland University of Technology in July of 2015. He began his career as a Drama and English teacher and over the last few years has worked as a literacy consultant. He has research interests in both the philosophy and sociology of education. In bridging these two areas of interest, Stephen's research agenda focuses on the possibilities of democratic education. Using Foucault's concept of *parrhêsia* he is interested in how learners are

encouraged to become fearless speakers to claims to truth. Stephen is currently employed by the University of New England in the School of Education.

Professor **Lester-Irabinna Rigney** (School of Education, University of South Australia) has worked in Aboriginal Education for over 20 years and across the Pacific in New Zealand, Taiwan and Canada. He is recognised as a national and international authority in the area of Indigenist Research Methodologies. He is an active editorial board member on several national and international Indigenous Studies journals and is in constant demand as a commentator on national and international Indigenous matters and has published widely on Education, Languages and Knowledge transmission. His 2006 co-edited book titled *Sharing Spaces: Indigenous and Non-Indigenous Responses to Story, Country and Rights*, is an Australian text on Indigenous and non-Indigenous race relations and how this converges in the vulnerable, vital and contested space called 'education'.

**Robert Hattam** is an Associate Professor in the School of Education. His research focuses on teachers' work, educational leadership, critical and reconciliation pedagogies, refugees, and school reform. He has been involved in book projects with others that include: *Schooling for a Fair Go*, *Teachers' Work in a Globalising Economy*, *Dropping Out*, *Drifting Off*, *Being Excluded: Becoming Somebody Without School*, *Connecting Lives and Learning*, *Literacy, Leading and Learning: Beyond Pedagogies of Poverty* and *Pedagogies for Reconciliation*. He also has published a book entitled *Awakening-Struggle: Towards a Buddhist Critical Theory*.

## Individual Papers

11:30 – 13:00      B203

Chair:                      Alice Brown

### **Knock, knock, who's there? Opening the door to re-imagining involvement of families in educational research**

Alice Brown

Raising and educating children is a collective undertaking, one in which we are privileged to enter into with a range of stakeholders including children, educators, parents and families (Brown, 2012; Moore & Fry, 2011). There is also a significant body of empirical studies that confirm the critical role of parents and significant adults in supporting a child's learning, development and behaviours throughout the lifecourse (Emerson, Fox, & Sanders, 2012; Kendall, Straw, Jones, Springate, & Grayson, 2008; Zubrick et al., 2012). However, when it comes to seeking the insight of family members in educational research, or on matters which concern them or have a vested interest in, we still have so much to learn in terms of affording opportunities for participant involvement. On the surface educational research and engaging with families others with the intent of exploring their life-worlds and meaning-making sensitively and respectfully with families may appear to be deceptively simple, yet there are unexpected complexities and broader research and ethical dilemmas in terms of democratic considerations, interactional constraints (Roulston), and the interplay between power and powerlessness, which often emerge prior to and during all stages of the inquiry process. Considerations related to these and other issues requires critical decision-making from the very onset in terms of planning a project, to ensure that the rights and wellbeing of each party is considered, and that the methods employed afford for ethical practices, and respect and meaningful relationships (Hammersley, 2015; Palaiologou, 2014). This presentation affords delegates the opportunity to deeply consider how interpretations of participant involvement translates to ethical, respectful and meaningful educational research with families. Such a perspective includes the valuing of

social justice, democracy and the acknowledgement of participants' rights and agency, with great consideration for issues such as power differentials (Foster & Young, 2015; Hart, 1992; Palaiologou, 2014; Pascal & Bertram, 2012; Shier, 2001; Tuck, 2016). It is also anticipated that by engaging in these associated themes that we might be motivated re-frame, re-imagine and perhaps even re-position our current perspectives on 'participant involvement', and be challenged to consider alternative and innovative approaches that reflect respectful and ethical praxis.

Dr **Alice Brown** is an early childhood health, well-being and social ecology specialist. Her research focus is on gaining insights into the lifeworld's and meaning-making of others, and the theory/practice nexus of respectful and ethical inquiry. She adapts ecological models to better understand the impact that context and environments have on behaviours, beliefs and practice, particularly within domestic spaces, with and of young families. She directs her energy into engaging with, building upon and strengthening the capacity of those who care for, educate and work with young children. She sees her role as building assets and empowering individuals.

### ***Elite early childhood education and care (ECEC) markets: myths, realities and implications for social justice***

Frances Press & Christine Woodrow

Elite education is a murky concept that can at once be related to the (perceived) quality of the education provided, the education of 'elites' and/or the aspirations of the parents to whom the pitch of eliteness is made. This research considers how 'elite' early childhood education might be conceptualized in the highly marketised context of Australian early childhood education and care (ECEC). It investigates the emergence of an elite ECEC sector and considers implications for the positioning of ECEC as a democratic project. The researchers have examined the claims to 'eliteness' made in the online marketing materials of ECEC providers. These claims have been reviewed against the Australian Children's Education and Care Quality Authority's external ratings of ECEC quality. Further analysis has been conducted to determine the providers and locations of the most highly rated ECEC in relation to SEIFA indices. Two distinct trends can be discerned. Firstly, an increasing number of services position themselves as elite (or premium). Although expensive, many of these services are externally rated as being of poor or mediocre quality. Secondly, there is a small but emerging sector of high cost, high quality ECEC. Eliteness as a marketing ploy can be a costly, superficial promise. Equally, the development of a genuine elite sector (across the dimensions of cost, quality, and clientele) deepens the bifurcation of the system. Both trends threaten the democratic aspirations of ECEC. The researchers argue that it is time to reclaim the democratic and social justice aspirations that at the heart of early childhood movements throughout the 20<sup>th</sup> century.

**Frances Press** is a Professor of early childhood education at Charles Sturt University. She has a long-standing research interest in early childhood policy and its impact upon the quality of ECEC. She has written extensively on the impact of the marketisation of early childhood education and care in the Australian context.

**Christine Woodrow** is an Associate Professor in the Centre for Educational Research, Western Sydney University. Her work focusses on equity and quality in ECEC. She has led research concerned with the democratization of knowledge, and community capacity building in outer western Sydney and in highly disadvantaged contexts in northern and central Chile.

## **Early childhood quality discourses in an era of reform**

Elise Hunkin, Anna Kilderry & Andrea Nolan

In the global knowledge economy, early childhood reform discourses with a focus on quality have emerged as increasingly politicised. Drawing on the Foucauldian notion of governmentality, the paper critiques knowledge production, state/territory and federal government 'discourse intervention', and the tactical circulation of knowledge, values, norms and practices in the lead up to the 2006 Australian Federal election. Highlighting the role of 'discourse in action' in shaping the discourse of quality toward government reform ambition and agenda, this paper argues that the power relations constitute a technologisation of discourse and potentially threaten the democratic dimensions of policy making. A way forward lies not only with those who have input into policy-making globally and locally, but also those who work toward reimagining early childhood services, their potentials and uses. To do this, we use 'robust hope' as a vehicle for transformation with the aim to represent socially disadvantaged and diverse perspectives often marginalized by the neoliberal policy-making space.

Dr **Elise Hunkin** is a Lecturer in Early Childhood at RMIT University. She has an educator background and assists with course delivery and professional experience for undergraduate and postgraduate programs. Elise's investigates recent 'quality' reform policy in Early Childhood Education and Care (ECEC) in Australia. Using a critical historical approach, her work critiques the discourse of quality in ECEC policy both locally and globally with the view to create spaces for advocacy and change.

Dr **Anna Kilderry**, Deakin University. Researching from a critical perspective Anna's research uncovers issues of power, disadvantage and privilege. It focuses on early childhood curriculum, pedagogy, and policy and more recently, supporting children and families experiencing disadvantage making early years transitions. Anna has successfully disseminated her research findings through various international publications and conference presentations.

Professor **Andrea Nolan**, Deakin University. Andrea's research is framed around the capabilities of the early childhood education and care workforce, focusing on professionalization and practice. She has researched the impact of the current Australian reform agenda on professional identities, mentoring, inter-professional work, and professional learning. Andrea's research is widely published in international scholarly journals.

### **Individual Papers**

11:30 – 13:00      B206

Chair:                      Rachel Buchanan

### **A critical pedagogy of place for rural education**

Pam Bartholomaeus

Rural education is often discussed in deficit terms, and this is highly likely when the focus is on standardised testing and school performance. However, globalisation and population trends mean quality education for rural students is more important than ever and needs to be moved from the usual commentaries on education. Young people an understanding of the history, ecology, cultural life, economic circumstances and challenges faced by their rural community if they are to be well equipped for life wherever they choose to live their adult lives. A critical pedagogy of place (Gruenewald, 2003) offers students the opportunity to examine power relationships that impact on a community and to find ways to connect with their local place. While success in education is usually the means for young people to

leave their rural community, creating a pattern of students who have been less successful being the main group of young people who remain 'behind', a critical pedagogy of place can equip those who will remain in their community to contribute to the future wellbeing of their community. This presentation will outline some of the difficulties and challenges faced by rural communities based on futures research. These challenges will be linked with the affordances of a critical pedagogy of place.

Dr **Pam Bartholomaeus** researches questions focused on rural education and living in rural locations. She also supervises doctoral students researching rural education and including seeking socially just educational outcomes. Her current research is focused on rural education, rural futures, rural sustainability, place-based education, and theorising about place.

### ***These violent delights have violent ends': Looking philosophically at the praxis of English teachers through the lens of Hannah Arendt and bureaucratic violence in NSW, Australia***

Kelly Cheung

This paper presents a philosophic examination of bureaucratic violence upon the teaching praxis of English teachers in New South Wales, Australia. Arendt's (1970/69) *On Violence* unpacks the material and violent consequences of paradigm shifts - the dislocation of older beliefs and values amongst the arrival of new within societies. She posits the necessary evolution of an administrative bureaucracy tyrannical in its pursuit of rational solutions to abstract problems; absent of human feeling and understanding, incapable of nuanced decision-making; inexorably compelled towards violence in pursuit of set ends (Arendt, 1970/69, p. 83). In exploring the heteroglossic nature of subject English as a construct of history and place within Australia's federated democracy, the article posits a concern that bureaucratic influences on the praxis on English teachers may result in 'violent ends' - a diminishing of the transformational accord between English teachers and the students within their care. The adoption of an Arendtian lens reveals disturbing parallels for those working and learning within the sphere of Subject English: a movement away from an ethos of *civitas* and a movement towards standardisation may render asunder the pedagogical and curriculum values of English teachers and undermine their work with today's students/tomorrow's citizens.

**Kelly Cheung** completed a Master of Research, Macquarie University under the supervision of Dr Kerry-Ann O'Sullivan, on English teachers' use of manga and anime. Kelly is continuing her research with English teachers, now as a PhD candidate, on teacher identity and intellectual autonomy in online and offline places and spaces.

### ***Digital identity in a 'post-truth' world: the case for digital ethics***

Rachel Buchanan

That 'post-truth' is the Oxford Dictionary's word of the year for 2016 suggests that civil and civic discourse has been undermined by factors such as social media, the plethora of available information sources and the decline in the trust of 'experts'. The increased penetration of social media in people's lives has made a digital identity a necessity for participation in many aspects of society, yet the corporate ownership of much "public" digital space distorts digital identity in ways that are detrimental to civic engagement and democratic participation. Much of the history of philosophy has been about generating

ethical communicative norms that foster democracy and civic engagement, a role traditionally undertaken by schools in modern societies; However, while schools have been striving to provide students with the skills to participate in our increasingly digital society, there limits to what has thus far been achieved. In order to further the democratic ideals of schooling, fresh engagement with old ethical debates is required. Applying a philosophical lens to the issue of democracy in an increasing digitally mediated world, this paper makes the case for the development of new forms of digital ethics for schooling in contemporary society. Given the technological transformation of society, it is argued that digital ethics are required as the basis of a transformative curriculum.

Dr Rachel Buchanan is a senior lecturer in Educational Foundations at the University of Newcastle, Australia. Her academic interests centre on social justice and equity in education, leading to her research widening participation, educational policy, digital identity and the equity implications of the increased use of digital technologies.

## Symposium

11:30 – 13:00      B210

### ***When education for gender justice backfires: tales from the crypt***

Chair:                      Naomi Barnes

One of the biggest challenges for critical pedagogues enacting social and cultural changes within and across communities can be the unintended consequences of their work. What are the material, discursive and affective implications of 'doing good' when things don't quite go according to plan? What are the ethical considerations for researchers when others might be adversely affected by our good intentions? In this symposium we work to illuminate those unsettling moments when working for gender justice in educational settings backfires. The stories we divulge examine how critical pedagogues might, with the very best of intentions and through their own actions, become unstuck. The approach we are using keeps us from slipping into a version of intellectual hegemony that can position researchers as all-knowing experts setting out on a quest to do good. We believe that, if educational research is to be socially just, democratic and impactful, than it needs to start from a place of honesty that is as transparent about its failures as it is about its successes. This symposium is not intended to demonise or reify critical pedagogues or their practices. Nor is it intended to stop researchers/educators from pursuing social justice agendas. Instead, it functions to problematise notions of critical pedagogy and its potential for transformative thinking, social action and self-transcendence. By situating the stories that we would sometimes prefer to keep buried within a post-critical framework we encourage all knowledge and research to be seen as fluid, contestable, irreducible and evolving. This we believe is an approach that would support research to be more honest, authentic, informed and real. The ethical ramifications of this approach for educational research are significant.

### ***Everyday activism: micro decision making in academic motherhood***

Naomi Barnes

Gender equity in the workplace is a big ticket item in feminist studies. One factor workplaces should consider is flexible care arrangements for beginning and end of life; a

duty which largely falls to females. In this paper Naomi outlines her own journey of expecting her academic workplace to be flexible with her care responsibilities using examples of both successes and failures in her micro decision making. Naomi hopes to open up a dialogic about the real practicalities of flexible workplaces for gender equity.

### ***Primary masculinities: understanding the experience of male teachers in primary settings***

Ian Davis

Men are choosing to not work in primary education and those that do are not being retained within the workforce. We are currently living in what has been characterised as a risk society, the sexual and physical safety of children is becoming an ever more fearful area. Male teachers are having to negotiate this increasing fear, carefully having to demonstrate their safe masculine status in order to be trusted with the children in placed in their care. Conversely male teachers are often seen as necessary role models within a primary setting, positioning them as ideal examples of hegemonic masculinity. The pressure to appear ideally masculine, whilst at the same time being regarded as a potentially dangerous predator or even pervert is loading a specific pressure on male teachers that appears to be becoming impossible to negotiate and sustain over time. The complexity behind these contradictory ideas create a set of competing dynamics the interconnectedness of which currently seizes any progress in this area and offers instead a stasis which has become the norm. This research examines the strategies male teachers are employing to resolve the issue of how their masculinity is simultaneously experienced as both idealised and also dangerous.

### ***Why can't you just stop what you're doing so that we can all get on with our lives?***

Sherilyn Lennon

Doing activist research around issues of gender from inside one's community has its advantages and disadvantages. For instance, in the course of conducting my research into boys' schooling (under)performances in an isolated rural Queensland community, I was publicly branded a 'nihilist', 'alarmist', 'absurd', 'confronting', 'old fashioned', 'a bit slow in my uptake', 'politically correct', 'humourless', 'out of control' and 'ridiculous in the extreme'. There were moments when my property was vandalised and when community members shirt-fronted me about my work. In the same period of time I was also constructed as 'brave', 'empathetic', 'respectful', 'responsible', 'so right' and informed that 'this district needs more women like you'. Using critical praxis and activism to unsettle one's own community can have intended and unintended. This presentation digs up some of those more uncomfortable moments as a way of conceptualising what can be learned from them about research, researched and researcher.

### ***Girls' unfreedoms: just getting to school is our greatest educational issue***

Nina Ginsberg

Education in Australia has been subject to much debate over the years. Yet compared to education in many developing countries, Australian education is remarkable. In many

developing nations, just being able to walk in the door of a school is a major challenge for many students, especially girls. This presentation will provide compelling evidence and experiences where material, ethical and cultural challenges necessitate a 'rethinking' of approaches to educational problems. But what happens when these 're-imaginings' are not successful, or even possibly harmful? What do we do when things go wrong? Using as a starting point some of the cultural practices, politics and meanings drawn from student's daily school travel and from work on other programs in developing contexts, this session will pose critical and possibly uncomfortable considerations for researchers and educators. By sharing examples and outcomes of working in challenging educational situations, Nina hopes this discussion will lead to further action on how similar issues are recognized and addressed in Australian educational settings.

**Naomi Barnes** is a digital literacy researcher who researches how digital technologies work as cultural objects within education. She is particularly interested in how genre fiction and digital technologies can be used to disseminate and connect complex ideas. Naomi has previously researched how student voices can be added to higher education transition dialogues and is currently working with blogging and Instagram to investigate the intersections of academic work and motherhood.

**Ian Davis** is an educator of 17 years with a primary interest in Narrative Masculinity and Education. Ian has worked at both Sydney University and now Griffith University. Before moving to Australia he worked in London at Croydon College of Higher Education where he was the Head of the Critical and Theoretical Studies Department and before that as a Lecturer in the Education Studies Department. Previous to that he worked as a Social Worker and was seconded as a Practice Teacher to The University of the West of England and University College Northampton developing a degree pathway in social work specialising in Youth Mental Health. Ian has a monograph *Stories of Men and Teaching* published by Springer.

Dr **Sherilyn Lennon** convenes and lectures into the Secondary English Teaching curriculum courses at Griffith University. Before arriving at Griffith she spent many years as the Head of the English Department at a rural high school four hours west of Brisbane. Sherilyn wrote her first sole authored book, *Unsettling Research*, in 2015. Her current work merges issues of rurality, gender, justice and education with the work of the New Materialists.

**Nina Ginsberg** is a tutor and PhD Candidate at Griffith University. Her background as a competitive athlete brings a strong embodiment and mobility aspect to her work. Her work on community empowerment projects in developing countries focuses on issues relating to physical accessibility, social justice, gender, poverty, education and distance. Her doctoral research explores cultural gendered practices associated with NGO programs that donate bicycles to rural African girls for greater access to secondary education.

## Individual Papers

11:30 – 13:00      B331

Chair:                      Bruce Burnett

### ***The National Exceptional Teaching for Disadvantaged Schools Program: looking backwards, looking forwards***

Bruce Burnett & Jo Lampert

The National Exceptional Teaching for Disadvantaged Schools program was developed in 2009 as a direct response to the inequitable distribution of high performing graduating teachers in the high-poverty schools that need them most, or what some refer to as 'teacher-sorting'. Designed against the backdrop of contested quality teacher discourses, the rise of alternative teacher education pathways such as Teach for Australia and the 'disappearance' of social justice curriculum in crowded Initial Teacher Education curriculum, NETDS was conceived as a mainstream ITE program that might make a difference in better preparing teachers who would understand the impact of poverty and disadvantage on their teaching and who would choose careers in the low SES sector. Over eight years the NETDS program has proven both transferable and scalable producing meaningful influence across seven Australian universities, over 100 Australian schools, 4 Australian state education systems and 18 Australian researchers working within the social justice sector. The reach of NETDS research is evident well beyond the NETDS graduate teachers now working in Australian high poverty schools. The research has generated catalytic impact across graduate destination data, the core business of faculties of education, national and state educational policy, new forms of collaborative partnerships between universities, schools and the philanthropic funding sector as well as a network of international scholars working in high poverty education. By the end of 2017 there will be over 400 NETDS graduate teachers in Australian schools. Over 100 NETDS school partnerships have also been developed with strong links to networks of high-poverty educators as well as government departments (impacting both policy/HR staffing systems). NETDS participants report an increased sensitivity to issues of social justice, enhanced knowledge of poverty and disadvantage (including Indigenous disadvantage), higher expectations of their students, enhanced efficacy and ability to impart knowledge (such as literacy and numeracy) to their students. In this paper, we discuss what we have learned about designing a unique scholarly cohort-based learning model. We also look to next steps in the project as we take our learnings forward.

**Bruce Burnett** is a co-founder of the National Exceptional Teaching for Disadvantaged Schools program and works in the area of sociology of education with a particular interest in teacher education within the high poverty schooling sector. He is a Professor at the Australian Catholic University.

**Jo Lampert** is a co-founder of the National Exceptional Teaching for Disadvantaged Schools program. She has worked in Aboriginal and Torres Strait Islander education, and teacher education for social justice for over twenty years, and is a Professor of Education at La Trobe University in Melbourne.

### ***A journey to south: (re)imagining teacher professionalism in the light of neoliberal educational reform***

Bruna Lopes Duraes

Australia has recently experienced a radical transformation in education resulting in major standards-based reforms. These reforms resulted from the Australian Federal Government introduction of regulatory policies, such as national testing, national curriculum, and national standards. Similar policies have been also implemented in other developed nations - such as New Zealand, England, and the US - as part of an 'epidemic' of educational policy informed by a neoliberal agenda. This paper focuses on the impact of these regulatory policies on teachers' practice and identity and, ultimately, their professionalism in Australia. I argue that teachers' professionalism is at risk as their work is

constantly being regulated and monitored by governing authorities. These policies are changing the teaching landscape by legitimizing a particular understanding of professional practice that appears to us as beneficial and, hence, unquestioned. In presence of this normalizing tendency towards teachers' practice, I question the ability of teachers to exercise agency and to engage in meaningful pedagogical practices. I draw on the findings of my PhD thesis in which I examined the stories of four teachers, including myself. These teachers come from countries that have a history of colonization, the so-called Third World countries or South. I used narrative inquiry to explore their trajectories from South (South Africa and South America) to Australia to expose how these women became teachers in this new landscape. In this paper, I focus on how teachers live their own stories of change in this new landscape and explore the possibilities to exercise their agency and to engage in meaningful pedagogical practices.

**Bruna Lopes Duraes** is a Brazilian born educator who has worked in both Brazil and Australia, conducting research and teaching English as a foreign and second language. She is currently a Lecturer in the Faculty of Education, ACU (Brisbane), and is finishing her PhD thesis, which explored the experiences of Third World women teachers in Australia through narrative inquiry. Bruna is particularly interested in exploring the agency of teachers and its possibility in neoliberal conditions.

### ***The importance of teachers' professional histories in achieving agency for social change***

Jennifer Alford, Catarina Schmidt & Anna Lyngfelt

Irina Bokova, the Director-General of UNESCO reminds us that "Young people are learning to hate – we must teach them peace. ...we must respond with skills, with opportunities for civic engagement, for intercultural dialogue....We must teach human rights, dignity, tolerance and solidarity" (UNESCO, April 2017). Critical Literacy, through its focus on socially just readings of the world, can contribute productively to such a call for a new generation of global citizens. However, critical literacy has been, and still is, the object of much ideological tussle and obfuscation in Australian education policy and therefore in teacher education courses. The same is true for England and the US. In other contexts, such as Sweden, critical literacy is beginning to permeate practice but teacher education is struggling to work with long-held perceptions of Critical Literacy as "critical thinking". Critical Literacy runs the risk of losing its transformational power unless it can be re-imagined in ways that educators can agentively mobilise in their practice amid contemporary, competing demands of education. In this presentation, we utilise Priestley, Biesta and Robinson's (2013) model of teacher agency that draws attention to three interactive dimensions of agency: iterational (the teachers' past life and professional experiences), projective (creative configurations of future goals) and practical-evaluative (present judgements amid contextual constraints). We provide insights into how teachers of languages in Queensland and Sweden exercised agency to infuse current, "critical-lite" curriculum with a Critical Literacy approach to promote civic engagement among their learners. We also discuss the conflicts perceived by Science teachers in Sweden who are trying to exercise all three dimensions of agency, while the syllabuses traditionally have not encouraged work with Critical Literacy. The findings show that the practical-evaluative and the projective aspects are firmly rooted in the iterational (historical) dimension. For teacher education, this has implications for the ways in which teachers develop their professional histories, in this case their engagement over time with the critical project. Reflections on the opportunities teachers get to develop (and share) their professional histories around Critical

Literacy in teacher education programs in Australia and Sweden will be presented. Dialogue about this conundrum will be invited.

**Jennifer Alford** is a senior lecturer in the Faculty of Education, QUT. She is interested in pedagogic models of critical literacy and what they afford; how language education policies articulate, or otherwise, notions of criticality; and how teachers understand and mobilise critical approaches to literacy education with EAL/D learners amid increasingly narrow, test-related education priorities.

**Catarina Schmidt** is a senior lecturer in Pedagogy at the University of Gothenburg, Sweden. Her research focuses on literacy education and learning in the early school years. She has a special interest in Critical Literacy and linguistic scaffolds across the curriculum.

**Anna Lyngfelt** is Associate Professor at the University of Gothenburg in Sweden. Her main research interests are literacy development in multilingual classrooms, and critical literacy. She is now working with a project called *Development of Scientific Literacy: a multidisciplinary study of teachers, students and texts in multilingual secondary schools*.

## Keynote Address

14:00 – 15:00 Auditorium

### ***Reclaiming education for the public good?***

Pat Thomson

Post the Enlightenment, public good shifted from being an abstract ethical concept to a measurable entity – public goods (MacIntyre, 1984). However, while some public goods, such as lighthouses and roads, are easily 'seen' and quantified, other public goods, such as wellbeing and education, rely on statistical proxies and indicators. Public goods are differentiated from private goods in that public goods are seen as *non-excludable* – no citizen can be prevented from accessing and using them – and *non-rivalrous* – the use by one does not reduce their use by others. Private goods, provided by markets, are generally understood to be incapable of delivering either non-excludability or non-rivalry, unless strongly steered to do so. The two principles – non-excludability and non-rivalry – underpin struggles over current English education policy and structural reforms as well as ongoing Australian policies of funding for public and private education. I will particularly consider the English education policy context, arguing that both a moral and ethical vacuum and an assemblage of structural rules and practices work against education for the public good. This argument also has resonance in Australia. I will sketch out some elements of a campaign to reclaim a public good agenda.

Professor **Pat Thomson** PSM PhD FAcSS is Convenor of the Centre for Research in Arts, Creativity and Literacy (CRACL) at the University of Nottingham, United Kingdom. Pat is known for her interdisciplinary engagement with questions of creative and socially just learning and change. Her academic writing and research education blog 'patter' is archived by the British Library and posts are frequently republished elsewhere. She tweets as @ThomsonPat and is a coordinator for #acwri, a regular chat about academic writing. Her research activities can be seen on a range of websites - the TALE project, the Signature Pedagogies project, I worked at Raleigh, the Get Wet project, Performing Impact, Cultural Value and Live Art, and Quality in Alternative Education.