MONASH University

MERC CONFERENCE 2024

The State of Education: Reimagining, Reorienting, Redistributing

Thursday, 26th September 2024

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The State of Education:
Reimagining, Reorienting, Redistributing

Proceedings of MERC
Annual Conference,
Thursday, 26th September 2024

EDITED BY:
Jianing Liu
Jin Qu
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The State of Education:
Reimagining, Reorienting, Redistributing

Proceedings

of the

Monash Education Research Community (MERC)

2024 Annual Conference

The State of Education: Reimagining, Reorienting, Redistributing

Booklet Editors

Jianing Liu   Jin Qu   Minoli Wijetunga   Suhua Huang

Date: 26th of September 2024

Sponsored by:

2024 MERC Leadership Team

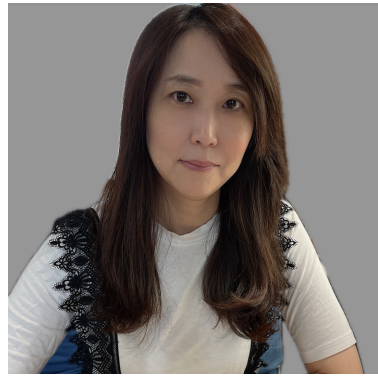

Jianing Liu

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Join the team!

Talk to us about being part of the MERC 2025 Leadership Team:

Email: merc-edu@monash.edu
Twitter: @merc_education
Facebook: Monash Education Research Community (MERC)

Acknowledgements

Acknowledgement of Country

Monash University's Australian campuses are proudly on Kulin land in Melbourne. We acknowledge the Traditional Owners of this land and recognise and pay our respects to Elders past, present and future.

The MERC Leadership Team 2024 is grateful for the guidance & assistance of

ROLE	NAMES
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Welcome Note

From the 2024 MERC Leadership

Welcome to the 2024 MERC Conference!

the classroom remains the most radical space of possibility in the academy

-   bell hooks

In Teaching to Transgress, bell hooks writes about the transformative nature of the classroom. As learners who operate within classrooms in one shape or the other, MERC Conference presents us with an opportunity to explore this radical space, to interrogate the possibilities, and to unlearn and learn from the richness and diversity of these spaces. We hope that this conference is a space where ideas can be presented, discussed, and debated in a safe and supporting manner. We hope this allows us not only to celebrate our work, but also to engage in a journey of learning.

The theme of the year's conference is **The State of Education: Reimagining, Reorienting, Redistributing**. A number of global challenges present new opportunities for the fields of Education and Psychology to make a valuable contribution to global peace and prosperity. Challenges such as the rise of political extremism, a technological renaissance through AI, climate change, and human rights violations demand we reflect on our practices and envision a better future for all and research for impact. Accordingly, the conference theme invited authors to reflect on the state of education and psychology, elaborating on existing and/or future-focused ways to reimagine the field, reorient the field to the various sociopolitical developments, and redistributing resources and knowledge for a better future.

We are grateful to the presenters for their willingness to share their learning journeys and the knowledge gathered. We are indebted to the wonderful reviewers for their time and knowledge sharing. We are especially thankful to the amazing volunteers without whom none of this would have been possible. We also thank the attendees for their participation in this knowledge exchange. Finally, a special word of appreciation to the non-academic staff of Monash, especially the LTB, for their hard work which makes events such as these possible and successful. Although only four individuals are visible as the leadership team, there is much invisible work behind this conference. We wish to acknowledge them all, named and unnamed.

We hope you have a wonderful day of learning at MERC Conference 2024!

With gratitude and warm regards,

The MERC Leadership Team 2024

General Information

Welcome Events (Hybrid)

The conference will begin at 8:45am with a welcome from the MERC Leadership Team and the faculty, followed by our opening plenary. Full details of each speaker for the Welcome Events are provided in the Conference Program section of this booklet.

Parallel Presentations (Hybrid)

Full details of each parallel presentation are provided in the Abstracts Section of this booklet. Each presentation will be 20 minutes in duration with 10 minutes for questions and feedback.

Closing Events with afternoon tea (Hybrid)

The final session for the conference will begin at 3:30 pm and conclude at 4:00 pm AEST, alongside afternoon tea. We will reflect on the day's proceedings.

Breaks (In-person)

Morning tea (10:00-10:30 am), lunch (12:30-1:30 pm) and afternoon tea (3:30-4:00 pm) are all provided during the conference and on the ground floor (G21) of the LTB. Please come and join for a time of meeting people, making friends, and sharing food.

Conference Zoom Links & In-person locations

The Zoom links and/or in-person locations for each event (welcome events, parallel presentations, closing events) have been emailed to all registered conference attendees. These links/locations are also available on the [MERC Conference Website](#) for your reference. The Conference Website will be updated if there are any changes to the Conference Program, including any changes to the Zoom links, rooms or the presentation schedule.

Participant Feedback

Successive MERC conference organising committees have benefited over past years from participant feedback. Therefore, your comments and feedback this year are equally valued and appreciated. Comments and feedback on the conference will be collected via google form after the conference.

If you have any questions or concerns, feel free to contact the MERC volunteers during the day. We are more than willing to assist and are keen to meet you.

Program Overview

TIME	EVENT	ZOOM/ROOM
8:45am – 9:00am	**Welcome (Hybrid)** MERC Leadership Team 2024 MC: Suhua Huang & Jin Qu Dr Kate De Bruin	ZOOM G21, LTB
9:00am-10:00am	**Opening Plenary (Hybrid):** Dr Karen Lambert Dr Erin Leif Dr Philip Chan	ZOOM G21, LTB
10:00am-10:30am	**MORNING TEA (In person)**	G21, LTB
10:30am-12:30pm	**Parallel Presentations – Morning Session (Hybrid)** Thriving Individuals and Communities Language and Literacy Engaging Sciences and the Arts (STEAM) Equity and Inclusion Leadership and Policy	ZOOM G23, LTB G53, LTB G60, LTB G61, LTB G62, LTB
12:30pm-1:30pm	**LUNCH (In person)**	G21, LTB
1:30pm-3:30pm	**Parallel Presentations – Afternoon Session (Hybrid)** Thriving Individuals and Communities Language and Literacy Engaging Sciences and the Arts (STEAM) Equity and Inclusion Leadership and Policy	ZOOM G23, LTB G53, LTB G60, LTB G61, LTB G62, LTB
3:30pm-4:00pm	**Closing Events with AFTERNOON TEA (Hybrid)**	ZOOM G21, LTB

Conference Program

8:45-10:00 am
MORNING SESSION – WELCOME AND OPENING PLENARY (Hybrid)

WELCOME FROM THE MERC LEADERSHIP TEAM 2024

MC: Suhua Huang & Jin Qu

WELCOME FROM THE FACULTY

Dr Kate de Bruin
Senior Lecturer Inclusive Education
Graduate Research Coordinator

Biography: Dr Kate de Bruin is a researcher in inclusion and disability in the Faculty of Education at Monash University. She teaches in the postgraduate Masters of Inclusive Education and is also the Graduate Research Coordinator. Kate originally worked in public and private schools where she was a high school English teacher, and also worked as a reading intervention specialist and ran support programmes for students with disability. Since 2012 she has has been researching and supervising doctoral projects with a focus on:
- evidence-based instruction and intervention in reading, writing and behaviour
- disability legislation, policy, funding and school practice
- system improvement using Multi-Tiered System of Supports

Kate has completed research and consultancy for Commonwealth and State Education Departments as well as the Australian Education Research Organisation. She was called as an expert witness for the Royal Commission into Violence, Neglect, Abuse and Exploitation of Persons with Disability and served on the Tasmanian Literacy Advisory Panel. Kate regularly provides professional learning to educators, and writes for both academics as well as readers from the general public.

OPENING PLENARY

Dr Karen Lambert
School of Curriculum, Teaching, and Inclusive Education

Dr Erin Leif
School of Educational Psychology and Counselling

Dr Philip Chan
School of Education, Culture, and Society

Karen Lambert is a senior lecturer in the School of Curriculum, Teaching and Inclusive Education in the Faculty of Education. She has been teaching teachers to teach for the past 24 years. Karen's teaching specialities lie in health and physical education pedagogies, youth health, gender and sexuality studies, and health promotion. In her research Karen engages with poststructural feminist and queer theory alongside qualitative research methodologies. She is currently researching and writing in the areas of embodied approaches to physical education and gender based violence and community sport. Karen has recently been awarded an ARC grant which uses intersectional approaches to explore how equity and inclusion policies in community sport can be transformed to more effectively guide systemic change, challenge structures of power and address participation inequities.

Dr Erin Leif is a Senior Lecturer in the School of Educational Psychology and Counselling, Faculty of Education, at Monash University. Erin's work places a strong emphasis on the critical importance of upholding and safeguarding the inherent dignity, equality, and freedoms of every individual. At the core of her research lies a deep commitment to promoting social justice and inclusivity, ensuring that the rights of all people, but particularly people with disabilities, are recognised and protected. Erin's current research focuses on ways to help parents, teachers, and behaviour support practitioners use positive, preventative, evidence-based practices when supporting people with diverse learning needs in home, school, and community settings. Her research interests include positive behaviour support, multi-tiered systems of support, trauma-informed behaviour support, and universal design for learning.

Dr. Philip Wing Keung Chan is a Senior Lecturer in the School of Education Culture and Society, Monash University. He is the chief specialist of ICT in education for Rural Transformation in UNESCO. He is also the research leader in the Globalisation, Education and Works Faculty research group. He was the MERC Convenor in 2009. He edited the first MERC book titled Asia Pacific Education: Diversity, Challenges and Changes and published by Monash University Publishing, 2012. He is a book series editor of Springers' Education in the Asia-Pacific Region: Issues, Concerns and Prospects . Dr Chan's research work is focused on artificial intelligence in education, network governance, policy network, leadership and public education reform, especially in the context of Chinese enterprise schools. He developed the concept of 'Asia as method', which offers multiple frames of reference in education research, including inter-referencing amongst countries in Asia. This is new territory in academic research. It is of particular benefit to students from Asia, for whom only a western theoretical lens has previously been available to look at education issues in their home countries.

10:00am-10:30am
MORNING TEA (In person)

10:30am-12:30pm
PARALLEL PRESENTATIONS – MORNING SESSIONS (Hybrid)

Thriving Individuals and Communities

Time	Abstract	Presenter Name & Abstract Title
10:30	#1	Mandy Salisbury Evidence Use in Early Childhood Education and Care: Practitioners' perspectives—why it matters and how they are (or not) supported
11:00	#2	Melody Tang Navigating the Australian labour market with employability capitals: strategies and agency of Chinese international graduate
11:30	#3	Yiwen Yuan Enhancing Executive Functions through Imaginary Play: A Study of Teacher Professional Development Using Conceptual PlayWorld
12:00	#4	Xuecheng Zou Bridging the Preschool-Family Divide: A Scoping Review on Parent Involvement in Preschool Science Education

Language and Literacy

Time	Abstract	Presenter Name & Abstract Title
10:30	#5	Alice Shihua Yu Exploring challenges for self-directed learning in CLIL with instructional videos
11:00	#6	Huy-Hoang Huynh "Inspired to Be a Teacher Seriously": An Autoethnography of Student Engagement in a Vietnamese TESOL Training Programme
11:30	#7	Fatona Suraya Navigating Data Collection Challenges through Community of Practice: An Autoethnography of an English for Specific Purposes Educator
12:00	#8	Thanh Van Nguyen + Thanh Hao Duong + Tuan Anh Trieu + Thanh Ha Le +Thi Nguyen Dang + Thi Hai Giang Nguyen Exploring the current landscape of teacher professional development in Vietnam

Engaging Sciences and the Arts (STEAM)

Time	Abstract	Presenter Name & Abstract Title
10:30	#9	Suhua Huang

Time	Abstract	Presenter Name & Abstract Title
		Utilising the World Cafe method to explore the embedding of Indigenous food knowledge in the Home Economics Curriculum in Taiwan
11:00	#10	Anita Green Structuring the learning environment for effective teacher noticing
11:30	#11	Lisa Chiavaroli Understanding knowledge exchanges in Interdisciplinary Teacher Teams in the context of Integrated STEM Education
12:00	#12	Darren Fitzpatrick Consideration of the potential impact of AI on teachers using the lens of Critical Realism, particularly, Morphogenetics, including reference to TPACK and Social Psychology

Equity and Inclusion

Time	Abstract	Presenter Name & Abstract Title
10:30	#13	Abdul Qawi Noori Academic Socialisation Experiences of International PhD Students from the Global South Studying in Australian Higher education
11:00	#14	Xiao Ma Perceived Employability of International Students: A Comprehensive Review
11:30	#15	Ana Surjanto Indonesian Muslim Women's Experiences of International Higher Education in Australia
12:00	#16	Megan Moore Supporting the Inclusion of Students with Disabilities in Regular Schools: A Scoping Review

Leadership and Policy

Time	Abstract	Presenter Name & Abstract Title
10:30	#17	Jin Qu Learning to be a citizen: Exploring first-generation Chinese immigrant entrepreneurs' civic experiences in Australia
11:00	#18	Emma Wray We're all in it together": School Leaders' Perspectives About the Collective Efficacy of Their Staff for Inclusive Education Practices
11:30	#19	Jay Allen Bajar Villon Interprofessional Collaboration between Primary School Teachers and Allied Health Professionals in the Asia-Pacific Region: A Scoping Review
12:00	#20	Bony Irawan Sustainable development discourse through hierarchy, a case study in Indonesian maritime university

12:30am-1:30pm

LUNCH (In person)

1:30pm-3:30pm PARALLEL PRESENTATIONS – AFTERNOON SESSIONS (Hybrid)

Thriving Individuals and Communities

Time	Abstract	Presenter Name & Abstract Title
1:30	#21	Yue Xu An investigation into the construction of professional identity among immigrant early childhood educators in Australia
2:00	#22	Ziqi Li An overseas doctoral trajectory: Experiences of negotiating the identity as an international PhD student in Australia
2:30	#23	Siyan Jiang Play Pedagogy in Science Education: Early Childhood Teachers of Chinese Heritage in Australian Contexts
3:00	#24	Anak Agung Ayu Redi Pudyanti Embracing Reflexive Practice: Reimagining Graduate Employability through Local Wisdom in the Indonesian Context

Language and Literacy

Time	Abstract	Presenter Name & Abstract Title
1:30	#25	Dan Zhou Reorienting Second Language Education: A Narrative Inquiry into Professional Learning in Artificial Intelligence for Chinese English teachers
2:00	#26	Chris Asanti Indonesian university students' literacy practices in English in and out of the classroom in the digital age
2:30	#27	Diem Hang Hoang + Thi Huyen Trang Tran + Thi Duong Ngoc Nguyen +Thi Anh Thu Do + Thi Minh Phuong Le + Thi Thu Thuy Vu Fostering Learners' Autonomy and Engagement in Vietnamese ELT
3:00	#28	Jeffrey Ji Double helix tale: An autoethnography about a pre-service teacher's vulnerability in CALD classrooms in a socio-economically disadvantaged school

Engaging Sciences and the Arts (STEAM)

Time	Abstract	Presenter Name & Abstract Title
1:30	#29	Thuan Nguyen

Time	Abstract	Presenter Name & Abstract Title
		The Lived Experiences of Employability for Australian University International IT Graduates: Challenges, Learning and Agency
2:00	#30	Ni Made Wiwik Astuti High School Teachers' perspectives on disaster risk reduction in education in Indonesia
2:30	#31	Nilushi Minoli Dediwalage A research methodology for exploring student, parent and teacher experiences in mathematics education within multicultural classrooms.

Equity and Inclusion

Time	Abstract	Presenter Name & Abstract Title
1:30	#32	Rayhan Ara Zaman Key Factors influencing the sense of belonging in students experiencing marginalization: A systematic literature review
2:00	#33	Yanlin Long Building School Capacity for Inclusive Education: Validation and Psychometric Analysis of the Inclusive School Climate Scale with Chinese In-service Teachers
2:30	#34	Lavinia Araminta Reflecting on Researcher's Outsider/Insider Positionality in the Field
3:00	#35	Muhammad Syihab As'ad The Role of Community-Based Learning Programs in Developing Islamic Education: A Case Study of an Indonesian Pesantren

Leadership and Policy

Time	Abstract	Presenter Name & Abstract Title
1:30	#36	Belinda Davis Building a Stairway to Transformation: Reimagining School Education for Natural Hazards and Community Disaster Resilience
2:00	#37	Merian Fernando Perspectives and Possibilities: Australian Teacher Educators' Understanding and Enactment of Critical Pedagogy
2:30	#38	Yitong Wang How International Graduates Exercise Forms of Agency to Negotiate Employability in Australia
3:00	#39	Satoshi Miyashita Legitimising sport participation in urban parks: (In)formality and actor-network theory

3:30pm-4:00pm
CLOSING SESSION with AFTERNOON TEA (Hybrid)

Parallel Presentations - Morning Sessions
10:30am - 12:30pm

Thriving Individuals and Communities

Abstract: 1   **Time: 10:30am–11:00am**

Evidence Use in Early Childhood Education and Care: Practitioners' perspectives—why it matters and how they are (or not) supported

Mandy Salisbury
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Abstract: Recent Early Childhood Education and Care (ECEC) policy recommendations emphasise supporting ECEC practitioners' use of research to improve quality in ECEC services. Current literature on research-use identifies how practitioners use evidence and research in formal education settings (e.g., P–12). However, there is scant evidence on research-use in ECEC settings, and few studies examining practitioners' perspectives. This is significant as ECEC settings are distinct from formal school settings, and ECEC services vary in nature. Further, educator roles within ECEC services also vary. This thesis aims to understand ECEC kindergarten practitioners' perspectives of evidence- and research-use. The study used a case study design, focusing on one specific service and bounded by the kindergarten rooms. A purposive sampling approach enlisted 17 practitioners (leaders, teachers, co-educators) known to be using research. Data was collected through semi-structured interviews, artifact collection, and observation notes. A Bourdieusian inspired conceptual framework, using the concepts of field, habitus, and capital, supported a deep understanding of practitioner perspectives. The ECEC practitioners described using various types of evidence from different sources which were then used diversely to serve specific purposes. These purposes varied between roles. Preliminary findings suggest that the use of evidence is a commonly understood practice among the case study practitioners. However, while many felt supported in using evidence, challenges varied between practitioner groups. Implications include consideration for initial teacher education, leadership education, and ongoing professional development programs. This case study also provides a provocation for further discussion and research, and a baseline for potential comparative case studies.

Keywords: *Research use, evidence use, Early Childhood Education and Care, practitioner perspectives, Bourdieu.*

Biography: Mandy Salisbury is a PhD Candidate in the Faculty of Education at Monash University and was a Research Assistant with the Monash Q Project. Mandy has worked

as an educator in commercial, school, and early childhood contexts. Her doctoral study is focused on Early Childhood Education practitioners' use of evidence.

Abstract: 2   **Time: 11:00am–11:30am**

Navigating the Australian labour market with employability capitals: strategies and agency of Chinese international graduate

Melody Tang
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Abstract: While previous studies found that international students and graduates are agentic doers not passive receivers, their agency for developing and utilising their individual resources, namely, their capitals to navigate the host labour market are less well researched. This study explored the strategies and agency of Chinese international graduates in developing and utilising employability capitals (human, social, cultural, psychological, identity and agentic) in the Australian labour market. Through 14 in-depth interviews and thematic analysis, two key discoveries emerged. First, Chinese international graduates challenged the deficit stereotype within the Bourdieusian approach. Their agency thrived via valuable habitus, ethnic capital and field alignment. Their habitus, characterised by qualities like a growth mindset and integrity, played a crucial role in shaping their employability outcomes. They also leveraged their ethnic capital and strategically entered fields that recognised their strengths and aligned with their own values and by doing so, challenged stereotypes. Second, this study identified two novel forms of agency: prioritised employability outcomes agency and deliberate non-engagement agency. For prioritised employability outcomes agency, these graduates prioritised different employability outcomes, such as immediate employment, sustainable employment, professional growth, or personal wellbeing. They strategically chose roles and fields that align with these priorities, showcasing their agency. For deliberate non-engagement agency, some graduates chose not to leverage certain advantages consciously and deliberately. They made decisions about what to do or not do, and when, how, and to what extent they employ their initiative and executive abilities, demonstrating a different type of agency.

Keywords: *agency, Bourdieu, capital, employability, international graduates*

Biography: Melody Tang is a final year PhD candidate and an assistant lecturer at the Faculty of Education, Monash University. Her research interests include agency, capital, and graduate employability. Her PhD research is exploring Chinese international graduates' employability in the Australia labour market.

Abstract: 3   **Time: 11:30am–12:00pm**

Enhancing Executive Functions through Imaginary Play: A Study of Teacher Professional Development Using Conceptual PlayWorld

Yiwen Yuan
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Abstract: China's early childhood education sector has recently prioritised play-based learning and cognitive development, emphasising executive functions (EF) - cognitive processes aiding organisation and self-regulation. However, kindergarten teachers struggle to integrate EF-enhancing activities into play-based programs. This study addresses this issue by investigating the impact of the Conceptual PlayWorld (CPW) approach on enhancing EF in Chinese kindergartens, aiming to bridge the policy-practice divide through targeted professional development (PD).

CPW, an Australian-developed play-based pedagogical model, has shown promise in supporting teachers to embed EF development into their programs in Australia. However, the potential of this approach to support teachers in fostering EF in China, where cultural values differ significantly, remains unexplored.

Replicating a PlayLab project from Victoria, Australia, this study employs a pre-post intervention design with mixed methods, involving six kindergarten teachers and fifty children aged 4-5 in Shanghai, China. Quantitative analysis through surveys and standardised EF assessments will explore the impact of CPW on teachers' ability to support children's EF. Qualitative data, including interviews, observations, and reflective journals, will be analysed to provide insights into the implementation of play pedagogy in Chinese kindergartens.

This study addresses the need for effective PD aligned with China's educational reforms while respecting cultural nuances. Drawing upon the cultural-historical view of PD, it offers insights into the effectiveness of targeted PD on play pedagogies that enhance cognitive development in a culturally diverse setting. The findings aim to inform future educational practices and policies, bridging the gap between Western-developed pedagogical models and their application in non-Western contexts.

Keywords: *professional development, executive function, early childhood, playworlds, play-based pedagogy*

Biography: Yiwen Yuan, a first-year PhD student at Monash University's Conceptual PlayLab, holds an MTeach from the University of Melbourne. She has experience as an early childhood teacher in Australia and China and is currently involved in a Conceptual PlayWorld project led by Dr. Anne Suryani and Laureate Professor Marilyn Fleer.

Abstract: 4   **Time: 12:00pm–12:30pm**

Bridging the Preschool-Family Divide: A Scoping Review on Parent Involvement in Preschool Science Education

Xuecheng Zou
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Abstract: An increasing body of research has explored parent involvement in preschool science education across both formal and informal learning contexts. However, there persists a significant gap in the literature that comprehensively reviews these studies. Consequently, the objective of this scoping review is to systematically examine empirical research on this topic, elucidate consistent findings, identify gaps in the existing literature, and offer recommendations for future research and practice. These recommendations aim to reimagine, reorient and redistribute the field. Methodology: This review employed a five-step scoping methodology, selecting 29 peer-review articles written in English from 1990 to date. These articles were categorised by publication year, country of study, journal, research area, and research theme. Findings: Since 2015, there has been a growing focus on this topic, with the United States receiving the most research attention, followed by Australia and Turkey. Most studies have been published in journals such as Early Child Development and Care, Early Childhood Education Quarterly, and Research in Science Education. Five major research areas emerged: family education resources, family-school collaboration, parental education, family influences on education, and cultural influences on family education. Additionally, three research themes were identified: parents' views towards preschool science education, effects of parent involvement in preschool science education, and mechanisms by which parent involvement influences preschool science education. The review suggests that future research and practice should not only actively support parents in engaging with early science activities but also foster collaboration between preschool and family to enhance early science learning in preschoolers.

Keywords: *Preschool science education, Parent involvement, Scoping review, School-family collaboration*

Biography: Xuecheng Zou is currently a first-year PhD student in the Faculty of Education at Monash University, under the supervision of two Associate Professors Nikolay Veresov and Liang Li. My research interests mainly focus on early childhood science education, role of play in child development, and cultural-historical theory.

Language and Literacy

Abstract: 5　　　　　　　　**Time: 10:30am–11:00am**

Exploring challenges for self-directed learning in CLIL with instructional videos

Alice Shihua Yu
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Abstract: Video, a common method for delivering instructional content in online learning environments, is valued for its flexibility and support of self-paced learning. However, the effectiveness of video-based learning is often influenced by learners' self-regulated and self-directed skills, which can be challenging when language and content must be acquired simultaneously. This presentation details a case study involving five participants who speak English as an additional language (EAL), examining the challenges they encountered while learning mathematics through instructional videos and the strategies they employed to overcome these obstacles. Qualitative data from video-stimulated recall (VSR) and semi-structured interviews indicate that language barriers significantly shaped their self-directed learning (SDL) decisions. Difficulties with understanding the academic language and terminology caused participants to spend a lot of time and effort navigating language-supportive video features (e.g., subtitles, transcripts) and seeking extra resources to understand the video lecture. Most participants employed translanguaging strategies, yet the absence of immediate feedback and expert guidance posed challenges for these EAL learners in identifying their knowledge gaps, thereby complicating their search for resources suited to their language and academic levels. While these findings are not meant for extensive generalization, they highlight the influence of language and content interplay—a central aspect of Content and Language Integrated Learning (CLIL)—on the effectiveness of specific video designs for SDL. Such insights might otherwise remain hidden if language and content are analysed separately.

Keywords: *Multimedia learning, CLIL, Video-based learning, EAL*

Biography: Alice is a third-year PhD candidate who explores how video learning is influenced by technology design, instructional methods, and sociocultural factors. With experience as a mathematics lecturer and UX designer, she aims to integrate her teaching, content design, and research skills to enhance educational technology applications, especially for EAL learners.

Abstract: 6　　　　　　　　**Time: 11:00am–11:30pm**

Inspired to Be a Teacher Seriously": An Autoethnography of Student Engagement

in a Vietnamese TESOL Training Programme

Huy-Hoang Huynh
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Abstract: TESOL (Teaching English to Speakers of Other Languages) training programmes in Vietnam and on a global scale often emphasise the significant alignment of academic knowledge with practical classroom methods. However, a more intricate and less explored area is understanding how student teachers engage in these programmes to navigate and address the complexities of this alignment. Therefore, this research examines factors influencing student teachers' in-class engagement following a 120-hour TESOL training programme at an institution in Vietnam. This autoethnographic study analysed my reflections as the trainer on student teachers' engagement in the programme, using artefacts in the form of anonymous and open-ended short-text feedback from 30 students across approximately eight months. My reflections upon my lived experiences and student teachers' feedback responses were analysed thematically, anchored in a framework emphasising the cognitive, emotional, and behavioural dimensions of in-class engagement. Through the analysis, three themes were constructed: (1) theoretical-practical synthesis: how TESOL-related concepts are blended with concrete teaching examples; (2) pedagogical climate: the teacher educator's critical role in creating a receptive and engaging learning environment; and (3) professional pathway clarity: the student teachers' understanding of their future roles and trajectories in the TESOL arena. By reimagining TESOL training and reorienting strategies for deeper engagement, the research provides crucial insights into student teachers' engagement with methods that blend theory and practice. Moreover, the research enriches the academic discourse, underscoring the potential of using the cognitive, emotional, and behavioural engagement triad as a diagnostic tool to understand students' learning experiences in TESOL training programmes.

Keywords: *TESOL, TESOL education, engagement, teacher education, autoethnography*

Biography: Huy-Hoang Huynh is a first-year PhD student in Education at Monash University. He holds a master's degree in TESOL from Monash University and a bachelor's in ELT from the University of Education, Ho Chi Minh City. His research interests focus on TESOL professional development, teacher and learner identity, learners' engagement, and silence-related issues in education.

Abstract: 7   **Time: 11:30am–12:00pm**

Navigating Data Collection Challenges through Community of Practice: An Autoethnography of an English for Specific Purposes Educator

Fatona Suraya
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Abstract: PhD students often face challenges during the data collection process, particularly those working within niche and underrepresented groups. Existing studies have documented strategies such as communicating with supervisors and building academic support networks to navigate these challenges (for example, Bradford, 2024; Tian & Singhasiri, 2016). Some studies discuss how the research community helps PhD students cope with their challenges. However, there is limited focus on the engagement of Communities of Practice (CoP) in supporting PhD students who are studying a marginalised group, such as English for Specific Purposes (ESP) educators working in non-English speaking departments. This study adopts an autoethnographic method to investigate the value of Wenger's (1998) Community of Practice concept in managing data collection challenges of an ESP educator at an Indonesian university. Despite the aim of understanding the experiences of ESP educators, the absence of data sources and supportive organisations presented significant obstacles. Further challenges arose due to the diverse affiliations of these educators and the varied status of ESP subjects within different Indonesian universities. This study highlights the potential of the three aspects of CoP (the domain, the community, and the practice) to address the unique difficulties faced by the PhD researcher working with a niche and underrepresented group. It demonstrates how the CoP, mutual learning, and discussion with supervisors, home department, and the researcher's base community enabled the data collection challenges to be addressed. By engaging my personal experience with the concept of CoP, I explore the supportive role of these communities in facilitating the research.

Keywords: *autoethnography, Community of practice (CoP), Data collection challenges, PhD research, English for Specific Purposes (ESP)*

Biography: Fatona Suraya is an Indonesian assistant professor teaching English for Specific Purposes (ESP) in the Faculty of Sports Science, Universitas Negeri Semarang. She is in her third year as a doctoral candidate at the School of Curriculum Teaching and Inclusive Education, Faculty of Education, Monash University. She is interested in researching the agency of marginalized groups, such as the ESP educator's agency, and how their agency influences their professional identity. Her Orcid id is https://orcid.org/0000-0001-9099-2127

Abstract: 8   **Time: 12:00pm–12:30pm**

Exploring the current landscape of teacher professional development in Vietnam

Thanh Van NGUYEN	Thanh Hao DUONG	Tuan Anh TRIEU

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Abstract: With the launch of the National Language Project in 2008, the Vietnam Ministry of Education and Training (MOET) started two decades of transformation in language teaching and learning in Vietnam. Current research trends in teacher professional development (PD) and teaching practices in Vietnam reflect a dynamic response to such ongoing educational reforms. Concurrently, studies around the globe have also been emphasising the significance of teacher PD in enhancing teaching quality, particularly in the context of English as a Foreign Language (EFL) instruction. Through document analysis from a range of academic publications on education and semi-structured interviews with EFL teachers from three prestigious universities in Vietnam, this presentation will explore the intricacies of the current landscape of teacher PD in Vietnam. From these intricacies, the study highlights effective practices, challenges, and recommendations for future initiatives to ensure that teachers are well-equipped to meet the educational goals set forth by the MOET. A number of themes emerge as popular choices for teacher PD in Vietnam, including collaborative activities such as conferences and pedagogical workshops as well as innovative classroom practices such as action research, material development, or differentiated instruction. Diverse as these may seem, the actual impacts of these PD activities have been, at best, superficial in Vietnam so far owing to several external and internal constraints. By exposing these barriers, the research aims to contribute to better understand the complexities of the circumstances of teacher PD in Vietnam and offer insights towards improvements and optimisation.

Keywords: *Teacher professional development, collaborative activities, innovative classroom practices, EFL, Vietnam*

Biography: All the 6 authors in this presentation are Lecturers of English language at various universities in Vietnam. They are also currently PhD students at ULIS-VNU. Despite variations in their topics, they are all interested in issues related to teacher professional development and understanding the teaching mind.

Engaging Sciences and the Arts (STEAM)

Abstract: 9　　　　　　　　**Time: 10:30am–11:00am**

Utilising the World Cafe method to explore the embedding of Indigenous food knowledge in the Home Economics Curriculum in Taiwan

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Abstract: In 2019, an amendment to the "Education Act for Indigenous Peoples" in Taiwan marked a significant shift, expanding Indigenous education's role beyond Indigenous students. Evidence shows learning about Indigenous knowledge benefits Indigenous students and all students by developing cultural diversity and respect for differences. However, the integration of integrating Indigenous food knowledge(IFK) in Home Economics(HE) curricula has received little attention in Taiwanese high schools. The study explores the challenges of IFK into THE classrooms and provides recommendations for further support. This research employed the World-Cafe technique as a participatory method to co-design recommendations for successfully embedding IFK into HE classrooms. Sixteen teachers and three key experts were invited to participate in parallel group discussions to answer four questions:1) What are enablers and barriers for HE teachers? 2)What would be the ideal support for Taiwanese Indigenous education? 3) What are the principles for integrating IFK within THE teaching and learning? 4)Are teachers making intentional efforts to incorporate IFK through cross-curricular integration? Thematic analysis of initial data revealed barriers across four key categories: insufficient Indigenous knowledge, disparity in the ratio of Indigenous students, heavy workload, and time constraints. These findings provide invaluable insights and highlight the need for targeted support and resources to incorporate IFK into the HE curriculum effectively.

Keywords: *Indigenous food knowledge, world cafe, and home economics curriculum.*

Biography: Suhua Huang has been a Secondary Home Economics teacher in Taiwan and is currently a PhD candidate at Monash University. She has worked as a research teacher for 10 years at the Taiwanese Home Economic Curriculum Centre.

Abstract: 10　　　　　　　　**Time: 11:00am–11:30am**

Structuring the learning environment for effective teacher noticing

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Abstract: Classrooms are complex learning environments where teachers must notice, interpret and respond to various situations. This study explored what focuses teachers' attention to notice meaningful moments in the primary mathematics classroom. Findings revealed that teachers intentionally structured learning environments to shape classroom events and narrow their focus for more effective noticing and responding. Data were collected during the Covid-19 pandemic's period of Emergency Remote Teaching (ERT) through two interviews: the first while teachers and students were still engaged in ERT and the second approximately four weeks after teachers and students had returned to the face-to-face classroom. Thematic analysis was conducted by NVIVO. One key finding revealed that teachers implemented various strategies to structure the learning environment in each context, facilitating informal assessments that provided valuable insights into student learning. In the online context, teachers implemented strategies including synchronous learning opportunities and increased contact with families. In the face-to-face context, strategies involved collaborative learning opportunities and rich tasks. Common strategies employed across both contexts included running small focus groups and offering student choice. Teachers sought to replicate the traditional classroom environment during ERT to enhance opportunities for observation. The face-to-face classroom allows teachers to observe the students actively participating, elicit students' mathematical thinking, and interact with them in the moment. The absence of these elements online underscored their importance in fostering meaningful mathematical learning.

Keywords: *Teaching noticing, learning, online, primary teachers.*

Biography: Anita Green is a part-time PhD student and has recently submitted her thesis. She has over 20 years experience as a primary school teacher. She has also been a sessional lecturer with Monash since 2015.

Abstract: 11   **Time: 11:30am–12:00pm**

Understanding knowledge exchanges in Interdisciplinary Teacher Teams in the context of Integrated STEM Education

Lisa Chiavaroli
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Abstract: Science, Technology, Engineering and Mathematics (STEM) education has two main purposes: to improve students' STEM literacies and supply the STEM workforce. Despite decades of policy initiatives, current Australian data suggests these efforts have not adequately motivated students to pursue STEM careers, nor have they improved students' STEM literacies. Integrated STEM (iSTEM) education has emerged as a promising approach that has the potential to improve students' STEM literacies and

motivate young people to pursue STEM careers. However, the interdisciplinary nature of iSTEM education requires teachers to possess in-depth knowledge of multiple STEM disciplines and their associated pedagogies, presenting a significant challenge for educators. One recommended solution involves Interdisciplinary Teacher Teams (ITTs), where teachers with different STEM expertise work together to share knowledge and plan for iSTEM teaching. While some research shows ITTs can support interdisciplinary teaching, few studies explore ITTs in iSTEM education, particularly regarding knowledge exchange among teachers in the Australian context. Therefore, this research aims to investigate how teachers in STEM ITTs in Victorian secondary schools work together to share and combine knowledge for iSTEM education. This multiple case study uses interviews and observations of ITT teachers as well as artefacts associated with the team's iSTEM teaching to identify the kinds of knowledge STEM teachers possess, what knowledge they share with their team, and how they use their team members' knowledge in their own teaching practice. This presentation will outline the research design developed to investigate teacher knowledge in this unique setting. Preliminary findings characterising the kinds of knowledge teachers bring to their iSTEM ITTs will also be presented.

Keywords: *Integrated STEM education, Interdisciplinary Teacher Teams, knowledge exchange.*

Biography: Lisa is a PhD student in the Faculty of Education at Monash University. Drawing on her experiences as a science / STEM teacher, professional learning leader, and preservice-teacher educator, Lisa's research focuses on teacher's knowledge for science and STEM education and how this knowledge is exchanged within school communities.

Abstract: 12	Time: 12:00pm–12:30pm

Consideration of the potential impact of AI on teachers using the lens of Critical Realism, particularly, Morphogenetics, including reference to TPACK and Social Psychology

Darren Fitzpatrick
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Abstract: Artificial intelligence refers to devices and machines that are human-like in certain ways, including but not limited to Chat GPT and various copilots. The challenge is how to integrate and use these emerging technologies in a way that improves educational outcomes rather than compromising them. Understanding current aspects of schools is necessary before they can be reimagined or reoriented. This article investigates aspects of school through the paradigm of critical realism. This is a particularly relevant approach as it combines a realist ontology with relativistic epistemology and concerns complex systems. The morphogenetic cycle proposed by Archer, aligned with critical realism, is a way to

understand the process by which reimagining and reorienting can be implemented or blocked. As a parallel approach, critical realism is used as a framework to integrate social psychologists such as Sarason and Robinson, to consider how artificial intelligence can be positive, rather than harmful, in terms of school culture and leadership. There will also be discussion as to how the TPACK concept could be used. As a PhD candidate studying the application of AI in teaching with a Critical Realism lens, the author seeks to deepen his understanding of Critical Realism while exploring these educational dynamics. The PhD research is currently in the data collection stage, so while there may be some interim findings, this will not be the major focus. This inquiry also addresses broader concerns about the impending influence of AI on education, and how these can be reimagined and redistributed.

Keywords: *Critical Realism, Morphogenetics, AI, Agency.Schools, TPACK*

Biography: Darren Fitzpatrick worked as an Engineer for Mars and then as a project manager. Next, he taught English to international students in Australia and China before becoming a secondary school teacher. Now, he is completing his PhD at Monash University, with a focus on the use of AI by teachers.

Equity and Inclusion

Abstract: 13	Time: 10:30am–11:00am

Academic Socialisation Experiences of International PhD Students from the Global South Studying in Australian Higher education

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Abstract: International PhD students, particularly those from the Global South, encounter various challenges when studying overseas. These challenges include unfamiliarity with the new academic environment, lack of academic socialisation, financial limitations, cultural differences, and mental health issues. While various aspects of international students' experiences have been studied, but less attention has been paid to the academic socialisation of international PhD students, particularly those from the Global South. This research investigated the academic socialisation experiences of international PhD students from the Global South in Australian higher education. The study employed a qualitative narrative inquiry and incorporated a photo-elicitation technique to gather field texts and notes from eight participants who were PhD students at Australian universities, based in Melbourne. By addressing the challenges these students face and their strategies for overcoming them, this study highlights systematic barriers in higher education that perpetuate social and educational injustices, such as cultural misunderstandings, lack of support, and unequal professional opportunities. The research proposes potential improvements in academic socialisation practices that recognise diverse backgrounds and

enhance educational equity, inclusivity, overall well-being, and academic success for international students in Australian higher education institutions. This study contributes to the broader discourse on reimagining and reorienting academic landscapes, offering insights into how academic socialisation can be improved to address the needs of international PhD students from the Global South.

Keywords: *International PhD students, Global South, Academic Socialisation, Australian Higher Education*

Biography: Abdul Qawi Noori is a second year PhD student in the faculty of education, Monash University. He is a part-time teacher in Melbourne and has published a dozen articles. He has extensive teaching experience at the school and university levels and has been reviewed for international reputable journals.

Abstract: 14   **Time: 11:00am–11:30am**

Perceived Employability of International Students: A Comprehensive Review

Xiao Ma
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Abstract:

The employability of international students in Australia has gained significant attention due to its implications for their career success and integration into the global workforce. While academic qualifications, language proficiency, cultural adaptation, and institutional support are known to influence employability perceptions, there is a need to better understand the specific challenges these students encounter in the Australian labor market. This study systematically reviews the literature to investigate the perceived employability of international students in Australia, focusing on factors influencing these perceptions and the barriers they face. The review process involved carefully selecting empirical and theoretical studies published within the last decade, using both quantitative and qualitative research. This analysis revealed recurring themes and identified gaps in the literature. It explored employability and its determinants, diverse perspectives on employability, and how international students prepare for their employability. Key findings reveal that international students utilize various forms of capital—such as human capital, social capital, and cultural capital—during their job-seeking and employability preparation. However, language barriers, cultural adjustments, and discrimination remain substantial obstacles to their career development. Additionally, host country policies and labor market conditions critically shape employability outcomes. By addressing these challenges, the study provides actionable insights for policy and practice and highlights the need for targeted support, inclusive policies, and better collaboration between educational institutions and industry. This study contributes to a deeper understanding of the factors

affecting international students' career success and offers evidence-based strategies for facilitating their integration into the global workforce.

Keywords: *Perceived employability, international students, capitals, career development*

Biography: Xiao is a first year Ph.D. student in the Faculty of Education at Monash

University. Her research focuses on perceived employability and international career development. .

Abstract: 15	Time: 11:30am–12:00pm

Indonesian Muslim Women's Experiences of International Higher Education in Australia

Ana Surjanto
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Abstract: Besides the September 11 (9/11) attacks, the Bali Bombing of 2002 was a significant event that had profound implications for Indonesia, Australia and the broader international community. Unlike the 9/11 attacks, which were more globally generalised in their impact, the Bali bombing had direct consequences and a lasting impact on the Australia-Indonesia relationship, especially those who were Muslim from Indonesia and studying in Australia. In this context, Indonesian Muslim women face challenges and stereotypes that influence their educational journeys. This study focuses on Indonesian Muslim women students' learning and living that highlights their experiences and intersectionality of gender, religion, and nationality. This study aims to understand these women's lived experiences and how they navigate cultural, religious, and academic expectations in the Western and secular context of Australia. Using the literature review from 50 articles, the findings demonstrate a growing body of work on international students and Muslim women separately. There is limited research that specifically addresses the demographic group of Indonesian Muslim women's identities at the doctoral level. The previous study focused on international students' experience, using two variables of Indonesian female and male students. This is followed by another study that highlighted the Australian education experiences of Indonesian women by focusing on the alumnae's reflections on post-study abroad. Therefore, this study aims to fill the gaps by providing a complex exploration of the personal and academic lives of Indonesian Muslim women in Australia, to offer a detailed, context-specific analysis.

Keywords: *International Higher Education, International Students, Muslim Women, Indonesian Experiences, Intersectionality*

Biography: Ana Surjanto is a PhD student at Monash University, where she also completed her Master's degree. Ana is from Jakarta, Indonesia, and previously worked as

a lecturer at State Islamic University (UIN) Salatiga, Central Java. Her research interests focus on international higher education and the experiences of Muslim women students.

Abstract: 16   **Time: 12:00pm–12:30pm**

Supporting the Inclusion of Students with Disabilities in Regular Schools: A Scoping Review

Megan Moore
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Abstract: Against the backdrop of global advocacy for inclusive education, teacher aides have played an increasing role in supporting the inclusion and participation of students with disabilities in regular schools and classrooms. However, despite the growing presence of teacher aides in these settings, a collective understanding of their roles has not been defined. This scoping review aimed to provide an overview of research examining the work of teacher aides in regular schools to identify what evidence indicates are the essential components of their role. The Joanna Briggs Institute (JBI) approach to evidence synthesis was used in conjunction with The Preferred Reporting Items for Systematic Reviews and Meta-Analysis extension for Scoping Reviews (PRISMA-ScR). These guided the processes followed in systematic searching, selection, extraction, and reporting of the research. Forty studies met the criteria for inclusion, and the synthesised findings regarding the current knowledge base on teacher aides' work highlight the importance of a theoretical basis for practice, the significance of collaboration and consultation with teachers and the establishment of clearly defined roles regarding their work in regular schools. This research contributes to the discourse on inclusive education by clarifying the role of teacher aides in promoting and implementing inclusive practices. It advocates for clearer guidelines and support mechanisms to enhance the contributions of teacher aides in inclusive settings. Furthermore, the findings provide a structured framework to guide future research, policy development, and educational practices in inclusive settings.

Keywords: *teacher aides, students with disabilities, inclusive education, regular schools*

Biography: Megan has an extensive career in school leadership and classroom practice and holds several relevant qualifications. Her PhD research focuses on advocating for inclusive education for students with disabilities, with a focus on the important role of teacher aides. This reflects her lifelong commitment to empowering diverse learners through research and educational reform.

Leadership and Policy

Abstract: 17   **Time: 10:30am–11:00am**

Learning to be a citizen: Exploring first-generation Chinese immigrant entrepreneurs' civic experiences in Australia

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Abstract: New immigrants are the new residents of an immigrant country. Their level of civic engagement will significantly impact the solidarity and development of their host country. Several studies have documented certain types of civic engagement of some ethnicities in several immigrant countries, however, the unique challenges confronted by first-generation Chinese immigrant entrepreneurs (FCIEs) and their unique citizenship development mode are still rarely known by the policymakers and other stakeholders. This paper reports on the middle phase of a Ph.D. project where the researcher works with this special group of FCIEs to explore their engagement experiences with Australian society. The researcher uses an online qualitative survey to investigate this cohort's living and working situations. Semi-structured interviews investigate deeper insights into the cohort's engagement at individual and social levels. Part of the emerging results showed that FCIEs have very high expectations for the new country, however, these expectations did not align with their experiences once they arrived in Australia, thus causing frustration. Despite frustrations, participants persisted with their economic development goals while continuing to integrate. Although they are happy to be members of society, they lack a sense of belonging. Some enablers actively encourage participants to learn to fit in, but some inhibitors still make learning difficult. This research may enrich the notion of citizenship, and offer a lens through which to examine this cohort's imbrication of transformative learning and civic engagement. This project may have implications for the deep understanding of the Chinese immigrant entrepreneur community. It may also have implications for policymakers and stakeholders to hear the voices of this underrepresented group.

Keywords: *First-generation Chinese Immigrant Entrepreneurs, civic engagement, citizenship development, transformative learning.*

Biography: Jin Qu is a third year PhD candidate. She was an academic journal editor in the IT field for MIIT (Ministry of Industry and Information Technology) in Beijing, China. As an immigrant, Jin was also an entrepreneur in Australia. Her research interest is in adult learning, adult migrant citizenship education and their civic engagement and participation.

Abstract: 18   **Time: 11:00am–11:30am**

"We're all in it together": School Leaders' Perspectives About the Collective Efficacy of Their Staff for Inclusive Education Practices

Emma Wray

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Abstract: Research examining education systems seeks to understand past endeavours in education to reimagine and reorient educational practice and address a necessary redistribution that provides greater access for all. Understanding school leader's perspectives is key to evaluating the past, assessing the present, and identifying the potential realities and directions for education. This presentation investigates school leaders' perspectives about the factors influencing their school staff's collective efficacy for inclusive education practices. While collective teacher efficacy is broadly acknowledged as an important factor contributing to school performance outcomes, collective teacher efficacy for inclusive education is a less measured construct. Currently, a limited amount of research suggests that collective teacher efficacy is an important contributing factor in schools' delivery of inclusive practices. This presentation explores the perspectives of principals from six schools in Melbourne, Australia. Principals share their perceptions about how their staff work together to deliver inclusive practices at their school. Interview questions were framed for a school context, were open ended and aimed to prompt the thoughts and feelings that school principals hold about what facilitates their staff's collective efficacy for and commitment to inclusive education. Qualitative data analysis was conducted using NVIVO software. Braun and Clarke's (2013) six step process for thematic analysis guided the qualitative analysis. This presentation reveals significant existing themes about what school principals believe facilitates the collective efficacy of school staff for inclusive education. Themes generated from the study include stakeholder collaboration, inclusion coherence, and facilitating inclusion. Implications of findings will be shared during the presentation.

Keywords: *inclusive education, collective efficacy, school leaders' perspectives, collaboration, coherence*

Biography: Emma Wray is a PhD candidate, teacher and school leader. Emma has developed and delivered professional learning programs and resources in the area of inclusive education for Australian schools. Emma's research interests include: Teacher self-efficacy for inclusive practices, whole school collective efficacy for inclusive practices, access to education for diverse learners.

Abstract: 19   **Time: 11:30am–12:00pm**

Interprofessional Collaboration between Primary School Teachers and Allied Health Professionals in the Asia-Pacific Region: A Scoping Review

Jay Allen Bajar Villon
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Abstract: Inclusive education reforms are essential for fostering an equitable society that empowers all individuals. Collaboration and shared responsibility are key indicators of successful inclusion programs and policies, requiring intersectoral action to address the complex factors affecting student participation. This underscores the necessity for interprofessional collaboration beyond the traditional education sector, incorporating the health sector. This scoping review aims to describe the extent of available literature on interprofessional collaboration between primary school teachers and allied health professionals (AHPs) in inclusive primary schools in the Asia-Pacific region. Following the Joanna Briggs Institute framework, a literature search was conducted in both education- and allied health-focussed databases. The review included peer-reviewed articles and grey literature on collaboration among primary school teachers and occupational therapists, physiotherapists, or speech-language pathologists. Data analysis employed a qualitative content analysis using an inductive approach. Characteristics of included studies are described, with numerical and descriptive summaries presenting the definition and measurement of collaboration, the extent and range of evidence on interprofessional collaboration, and the determinants of effective collaboration among primary school teachers and AHPs. Results reveal a significant gap in published literature on interprofessional collaboration within the Asia-Pacific region. Further research is needed to build the knowledge base on collaboration between primary school teachers and AHPs. Addressing this underexplored research area is critical in order to provide practical insights for reorienting policy development and practice frameworks that support shared responsibility and collaboration for inclusive education.

Keywords: *Collaboration, inclusive education, allied health professionals, teachers, primary school*

Biography: Jay Allen Bajar Villon is a Filipino occupational therapist and a first-year PhD student in the School of Curriculum, Teaching and Inclusive Education. His thesis examines the contextual factors influencing collaboration and explores the perceptions and experiences of primary school teachers and allied health professionals collaborating in Philippine primary schools.

Abstract: 20 **Time: 12:00pm–12:30pm**

Sustainable development discourse through hierarchy, a case study in Indonesian maritime university

Bony Irawan
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Abstract: Universities play an important role in achieving the Sustainable Development Goals (SDGs) through education, research, innovation, community engagement, and institutional conduct. However, there is a gap in the literature describing how a specialized

university contributes to achieving SDG 14, which focuses on life below water. This study examines the integration of marine environmental education (MEE) for ocean sustainability at Indonesia's first maritime university. This study explores how MEE can be effectively incorporated within higher education curricula and culture to promote sustainable development. The study employs a qualitative case study methodology, gathering data through semi-structured interviews and document analysis, focusing on the policies, strategies, actors, and practices in achieving ocean sustainability. The data was analysed through thematic analysis. The preliminary results include the drivers, enablers, and barriers to the implementation of MEE in the case study. Significant themes highlight the role of champions as early adopters of sustainability practice, and how they rise and get facilitated within the university. The findings could contribute to the broader discourse on marine environmental education, providing policy recommendations to enhance its prominence in Indonesia and similar archipelagic regions.

Keywords: *SDGs, marine environment, ocean sustainability, maritime university, Indonesia*

Biography: Bony Irawan is second year PhD candidate at Monash University. He has taught marine biology and conservation of marine resources for 9 years prior to pursuing his PhD.

Parallel Presentations - Afternoon Sessions
1:30pm - 3:30pm

Thriving Individuals and Communities

Abstract: 21	Time: 1:30pm–2:00pm

An investigation into the (re)construction of professional identity among immigrant early childhood educators in Australia

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Abstract: As teacher mobility continues to rise globally, there has been a notable increase in the influx of immigrant professionals entering the domain of early childhood education and care (ECEC). These educators possess unique assets that can enrich ECEC practices, curriculum development, and teacher preparation. However, research on their professional experiences in host countries remains limited. The current study aims to

address this gap by exploring the development and construction of professional identity among immigrant ECEC educators in Australia. To this end, the research focuses on three questions: (a) How do immigrant ECEC educators perceive their professional identity in Australia? (b) How do immigrant ECEC educators (re)construct their professional identity in Australia? and (c) what are the factors that facilitate and impede the (re)construction of professional identity among these educators? Given the lack of conceptual or philosophical discussions on the fundamental nature of professional identity in this area, the study employs Charmaz's constructivist grounded theory (CGT) to deepen the understanding of this notion. Data were collected from 12 participants using two rounds of semi-structured interviews and photovoice, and analysed through CGT processes, including initial coding, focused coding, and theoretical coding. The findings are expected to contribute some theoretical insights that enrich the understanding of the various dimensions of the concept of professional identity. Practically, the study has the potential to inform strategies that support immigrant ECEC educators' ongoing career growth and integration into Australian society.

Keywords: *Immigrant, early childhood, professional identity, Australia*

Biography: Yue Xu is a second-year PhD candidate and qualitative researcher at the School of Education, Culture and Society, Monash University. Her research focuses on identity work and intercultural studies, with concerns about the development of professional/academic identities of immigrant educators as well as international students.

Abstract: 22	**Time: 2:00pm–2:30pm**

An overseas doctoral trajectory: Experiences of negotiating the identity as an international PhD student in Australia

Ziqi Li
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Abstract: Inclusive schools raise our collective social capital and thereby build our capacity to develop inclusive societies of tomorrow. Empowered teachers who are confident and capable to include all learners support the building of thriving education communities. This presentation presents on how teacher self-efficacy has been measured and the factors that influence the perceived self-efficacy of teachers within inclusive schools. A systematic search for literature examining teacher self-efficacy for inclusive education practices yielded 71 studies illustrating that self-efficacy beliefs related to inclusive education impact teaching practices and could positively impact on students. Analysis revealed that teaching experience and teaching context impacted self-efficacy. Knowledge of inclusive education policies elevated the self-efficacy beliefs of teachers. Confidence in teaching in inclusive classrooms, pre-service teacher education, professional learning and experiential contact with people with disability were also

influential.

Keywords: *attitudes, self-efficacy, collective efficacy, inclusive education, school staff.*

Biography: Ziqi Li is a final PhD candidate in the Faculty of Education at Monash University in Australia. Her research interests include multilingual identity, academic identity, and student identity.

Abstract: 23   **Time: 2:30pm–3:00pm**

Play Pedagogy in Science Education: Early Childhood Teachers of Chinese Heritage in Australian Contexts

Siyan Jiang
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Abstract: In light of the conference theme, "The State of Education: Reimagining, Reorienting, Redistributing," this study investigates the impact of cultural diversity on early childhood education (ECE) practices in Australia, with a specific focus on immigrant-born teachers. Prior to COVID-19, Australia experienced significant global migration, with one in three residents born overseas. This demographic shift has mirrored the cultural diversity within the Australian ECE workforce, where immigrant-born staff make up 20.5%. Existing literature highlights that ECE staff from Confucian heritage backgrounds often rely on rote learning and demonstrate limited pedagogical flexibility. However, there is a notable gap in research regarding how these educators interpret and implement play-based pedagogy in Australian settings. In response to a national policy shift towards play-based learning outlined in the Early Years Learning Framework (EYLF), which emphasises intentional teaching and active teacher involvement in children's play, this study investigates how Chinese heritage teachers adjust their teaching practices. Utilising a cultural-historical perspective, we conducted semi-structured interviews with six Chinese heritage teachers across five Melbourne-based ECE settings. Our analysis revealed that contrary to existing literature, these teachers exhibited a positive attitude towards integrating intentional teaching within play-based curricula and effectively adapted their practices to align with the EYLF. This research underscores the necessity of understanding how immigrant ECE teachers' cultural backgrounds influence their pedagogical strategies and highlights the broader implications for policy and practice in diverse educational contexts globally.

Keywords: *Play-based learning, Chinese heritage teachers, cultural-historical theory, early childhood education*

Biography: As a dedicated early childhood education researcher, Siyan is pursuing a PhD focusing on pedagogical practices in private Puhui kindergartens in China, aiming to enhance educational outcomes for marginalised children. Her Master's research examined how Chinese heritage teachers adapt to play-based learning within Australian

ECE settings.

Abstract: 24   **Time: 3:00pm–3:30pm**

Embracing Reflexive Practice: Reimagining Graduate Employability through Local Wisdom in the Indonesian Context

Anak Agung Ayu Redi Pudyanti
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Abstract: In an era of rapid global transformation, reimagining, reorienting, and redistributing education to equip graduates for the workforce and their career journeys has become increasingly intricate and multi-dimensional. The current landscape of disruption and unpredictability has highlighted individual accountability. However, such studies frequently overlook the importance of local wisdom, which is vital in the Indonesian context. In Indonesia, many individuals' career aspirations and professional identities are deeply rooted in their religious beliefs, driving them to achieve success for personal and community benefit, maintain resilience in rural areas due to their understanding of social contexts and pursuit of self-actualisation. As an Indonesian researcher immersed in a Western academic environment, I have personally experienced the profound impact of local wisdom on my employability and career journey. This study is an autoethnographic study which aims to inform how I engage in reflective practices in my research about graduate employability and career journey. The research highlights how the reflexive process significantly influences my way of thinking, conceptual framework, data collection and analysis process. More importantly, this research helps to inform how reflexive practice can deliberate effort to bridge Western academic theories with the rich local wisdom inherent in Indonesian culture, thereby providing a unique understanding of graduates' employability and career journey in Indonesia.

Keywords: *reflexive practice, graduate employability, career journey, Indonesian labour market, higher education.*

Biography: Anak Agung Ayu Redi Pudyanti is a PhD student at Monash University, researching how graduates navigate the labour market. A lecturer in Bali with master's and bachelor's degrees in education, her work focuses on career, employability, and educational technology. Her research has been published in books and scholarly articles.

Language and Literacy

Abstract: 25   **Time: 1:30pm–2:00pm**

Reorienting Second Language Education: A Narrative Inquiry into Professional Learning in Artificial Intelligence for Chinese English teachers

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Abstract: With the pervasive application of artificial intelligence (AI) in everyday life, the intersection of AI and second language instruction has garnered unprecedented attention. Previous research has indicated that AI has the potential to reorient language instruction to better meet learners' needs, facilitated by teachers' growing awareness and mastery of AI tools. However, there is a scarcity of empirical studies on the role of the professional learning (PL) on the use of AI in language teaching. Thus, this project aims to investigate the role of PL in AI in shaping Chinese English teachers' instructional practices and professional development, by examining their experiences and perceptions of teaching and PL. Drawing on socio-cultural theory, the narrative inquiry project will conduct semi-structured interviews with eight participants to explore their views through their personal stories about daily instruction and PL participation. This project is still in its early stages, so the findings are not yet available. However, it will provide leaders of second language programs with empirical insights to support the design and implementation of PL activities in AI. More importantly, it will inform global educational stakeholders about future directions for integrating AI into the process of reorienting second language instruction.

Keywords: *artificial Intelligence, second language instruction, Chinese English teacher, professional learning, sociocultural theory*

Biography: Dan Zhou is a TESOL teacher and researcher with 14 years of teaching experience and 5 years in teacher education. His research interest focuses on TESOL pedagogy and professional learning, emphasising the implication of reorienting TESOL education with technological tools.

Abstract: 26   **Time: 2:00pm–2:30pm**

Indonesian university students' literacy practices in English in and out of the classroom in the digital age

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Abstract: This study explores the English literacy practices of Indonesian university students in the context of Indonesia's multilingual society, where English is widely regarded as a foreign language. Despite this status, English is increasingly used for academic, professional, and social purposes, both inside and outside the classroom. The study is grounded in the frameworks of literacy studies and multimodality, which provide a comprehensive understanding of how students engage with English through various textual and digital forms. A connective ethnography was employed to capture the situated nature

of these practices. Data collection involved a combination of participant observations – in and outside of the classroom – online and offline, semi-structured individual interviews, and focus group discussions focusing on students' interactions in physical classroom settings as well as their engagement with English on digital platforms. The observations extended to both online and offline environments, capturing a broad spectrum of literacy activities, from academic writing and presentations to social media interactions and digital content creation. Initial findings indicate that students navigate complex and dynamic literacy practices in English, utilizing a mix of linguistic resources and digital tools. This complexity is reflective of the broader multilingual norm in Indonesia, where students fluidly switch between languages and modes depending on the context. The study highlights the role of digital media in shaping contemporary literacy practices in English of Indonesian university students.

Keywords: *Literacy practices, English language, multimodality*

Biography: As a second-year PhD student, Chris Asanti has always enjoyed reading children's storybooks in English. This love for children's literature has inspired her to develop her research areas to the importance of reading, literacy, and literacy practices in English.

Abstract: 27   **Time: 2:30pm–3:00pm**

Fostering Learners' Autonomy and Engagement in Vietnamese ELT

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Abstract: The teaching of English as a Foreign Language (EFL) in Vietnam in recent years has witnessed a significant shift from traditional skill-focused techniques towards a more student-centered approach. Educators and researchers are now increasingly

invested in understanding and addressing students' perceptions and autonomy as well as their emotions in EFL classes. This presentation examines three Vietnamese university doctoral studies. The first study investigates the academic literacy expectations of students in EMI courses at the University of Economics and Business through an analysis of course syllabi. Specifically, it explores students' perceptions and practices of academic literacy. The findings provide insights to guide educators, curriculum developers, and administrators in optimising EMI implementation in higher education. The second mixed method study examines the relationship between students' autonomy and their English speaking proficiency at Vinh University. Insights gained from this research will highlight the significance of autonomy in enhancing English speaking skills and identify effective educational practices that can support and empower students in improving their language proficiency. The final study investigates the relationship between students' 'achievement emotions' and their learning engagement guided by Pekrun's (2006) control and value theory. This study explores specific achievement emotions experienced by students majoring in Economics and Finance in a joint Bachelor program at the University of Languages and International Studies and how these emotions relate to their engagement in learning activities. The study provides valuable insights into the role of emotions in enhancing students' engagement ultimately contributing to the development of more effective and supportive educational practices.

Keywords: *EMI, learner autonomy, achievement emotions, EFL, Vietnam, language learning*

Biography: All the 6 authors in this presentation are lecturers of English language as well as PhD students at ULIS-VNU in Vietnam. Collectively, their research interests focus on exploring students' perceptions and emotions to foster a better learning environment in the context of EFL in Vietnam.

Abstract: 28   **Time: 3:00pm–3:30pm**

Double helix tale: An autoethnography about a pre-service teacher's vulnerability in CALD classrooms in a socio-economically disadvantaged school

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Abstract: With the development of Australian schools and secondary education, there is an expectation by the public and authorities that students will receive a high-quality education. However, in socioeconomically disadvantaged areas, schools are unable to sufficiently develop learning experiences for students from culturally and linguistically diverse (CALD) backgrounds due to problems with funding, management, and stakeholders. Further, school leaders are unable to provide high-quality educational resources for students. The aim of this autoethnographic study was to reveal the

vulnerability that a pre-service teacher, Author1—who is also from a CALD background—experienced during his placement in a school in a socio-economically disadvantaged area with many students from CALD backgrounds. The negative situations these students faced and the hardship of changing the educational structure, which has been ongoing for years, were disheartening.

Keywords: *socio-economically disadvantaged school, CALD classroom, education leadership, secondary school students, Australia*

Biography: Jeffrey (Shengjun) is a PhD candidate. His research centres on pre-service teachers' experiences in culturally and linguistically diverse (CALD) classrooms, with a particular emphasis on teacher education and the experiences in these diverse educational environments.

Engaging Sciences And The Arts (STEAM)

Abstract: 29   **Time: 1:30pm–2:00pm**

The Lived Experiences of Employability for Australian University International IT Graduates: Challenges, Learning and Agency

Thuan Nguyen
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Abstract: This presentation explores "graduate employability" in the context of international education, focusing on the experiences of eight international IT graduates in Australia. Traditional frameworks, such as the Capitals Approach and the Ecosystem Approach, offer valuable insights but fail to fully account for complexities introduced by the COVID-19 pandemic and global challenges. To bridge this gap, a new theoretical framework based on Deleuze and Guattari's Assemblage Theory is proposed. This framework views employability as a dynamic system where human and non-human elements interact in a non-linear way. It likens employability to a car, where various parts must work together to create movement. Similarly, international graduate employability emerges from the interaction of students, institutions, industries, and socio-political factors. The research reveals that international graduates face a complex process of adaptation, involving desires, cultural change, affective and employability challenges. These factors are crucial to understanding how students navigate the shift from home to a foreign educational system and the employment market. Empirical data from the study highlight the importance of personal and structural challenges in shaping employability. This framework provides both theoretical and practical insights, empowering international students to actively shape their employability before and after arriving in their host

countries.

Keywords: *Agency, Assemblage, Change, Employability, Learning*

Biography: Arriving in Australia as a refugee, Thuan overcame numerous challenges to build a successful career in IT. With 11 years of experience as an IT Manager, Thuan later pursued PhD research at Monash University, focusing on the employability of international IT graduates. His work combines personal resilience with deep professional and academic insights.

Abstract: 30   **Time: 2:00pm–2:30pm**

High School Teachers' perspectives on disaster risk reduction in education in Indonesia

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Abstract: The significance of disaster risk reduction in education (DRRE) for children has been clearly established through research. Many studies looked at how to improve children' capabilities through a wide variety of risks or disaster communication strategies. However, a constant exposure to ? is needed to ensure children benefit from DRRE in a sustainable manner. Although teachers have the primary role in guaranteeing its implementation, there is little research on teachers' capabilities in relation to DRRE. This project shifts the focus from the students to teachers' capabilities by measuring teachers' perceptions on the national DRRE program in Indonesia. The presentation will specifically disseminate teachers' views on program implementation and the support received from the local government agencies. This multiple case study is conducted in three Indonesian provinces. These provinces were selected considering their different states of program implementation to understand its success or failure. 22 high school teachers from 10 high schools engaged in semi-structured interviews to provide their perspectives. The findings suggest that there are various tensions between teachers' beliefs on DRRE significance and its implementation. First, it relates to challenges encountered during implementation; second is the tension between the support provision and teachers' needs. This presentation discusses the importance of integrating teachers' participatory in the design and implementation of DRRE, or beyond, including in designing and implementing programs.

Keywords: *Disaster risk reduction education, theory of change, capability approach*

Biography: Ni Made Wiwik Astuti is a PhD candidate from the Faculty of Education at Monash University. She is interested in Disaster Risk Reduction Education (DRRE),

especially its implementation in school settings. Her PhD project focuses on enabling the partnership between key stakeholders to ensure DRRE at school levels.

Abstract: 31   **Time: 2:30pm–3:00pm**

A research methodology for exploring student, parent and teacher experiences in mathematics education within multicultural classrooms

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Abstract: Increasing cultural diversity in mathematics classrooms worldwide has challenged traditional teaching practices, and understanding the experiences of students, parents and teachers in this context is essential to inform change in pedagogy and practice. This paper presents a research methodology that allows these experiences to be explored to understand the challenges and dispositions faced by students, parents and teachers. Differences in cultural background, language, race, ethnicity, and prior knowledge constituted the working definition of 'multicultural' within the case study, undertaken at two schools in Melbourne, Australia. Both schools were considered multicultural according to this definition, representing over 50 cultures within each school. Data collection employed two, year five classes from each school involving focus group interviews, semi-structured interviews with students, parents, and teachers, and classroom observations specifically in mathematics settings. This qualitative methodology was well suited to this study as it was ideal for understanding human experiences and how they are converted into consciousness. Bourdieu's theory of practice scaffolded the conceptual framework, focusing on the concepts of habitus, field, and cultural capital, to explore the complex dimensions of this experience triad. As a result, the study identified three distinct social fields: being a student, a parent, and a teacher. This allowed the interrelationship between the formation and transformation of habitus and the attainment of cultural capital to be explored across different fields. It was argued that providing opportunities for students to leverage cultural capital was a mechanism by which student learning outcomes could be improved within multicultural mathematics classrooms.

Keywords: *Mathematics, multicultural, students, parents, teachers*

Biography: Nilushi Minoli Dediwalage is a doctoral candidate. Her research focuses on mathematics education in a multicultural context. She is also a Mathematics Learning Specialist at a primary school, a Teaching Associate at Monash University, and a Mathematics Consultant at the Mathematics Association of Victoria. Her interests include Mathematics Education, Culturally Responsive Pedagogy, Multicultural Education, and Social Justice.

Equity and Inclusion

Abstract: 32   Time: 1:30pm–2:00pm

Key Factors influencing the sense of belonging in students experiencing marginalization: A systematic literature review

Rayhan Ara Zaman
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Abstract: A systematic literature review was undertaken to explore factors influencing students' sense of belonging (SB) at school. For students, SB holds immense significance for preventing alienation and fostering self-esteem, essential for academic success and personal development. Considering students' SB as the central characteristic of inclusion, this review intended to examine the methodological and conceptual trends surrounding students' SB, particularly for those who have experienced marginalization. A systematic search was conducted across databases such as ERIC, PsychINFO, and Google Scholar to identify peer-reviewed journal articles with empirical data on students' SB who have experienced marginalization. The PRISMA protocol guided the search to ensure a systematic approach. Specific search criteria for article selection were established, including the study topic, publication type and date, and research methods. A comprehensive search was performed using various combinations of terms like 'School Belonging', 'School Engagement', 'Primary School', 'Elementary school', 'Scale', 'Measur*', 'factors', 'sub-components'. Following identifying, screening and data extraction steps 19 studies that aligned with the review questions and met the inclusion criteria were selected for the review. The review reveals a dominance of quantitative research methods and a concentration of studies in Western contexts. Four main factors emerged as influential to students' SB: factors related to the organization, teacher, peer, and individual student. The interplay between these elements suggests that SB is multifaceted, significantly influenced by teacher and peer relationships. The findings call for comprehensive interventions to bolster SB in educational settings. The review underscores the importance of creating a positive, inclusive environment that nurtures every student's sense of belonging, thereby enhancing their overall educational journey.

Keywords: *Sense of belonging (SB), key factors of SB, marginalization*

Biography: Rayhan Ara Zaman is a 2nd year doctoral student in the Faculty of Education at Monash University, Australia. Her research interests include inclusive education, student voice, and sense of belonging. She also serves as an Assistant Professor at the Institute of Education and Research (IER), University of Dhaka, Bangladesh.

Abstract: 33   **Time: 2:00pm–2:30pm**

Building School Capacity for Inclusive Education: Validation and Psychometric Analysis of the Inclusive School Climate Scale with Chinese In-service Teachers

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Abstract: Inclusion has become an expectation for schools in many countries, yet it presents the ongoing challenge of effectively implementing inclusive educational practices. A supportive inclusive school climate is essential for the success of implementing inclusive practices, as it affects the well-being and sense of belonging of both teachers and students. This study translated and adapted the 18-item Inclusive School Climate Scale (ISCS) (Emam & F. Hendawy Al-Mahdy, 2022) into simplified Chinese (ISCS-C). The ISCS-C was administered to a sample of 1,418 in-service teachers in China. Confirmatory factor analysis and reliability tests confirmed that the ISCS-C possesses acceptable construct validity and internal reliability. The findings revealed that the inclusive school climate in China is generally moderate. Additionally, ANOVA results demonstrated that the school region and the presence of resource teachers significantly affect the inclusive school climate. The discussion explores effective strategies for enhancing the inclusive school climate in regular classrooms.

Keywords: *inclusive school climate, school inclusion, inclusive practice, assessment*

Biography: Yanlin Long is a PhD candidate at Monash University, specializing in inclusive education and teacher education. Her doctoral research focuses on Chinese teachers' attitudes and self-efficacy towards inclusive education, as well as identifying effective inclusive practices implemented in Chinese classrooms.

Abstract: 34   **Time: 2:30pm–3:00pm**

Reflecting on Researcher's Outsider/Insider Positionality in the Field

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Abstract: The study addresses the anxiety and challenges faced by novice researchers using new data-collecting instruments during fieldwork. Despite the existing theoretical guidance in the methodological literature, there is a lack of practical guidance for navigating outsider/insider positionality at research sites. This study fills that gap by documenting the lived experiences of a researcher in the field when she was involved in

interactions with six TESOL academics at three public universities in Sumatra and Borneo Islands, Indonesia, and non-participant academics in their workplace. Utilizing daily reflective notes analysed through content analysis, the research captures the nuances of fieldwork experiences. The study reveals several key challenges and strategies. First, establishing rapport involved understanding local norms and identifying suitable participants, which were addressed by engaging in informal group conversations and approaching potential participants individually. Second, interviewing required guiding participants to share sensitive information, achieved by discussing personal history before professional matters. Third, shadowing presented challenges such as awkwardness, questioning by non-participants, and physical/mental fatigue, mitigated by clarifying rules upfront and spacing out shadowing sessions. The findings suggest that practical strategies for managing outsider/insider positionality can enhance fieldwork effectiveness, offering valuable insights for PhD students and researchers embarking on fieldwork. This research contributes by offering first-hand experiences and strategies for overcoming fieldwork challenges, thus contributing to the broader discourse on reorienting educational research practices.

Keywords: *Researcher identity, researcher positionality, outsider/insider, fieldwork*

Biography: Lavinia Araminta is a third-year PhD student at the Faculty of Education, Monash University. She is interested in the sociocultural approach to educational research. Her previous roles were an adjunct lecturer of English for Academic Purposes at Universitas Indonesia and a mentorship director for Suryanara Foundation.

Abstract: 35   **Time: 3:00pm–3:30pm**

The Role of Community-Based Learning Programs in Developing Islamic Education:A Case Study of an Indonesian Pesantren

Muhammad Syihab As'ad
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Abstract: Indonesian pesantren, traditional Islamic boarding schools, are central to the Indonesian educational system. Over recent years, these institutions have incorporated various educational reforms, including community-based learning programs (CBLP) or commonly known as Pusat Kegiatan Belajar Masyarakat (PKBM) in Indonesia. It aimed at enhancing Islamic education. This study seeks to explore the potential impact of CBLP on the educational outcomes and Islamic knowledge of students in these unique educational settings.

The primary goal of this research is to discover the role of CBLP in the development of Islamic education within Indonesian pesantren. The study aims to understand how these programs influence the conceptualization and practice of Islamic education, the processes behind their adoption, and their potential effects on student engagement and learning

outcomes.

Employing a qualitative case study approach, this research will utilise semi-structured interviews, participant observations, and document analysis to collect comprehensive data. This methodology is chosen to provide an in-depth understanding of the internal processes and contextual influences within the pesantren. Rigorous ethical standards, including informed consent and confidentiality, will be maintained throughout the study.

The anticipated outcomes of this study aim to contribute to the theoretical frameworks surrounding CBLP/ PKBM in Islamic educational contexts. Additionally, the research is expected to provide practical insights for educators and policymakers involved in Islamic education. By exploring the integration and potential benefits of CBLP in pesantren, the study aspires to inform future educational strategies, ultimately enhancing the effectiveness and reach of Islamic education in Indonesia.

Keywords: *Community-Based Learning, Islamic Education, Indonesian Pesantren, Boarding School*

Biography: Muhammad Syihab As'ad, a lecturer at Universitas Muslim Indonesia, also teaches at Universitas Negeri Makassar and Universitas Islam Negeri Alauddin Makassar. His research includes digital education, policy, discourse analysis, Islamic schools, and English education. He creates free TOEFL content online and is pursuing a Ph.D. at Monash University.

Leadership and Policy

Abstract: 36   **Time: 1:30pm–2:00pm**

Building a Stairway to Transformation: Reimagining School Education for Natural Hazards and Community Disaster Resilience

Belinda Davis
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Abstract: This presentation addresses the question: What could a transformative model of natural hazard and disaster resilience education look like for schools? The United Nations Sendai Framework for Disaster Risk Reduction (2015-2030) positions children as agents of change capable of protecting themselves and others in their communities from natural hazards. However, although schools have an important role to play, when it comes to natural hazard and community disaster resilience strategies and initiatives, schools are often not well integrated. Generating meaningful change requires a transformative approach to education, however most schools tend to adopt instrumental or instructional approaches. Being a transformative agent for positive socio-environmental change requires a certain level of motivation, critical reflection and reflexive practices with others that engender a sense of caring citizens towards each other and the environment. This research applied relational ontologies, including Paul Ricoeur's philosophical concept of being in the world as Oneself reflected through Another, as well as social processes that

can influence transformative education approaches. A reimagined approach is presented as a set of 10 relational and socially oriented educational steps along a rising elevation: depicted as the Stairway to Transformation. These steps were first identified abductively through a method of 'qualitative interpretive synthesis' from key transformative education scholarship. The Stairway was then validated via a critical review and case analysis of 45 international school education programmes, identified from peer-reviewed literature. The transformative approach proposed can promote more collaborative approaches between schools and their local communities as a way to enhance community disaster resilience.

Keywords: *Transformative education, natural hazard and disaster resilience and schools.*

Biography: I am a PhD student at Monash University exploring the topic of transformative approaches to school education for natural hazards and community disaster resilience. Prior to this I worked at Northumbria University in the UK, the University of Melbourne and RMIT. I have also worked for the UK and Australian Governments.

Abstract: 37   **Time: 2:00pm–2:30pm**

Perspectives and Possibilities: Australian Teacher Educators' Understanding and Enactment of Critical Pedagogy

Merian Fernando
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Abstract: A renewed emphasis on critical education for beginning teachers has led to policy changes across Initial Teacher Education (ITE) programs in Australia. More than other proponents of critical education, teacher educators are mostly accused of novice teachers' lack of preparedness for critical teaching in schools. Among various initiatives, the push for teachers to serve as active proponents of critical education remains a top priority in Australia's educational landscape. However, there is still a lack of empirical research exploring how teacher educators perceive and implement critically responsive pedagogical approaches. As Critical Pedagogy (CP) gains prominence in educational policy discussions and shows potential for driving social transformation, this study investigates the extent to which CP is or could be integrated into ITE programs at Australian universities. Through a qualitative research approach and an instrumental bounded case study that situates the university context where this issue is most relevant, six teacher educators from a public Australian university were interviewed, and their teaching practices were observed. Systematic and reflexive data analysis revealed that CP is closely aligned with five key functions: acting as a catalyst for student-centred teacher education, supporting constructivist teaching and learning, facilitating transformative praxis, promoting democratic teaching, and initiating the exploration of uneasy but necessary topics. These findings provide insight into teacher educators' understanding of critical education and how they incorporate CP in their repertoire, while also underscoring

the need for further research to determine how ITE can better prepare pre-service teachers to engage critically in their future careers.

Keywords: *Critical pedagogy, Initial Teacher Education, Teacher Educators, Pre-Service Teachers, Critical Education.*

Biography: I am a final year PhD student, preparing for the pre-submission review shortly alongside three research papers for publication. My research attracts critical theories, especially critical pedagogy pioneered by Paulo Freire, critical teaching in initial teacher education and schools in Australia, to unveil CP's implications on social justice educational agendas.

Abstract: 38   **Time: 2:30pm–3:00pm**

How International Graduates Exercise Forms of Agency to Negotiate Employability in Australia

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Abstract: International graduates' employability has drawn increasing attention in higher education worldwide. The literature has discussed the challenges international students face while finding jobs and the factors that affect their employment outcomes. However, limited research has explored how human agency contributes to international graduates' employability. This discussion paper aims to address the dynamics of international graduates' employability agency in Australia through a combination of three analytical lenses: the theory of structuration, the theory of self-construal, and the employability agency framework. By reviewing both empirical studies and theoretical literature, it can be interpreted that both contextual factors and personal resources contribute to the enactment of employability agency. In Australia, contextual factors such as visa policies and cultural diversity are identified, while in home countries, the resources are exemplified by ethnic habitus, social networks, and financial support. To navigate these components and utilize resources, it can be concluded that international graduates enact forms of agency, for example, visa-navigation agency. This discussion paper will contribute to further conceptual and empirical research that addresses the capacity and agentic strategies of international graduates to independently oversee their academic progress and future careers.

Keywords: *International graduates, employability, agency, higher education*

Biography: Yitong Wang is a PhD candidate from School of Education, Culture and Society. Her research focuses on exploring international graduates' exercise of agency to enhance their employability in Australia.

Abstract: 39	Time: 3:00pm–3:30pm

Legitimising sport participation in urban parks: (In)formality and actor-network theory

Satoshi Miyashita
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Abstract: This paper explores how the legitimacies of sporting forms at urban public parks are (un)made through and in relation to a public authority's practice of rule-making, whereby public officers introduce spatial regulations to legitimise or delegitimise particular sporting forms. Increasing diversification in sport participation is pushing urban planners and space managers to rethink conventional approaches to managing shared public space. Through the theoretical lens of (in)formality and the sensitivity of actor-network theory, I traced actors (e.g., objects, ideas, humans) involved in a Japanese local government project that sought to produce spatial regulation regarding ball sports at parks. I found a nuanced form of spatial injustice through the process of (de)legitimation. The municipal project sought to provide support for youth sport participation and give legitimacy to their opinion about parks, yet through this process, youth opinions were negotiated and to some extent marginalised because of, not in spite of, the particular way the project translated their voice. I also found that despite the project's effort to produce a legitimacy for youth participation in sport at parks, other legitimacy logics overrode this. To create a more genuine democratic space for managing urban parks, practitioners and researchers need to (1) recognise specific, multiple logics of sporting legitimacy and (2) actively facilitate communications between these logics.

Keywords: *informal sport, sport governance, actor-network theory, urban space, multiplicity*

Biography: Satoshi Miyashita is a PhD candidate in the Faculty of Education at Monash University. He is writing about sociological issues of sport. His current topic of interest is the governance of sport participation.

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