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# **Post Graduate Scholars Conference**

**Monday 23<sup>rd</sup> June 2014**

## **Book of Abstracts**

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**Equity and Diversity for Primary School Indigenous children in Bangladesh**

***MD Rabiul Islam***

Research shows that almost in every aspect indigenous Bangladeshi peoples' life style lags behind that of the mainstream people. To address the existing inequities, international donor agency programs have given emphasis to promote equity and diversity for indigenous children. Despite this work, there continues to be a significant and persistent achievement gap between mainstream students and indigenous children in Bangladesh. It is rare to find research that reports in-depth analysis of the situation of equity and diversity in primary education for Bangladeshi indigenous children. And of the few available reports most represent the educational situation in terms of quantitative data. A well organised empirical research project regarding primary schools level situation of indigenous children is truly absent. The purpose of this study is to better understand the affordances and constraints in achieving equity and diversity for indigenous children in Bangladesh. I propose that educational improvement in this situation requires important rethinking and reworking of school and classroom practices. I argue that the problems need to be understood through consultation with, and from the perspectives of the people themselves; the teachers, school managers, and teacher educators, as well as the children. A qualitative research approach using an ethnographic research methodology guided data collection through observation, interview, FGD and document analysis to explore the issues. Underpinned by systems methodology and undertaken within an interpretivist paradigm, this research is leading to recommendations that aim to influence policy makers in developing programs that meet the equity and diversity aspirations of primary education in Bangladesh.

**Zombie Sustainability?**

***Debra Bradley***

This presentation asks whether the term 'sustainability' exists as "a verbal equivalent of the undead" (Dyer, 2012) and draws from the literature, document analysis and interview data of a current PhD research project which looks at how a primary school is negotiating (or attempting to negotiate) 'sustainability' into its curriculum. The term 'sustainability' is discussed, defined and questioned. What does it mean to you and what does 'sustainability' as an undead concept mean for sustainability education in Australia today?

**Where policy and practice meet for Gifted Education**

***Lesley Henderson***

In 2001, a Senate Committee called for the development of "a national strategy on education of the gifted" (Collins, 2001, paragraph 5.6). Gifted education policy is mandated in only two Australian states, and although policies exist at state level and in some schools, there is no Australian Policy to provide strategic guidance on the education of gifted students. The Australian Curriculum and Australian Professional Standards for Teachers acknowledge that gifted students have diverse needs and that teachers must differentiate curriculum and pedagogy to meet the needs of diverse learners. However, without a policy, is there sufficient guidance or incentive to ensure that practice matches rhetoric?

Approaching policy as discourse considers educational practices as shaping or framing the policy document, so this paper will analyse educational documents to discern what is being said about educating gifted students and the implications for the development of a national policy for the education of gifted students.

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**Parents' Beliefs about their Role in their Children's German Community Language Learning**  
***Ulrike Glinzner***

Children's community language learning (CLL) has met with varying degrees of success which have been ascribed to the variability in parents' involvement in their children's community language learning (CLL) (Clark, 2000; Glinzner, 2010). Research on community language maintenance and language dynamics in families, points to a complex system of influences that impact on parents' involvement in children's CLL. Research indicates that one influence may be parents' beliefs about their responsibility in their children's education which can affect parents' involvement (Hoover-Dempsey and Jones, 1997; Ice and Hoover-Dempsey, 2011) and subsequently their linguistic behaviour with children (DeHouwer, 1999). Thus, parents' with a strong parent-focused role belief may be more involved in their children's German community language learning than parents' with a weak parent-focused role belief. Therefore, parents' linguistic behaviour with their children may be enhanced or diminished by parents' role beliefs. A questionnaire has been developed investigating the influence of parents' role beliefs on parents' involvement in children's German CLL. The questionnaire has been piloted and some data has been collected in Australia. Collected data indicates that most participants obtain strong parent-focused role beliefs. The result also points out that participants are highly involved in their children's German CLL. However, it may also allow the assumption that more involved parents partake in this study than less involved parents. This study is intended to inform teachers and parents in community schools and to assist with the development of interventions that benefit parental participation in children's CLL.

**Dancing with dinosaurs – taking action to keep moving**  
***Ashley Burnett***

Educational change occurs in response to the changing social context in which the system is located. Seeking to engage older experienced teachers in professional learning in times of significant change in Australian schooling education requires some understanding of what meaningful professional learning might look like for them. This paper shares emergent findings of my research with experienced physical education teachers, identifying aspects of their career-long professional learning, and how the context of their work environment influences their participation. The aim of this research is to reach a deeper understanding of how physical education teachers currently value and understand meaningful professional learning. Such understandings will inform the practice of teachers and therefore the learning outcomes for children and young people in schools; teacher training institutions, and the professional learning and support provided to experienced teachers in physical education. The research methodology used in this study is interpretive and qualitative using an emergent design structure. Six purposefully selected experienced secondary school physical education teachers who have been teaching for more than fifteen years have been interviewed for this case study research project. A key finding from this research has developed the theme of the participants' motivation together with identification of their educational values, beliefs and practices about physical education that have continued to inform subsequent phases and themes in the research. Further findings from this research have also provided rich data demonstrating processes to support teachers to change their pedagogy in the field of physical education. This study demonstrates that professional learning is not only a deep learning experience for the participants but also impacts on students and other educators at their school site.

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### **Meditating mindfully: Teachers who go within to ensure their students don't go without** **Gaylene Denford-Wood**

*How* we know is seminal to *what* we know. Yet contemporary teacher education ignores an extant way of knowing – contemplation – as antithetical to the hegemony of rationalism. Despite a spike of Mindfulness-in-Schools literature, for example, few initial teacher education programmes contain mindfulness, meditation or other contemplative practices that complement analytical thinking. But evidence shows that – just as physical exercise builds muscle fitness – regular meditation builds cognitive capacity for inner knowing. Would, then, experienced teachers who have sustained their meditative practices over years be able to shed light on personal-professional ways of knowing and being? This paper focuses on findings from part of a doctoral study, investigating the meditative practices and experiences of 22 exemplary teachers and educational leaders across education sectors and a range of institutions in New Zealand and Australia. A case-study approach to the fieldwork used a phenomenological lens to define the boundaries. ‘Microscopically’ each participant was considered a case in their own right and ‘telescopically’, participants constituted one case of a particular phenomenon – experienced teachers who meditate. Results show remarkable variation in, firstly, what originally drew participants to meditate; secondly, their types of practice; thirdly, influences that sustain their contemplative discipline and fourthly, the effects these teachers report meditation has on the way they feel about themselves and their work. Hitherto unspoken epistemological and ontological elements were openly shared in a spirit of trust that they may be of service to others. This paper concludes with key points which could critically inform the literature on teacher education.

### **What motivates English language teachers to seek professional development?**

**Nguyen Anh**

One of the important factors that maintain and enhance the quality of teaching in school is professional development. Research has shown us that the quality of teachers has a positive impact on student achievement. 99% of the English language teachers asserted that they need professional development at some level (Khandehroo et al, 2011). However, most professional development programs failed because they do not take into account of what factors motivate teachers to engage in professional development. The paper explores the factors that might motivate ESL (English Second Language) teachers seek professional development in order to enhance their effective teaching practices. The preliminary finding is that there are four intrinsic and two extrinsic factors that motivate teachers to learn. The findings in the literature will contribute part of the writer's future research and also provide new insights for the administrators of English language centres in Vietnam.

### **What is the nature of educational leaders' transformative learning experiences?**

**Murray Fletcher**

**Intention:** My focus is ‘to make visible’ the everyday stories that emerge from the context of leader's lives in order to understand more fully and deeply ‘what might be considered transformative’. This means listening for the moments and times of realization, that, for these leaders, have been significant in ‘moulding’ them personally and professionally.

**Conceptual Understandings:** The term ‘*transformative*’ is used to refer to learning (e.g. Mezirow, 1978 - 2012; Taylor, 2007, 2008). I see ‘*transformative learning*’ as being more than ‘meaning-making’ and ‘problematic frames of reference’ with ‘trigger events’ (Mezirow

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1991, 2000 and 2003). For me, *transformative learning processes* are connected to the 'extra-rational, non-rational, intuitive, spiritual and cultural'. (Dirkx, 2001; Tisdell, 2008; Yorks & Kasl, 2002). Yorks and Kasl (2006) point to transformative learning as 'a change in how a person affectively experiences and conceptually frames his or her experiences of the world...'. Illeris (2013) redefines transformative learning and makes the connection with one's *'identity'* which I will connect to one's *'formation'*.

**Methodology:** My research 'puzzle' (Clandinin, 2013) has me engaging in an in-depth and intimate *'narrative inquiry'* with participants over an eighteen month period.. This interpretive study will have me being alongside participants to 'create, re-tell, and hear their individual stories and write the *'field texts'* in a co-constructed way. I will underpin this research with the principles of *appreciative inquiry* e.g. the narrative and constructionist. The terms *'rigour'* and *'trustworthiness'* will be used in reference to the quality and credibility of the gathered and analysed *'field texts (data).'*

This research will place me, as the researcher, reflexively alongside participants, with an awareness of not 'privileging my voice'. Participants will co-construct *'interim research texts'* with me whilst I will be responsible for the *'final research texts'*.

### Considering surveying Career Development Theories

**Rebecca Napier Lemke**

In paralleling the pressing equity issues of its times, the field of career development has often acted as an agent for social justice. Throughout history, it has also mirrored closely the current day sociological issues and emerging understandings of individual human development. This presentation will provide an overview of the field of career development theories with a particular focus on a theory relating to childhood and adolescence. First, the four main historical waves of career development theories will be briefly outlined. This overview will span from the foundational work of the father of career theories, Frank Parsons (1909), whose main focus was social justice and individualised trait-and-factor matching through to modern day theorists such as Super (1990) and Savickas (2002) who emphasise life-span and holistic career development. Next, detailed attention will be paid to the specific design of Gottfredson's career development theory of circumscription, compromise, and self-creation (2002) and its place in the overall field of career development theories. Then, several key knowledge gaps in the body of existing career development theories will be acknowledged. Lastly, a number of possible future directions in this field will also be discussed in light of current and likely future global trends.

### Tripping on Terminology: an attempt to define interdisciplinary teaching and learning

**Shani Sniedze-Gregory**

"[The] problems of society do not come in discipline-shaped blocks" (Roy, in Nissani, 1997, p.209).

We need more than one discipline to solve problems, enhance creativity and generate further questions. The intention of interdisciplinary teaching and learning is to provide opportunities for students to engage with complex problems through multiple disciplines in order to make full use of different disciplinary perspectives, and to provide a greater breadth of knowledge and skills. In order to fully explore interdisciplinary teaching and learning, we must first understand what is meant by "interdisciplinary". Is it a case of multiple disciplines coming together to build and share knowledge, to blend and integrate knowledge, or do disciplines act as a pick-and-mix tool when problem solving? Is it all of the

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above? Is it more? And who decides? This presentation will consider what constitutes a discipline, how disciplines are combined, and what these combinations are variously named. Discussion will centre on current definitions of interdisciplinary teaching and learning compared to multidisciplinary and transdisciplinary, and on issues of overlap and descriptive use. The intention is to attempt to craft a definition of “interdisciplinary” that helps clarify the term in order to provide a base for further research into interdisciplinary assessment.

### **Digital communities for remote Aboriginal and Torres Strait Islander tertiary students** ***Phillip Townsend***

Aboriginal and Torres Strait Islander tertiary students in remote communities are separated by physical distance from their institution and fellow students. Digital technologies raise new possibilities of connectedness, and enhancement of learning opportunities and outcomes. This research explores the ways Aboriginal and Torres Strait Islander pre-service teachers view the use of mobile devices for their studies while living in remote communities. Data from the research indicates enthusiasm by many of these student teachers to participate in digital communities. Individual interviews and focus groups were conducted with pre-service teachers from two community-based Initial Teacher Education programs in Queensland and South Australia. Most participants are also Aboriginal and Islander Education Workers employed in schools. During interviews student teachers indicated mobile devices, such as laptops, tablets and mobile phones, make study engaging as they allow course members to connect with one another at times and in locations that suit them. Pre-service teachers value interaction with their peers, site mentors, lecturers and office staff. Student teachers gain academic support for their assignments, attend to administrative requirements and also benefit from personal encouragement through using mobile devices. This investigation provides a voice for these pre-service teachers about the manner in which they would like to see mobile devices integrated into their tertiary studies. It thus provides evidence on which Higher Education Institutions can base plans regarding pedagogical approaches, course structure, technical enhancement, and policy development. This study is located in the context of a national initiative to increase the number of Aboriginal and Torres Strait Islander teachers in Australia. Moreover the research is significant as it aligns with global teacher-training trends about accessing online material through mobile devices. It also addresses worldwide educational issues such as access to connectivity, engagement, use of social media, and the personalisation of mobile learning.

### **Researching online populations: the use of netnography within education** **Research**

#### ***Stephanie Jong***

In current society, the Internet has become an essential communication and information media. By immersing society in the information and communication, there have been developments in new ways of communication. Netnographic research is primarily concerned with how the Internet operates within our everyday life, specifically relating to online communication. This presentation attempts to offer a methodological contribution of online communication and an exploration of initial data generated with this methodology. I will explain the method of netnography and evaluate its success in educational research, using the example of a study related to online fitness culture forums. The presentation will identify key issues such as practical implications, online ethical considerations, and the analysis of digital data on a work-in-progress study, currently being undertaken. I will reflect

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on my experiences of applying the method to offer insights into the viability and practicability of netnography.

**Initial results of assessing existence of Local Item Dependency in the PISA study**

***Pawel Skuza***

The Programme for International Student Assessment (PISA) is a large international survey conducted every three years in majority of leading world economies. It aims to evaluate education systems worldwide by testing 15-year-old students' scientific, reading and mathematical literacy skills. One of the assumptions of data scaling models providing estimates of achievement is that items are locally independent; that is, a response to one item does not cue a response to another item. The presentation will report initial results of assessing the existence of Local Item Dependency (LID) in the PISA. The Non Item Response Theory based LID index called Residual Correlation in Factor Analysis (Kim, De Ayala, Ferdous, & Nering, 2011) will be utilised. The PISA data from five waves, three cognitive domains (Mathematics, Science and Reading) and 26 countries will be used. The pros and cons of various approaches for assessing the cross-national and longitudinal trends in LID presence will be discussed.

**An investigation into collaborative approaches between teachers and teacher aides supporting students with special education needs in South Australian primary schools**

***Vivienne Mangos***

In Australia, inclusive educational reform supports the inclusion of students with special educational needs (SEN) in mainstream schools (Conway, 2010). The increased deployment of teacher aides (TAs) within schools has been perceived 'as a way' to provide teachers with the support required to cater for the diverse needs of students (Giangreco, 2013). As a consequence TAs have been required to undergo a 're-fitting process' during the last decade, due to the shift in their traditional job role, of one involving clerical support to teachers, to a role requiring greater instructional support and guidance to students with diverse needs (Bourke & Carrington, 2007; Giangreco, 2013; Mansaray, 2006). This has caused teachers and TAs to experience confusion regarding their roles and responsibilities associated with supporting students with SEN (Butt & Lowe, 2011; Giangreco & Doyle, 2007; Rutherford, 2012). Furthermore, teachers have been required to supervise and collaborate with TAs in their classroom, these being tasks which local and international research indicates they feel ill equipped to perform due to a lack of pre-service training and time restraints (Angelides, Constantinou & Leigh, 2009; French, 2001). This study seeks to gain an understanding of the current practices being used by South Australian teachers in mainstream primary schools to supervise and direct TAs working with students with SEN, work within their job role boundaries and to identify the mechanisms by which teachers collaborate with their TAs. It is anticipated that the findings from this study may assist to inform: pre-service teacher training in supervisory practice (Wallace, Shin, Bartholomay, & Stahl, 2001), collaborative team work between teachers and TAs (Howard & Ford, 2007) and the development of a supervision tool for efficient and effective TA supervision (Giangreco, Yuan, McKenzie, Cameron, & Fialka, 2005; Howard & Ford, 2007).

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**What is going on here? Teachers' stories about school change: Notes on preliminary findings**

***Tomy Veryanto Bawulang***

School transformation is still considered the central issue in many developing countries. In Indonesia, there have been efforts, predominantly through policy change, to improve the quality of education for the last decade. According to international assessments such as PISA and TIMMS, the quality of Indonesian education is still unsatisfactory. Studies investigating the success of various intervention programs by central government concluded that policies and development programs are less successful due to the lack of school capacity to adapt and aligned the policies into their context. Nevertheless, none of the studies attempted to find out how schools can build their organisational capacity to adapt such imposed systemic changes. The central tenet of this research is that within a centralised education system, the school capacity to adapt to change – in this research called *school adaptive capacity*- in their context is the key for schools to succeed. To be able to understand the concept of school adaptive capacity, we really need to look at what is going on in schools and have a closer look on how schools adapt to change in the absence of policy implementation guidelines and within the rigid-bureaucratic organisational culture as the case of Indonesian schools. In this presentation I will highlight the preliminary findings focusing on the first research question:

*What are the changes in organisational practices undertaken by the schools as their adaptation to the current changes imposed by the government? Can those practices be identified as organisational adaptive capacity?*

Stories from teachers at two schools will be presented to illuminate the preliminary findings. It is expected that the results of this preliminary findings can depicts the reality of school change in Indonesian context thus it contributes a new insight on schools adaptive capacity in a centralised education system that is rarely address in organisational literature.

**Gender and photo-voice: a qualitative interpretational study with Saudi women in Australian Higher Education**

***Anna Woods***

Over the past decade an increasing number of Saudi women have been granted King Abdullah Scholarships to study in post-graduate courses in Australian Higher Education settings. In previous Australian based research, a small number of these women have contributed impressions of their study experiences, along with their thoughts on the implications for their repatriation back to Saudi Arabia. My evolving qualitative study proposes to include photo-voice method within the continuing exploration of perceptions and experiences as articulated by Saudi women currently studying in Adelaide universities. It is planned to iteratively analyse emerging impressions, foregrounding the women's voices. The study presents the potential for new insights that can be fed into knowledge, practitioners and policy related to international education and Saudi women students in Australia. A particular feature of the research process is its gendered orientation. The 'knowing' begins with the women themselves and is mediated through the images they invoke and talk about. Women-only focus groups are planned to elicit women-oriented co-constructions of their realities. In the analysis, possible considerations may relate to present /absent, said/ silent and insider/outsider perspectives. Fundamental to this approach is the notion that the woman:woman environment can facilitate emic and

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multifaceted representations of identity and cultural, social and academic realities that may not otherwise arise in a mixed gender environment.

**Knowledge sharing at state polytechnics in Indonesia**

***Nurul Fitriani***

Universities and other Higher Educational Institutions (HEIs) are in the knowledge business and they are exposed to market pressure like other businesses. State Polytechnics (SPs) in Indonesia also experience high competition in the marketplace despite their important role in Indonesian development. Advocates of knowledge sharing portray KS as an “engine of economic growth and a source of competitive advantage”. However, there is little research on KS in Indonesian HEIs. Therefore, the purpose of this study is to explore KS process at SPs in Indonesia by investigating the factors that motivate knowledge sharing, the SPs’ approach to the KS, the types of knowledge staff members share, and the organizational factors which enable and inhibit the KS process. This study applied a qualitative (one-on-one and semi-structured interview) research approach in order to explore the participants’ points of views, their beliefs, feelings, or experience in relation to knowledge sharing process at SPs in Indonesia. The participants were SP’s top management, middle management, lecturers who are active in units, and general lecturers in three SPs in Indonesia. These participants were recruited from one SP in each of three major cultures in Indonesia. As a consequence, the results may not be generalized to other SPs which have similar culture but it is replicable. The interview responses show that in general, first, participants from each research site and level share tacit and explicit knowledge which can be individual or collective semantic, episodic, and procedural. Second, the motivation can be intrinsic and extrinsic with religion and health as 2 of the strong influences on motivation. Third, the formal approach is influenced by their position and responsibility while informal approach takes place not only at institution level but in community. Fourth, besides leaders, culture can be not only the most influential factors to enable KS, but also inhibit KS.

**Do MOOC’s (Massive Open Online Courses) democratise or diminish educational participation?**

***Gavin Marcus***

Literature is pervasive regarding the digital divide between the global north and global south. From an educational viewpoint, this gap could be transcended by an educational revolution including changes to educational planning, curriculum and delivery. The Open Education Resources (OER) movement claims to possess the solution to educational change and thus social reform via its predominant ideas of free knowledge and open collaboration with flexible delivery methods including distance delivery, online delivery, blended delivery and Massive Open Online Courses (MOOC’s). Nevertheless, while much debate exists regarding MOOC’s as a solution to the educational predicament of the global north and global south, less debate is evident regarding its effect on educational participation. This paper will explore the question: “Do MOOC’s democratise or diminish educational participation?”

A key assumption is that MOOC’s are free. “Open” does not mean “free”. “Open” implies unrestricted access but not necessarily without the cost. How do MOOC’s operate and what implications are they having for reducing them global digital divide? For example, large participation rates are evident from North America and Europe (the global north), with less participation from Africa and Asia (the global south). This evidence serves as the basis for

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highlighting the cultural effects on educational participation in addition to the cost. This cost is hidden in the apparent requirement for technology, mostly ignored by proponents of MOOC's. While much emphasis is placed on making MOOC's available to many, little evidence exist on the cultural barriers to its utilisation.

### **Globalization and its impact on language policy in Timor-Leste.**

***Pedro Ximenes***

Timor-Leste adopts Multilanguage as a state policy. According to the country's constitution *Tetum* and Portuguese are declared as co-official languages while English and *Bahasa Indonesia* are given the status as working languages. In addition to that, 16 indigenous languages are also given the status of national languages with the emphasis in preserving them as national heritage. Like many other countries with long history of colonialism and diverse vernacular languages, the provision of the language policy such as to choose language/s for certain status is difficult. In many ways newly independent states find themselves in more dependent on their former colonial masters than they had been during the colonial era. Globalization in the form of language imperialism of western international languages has been largely blamed for this. In the case of Timor-Leste we will see how forces between global and local interact creating a nuance with a contextualized language policy valuing local diversity but also at the same time addressing global competitiveness by adopting international languages. This paper will look at achieving three main objectives. First, it will argue that the globalization forces influence the language policy in Timor-Leste. Holton's typology of globalization will be used to explain the language development process. Secondly using the process framework (Cooper, 1989) and the language-in-education planning framework (Kaplan & Baldauf, 1997; 2003) an analysis of current language process will be conducted to examine the context, processes, goals and outcome of the language policy. Finally, drawing from the previous analysis especially the impact of the current language policy, tentative alternative solutions will be put forward.

### **The Code of Ethics for Teachers in Indonesia: Debates and Conflicts**

***Sri Gustiani***

This paper presents the ethical concerns of the teaching profession in Indonesia. It tracks the historical trajectory of the Code of Ethics for Teachers in Indonesia, named Kode Etik Guru Indonesia (KEGI), in Bahasa Indonesia. It also explores the reasons behind the establishment of this ethical guidance and the teachers' acknowledgements of same. Although it has been quite a while, the enforcement of the KEGI in the teaching profession is still a matter of debate. Some debates have arisen among the teachers themselves, especially in relation to the so called 'ethical standards' that comprise the debatable area of 'value judgment'. The ethical conflicts have created concerns related to the ambiguity present in some of the principle issues, such as: "what do we mean by ideal teachers?"; "whose moral values are used as the standards for the KEGI?"; and "are these legitimate standards?". These debates and the associated ethical conflicts are explored in this paper. The paper concludes with some insights that may prove valuable in illuminating pathways to a conflict resolution.

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**Research Topic: Foucault's Discourse Analysis Theory and Methodology: An application to educational policy formulation in Cambodia 1979-2013**

***Chankoulika Bo***

This paper is a part of my research topic on Foucault's discourse analysis of educational policy in Cambodia 1979-2013. The paper will focus on theoretical approach, data collection and analytical method of Foucault's discourse analysis of the formulation of educational policy in Cambodia. The finding of Foucault's Discourse Theory and Methodology in the formulation of educational policy is the initial result of the field work in Cambodia for 6 months from December 2013 to June 2014. Foucault's discourse theory bound the relationship and the inter-relationship between power and knowledge. Through textual analysis and qualitative interview analysis, the approach analyses the discourse organizations which have been dominantly involved in educational policy development in Cambodia from 1979-2013, the discursive forces operating in their situational context, the conceptual framework behind the organization's ideology and discourse strategies applied by other organizations to support their policy ideas in their discourse contexts. This paper will explicate how the discourse analysis is applied in term of data gathering and data analysis tool for the formulation of educational policy in Cambodia and explain the relationship of idea formation to educational policy discourse and formulation.

**From Institutions to Community: Implications for mental health of people with intellectual disability.**

***Michelle Carney***

Less than 30 years ago people with intellectual disabilities were considered incapable of developing mental illness, due to their cognitive impairment. In the 1990's researchers Enfield and Tonge (1991, 1994, 1999) dispelled this myth. Current literature by key researchers (Paech, 2011; Rymill, 2010; Priest & Gibb, 2004; and Tonge, Enfield & Mohr, 2005) asserts that people with intellectual disabilities are at greater risk of developing mental illness than their counterparts. At the same time in a separate political sphere, Government policies and reforms, such as de-institutionalization and community integration were being developed and implemented. These policies have certainly increased the profile of people with disabilities in the community, but as Ware, Hopper, Tugenberg, Dickey & Fisher (2007) argue people with disabilities are "*in* the community, but not *of* the community". Could these policies with their lack of genuine citizenship have contributed to the increase in mental illness? If so, could the new National Disability Insurance Scheme, that is said to be embedded with the basic human right tenets of 'Choice and Control' reduce these incidences of mental illness for people with intellectual disabilities? This paper will explore from a constructivist lens whether The National Disability Insurance Scheme (NDIS) and its parent body the '*National Disability Strategy 2010-2020*' will ameliorate the incidences of mental illness for people with intellectual disabilities?

**Using the theory of planned behavior to predict Vietnamese college students' reading behavior**

***Tuong Ho***

Research suggest that reading is a vital practice that cannot be separated from the learning process in college classrooms. Reading skills facilitate students' deep understanding of subject information and knowledge. These skills also enhance them to be autonomous and independent in learning, both inside and outside of school, and therefore pave the way to

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life-long learning. However, in Vietnam, reading habits among college students are declining and have become a serious problem over the past couple of years. This matter is relatively unexplored fields in the Vietnamese literature despite prominent claims by government authorities and the media. This paper aims to develop a theoretical framework for my research on reading behaviour of Vietnamese undergraduate students. The three direct determinants (attitude, subjective norm and perceived behavioral control) of Theory of Planned Behavior (Ajzen, 1991) will be discussed in order to predict the reasons why Vietnamese students don't want to read often. The result from this paper does not only contribute to the literature but also lead to decision on selecting variables for my coming research.

**Lost in Transition: Investigating the health and wellbeing of children across the transition from early childhood programs to schools**

***Jennifer Fane***

This research seeks to investigate the utility of developing a broad range of indicators which could be used to determine the impact of the transition to school on young children's health and wellbeing. After providing an overview of current structures, practices and policies in place across diverse early childhood settings pertaining to child health and wellbeing, I will argue that the current focus of 'school readiness' in the transition literature has ignored the impacts on health and wellbeing during the handover from early childhood programs to formal schooling. In comparatively few settings are the potential benefits of the intersection between health and education as evident as they are in early childhood. Yet the ways in which health and wellbeing are implemented, promoted, and supported across the diverse settings of early childhood remain exceedingly disparate. While in recent years there has been a growing focus on the broader aspects of childhood development during transition, the question of how transition impacts upon children's health and wellbeing remains largely unexplored. The proposed research seeks to understand this impact through the development of appropriate outcome measures for health, wellbeing, and social quality. While there are a number of early childhood developmental scales and indexes, such as the ECERS-R and AEDI (which include some indicators of health and wellbeing), indicators that can be used broadly in diverse settings to discover the impacts of health, wellbeing, and social quality across the transition have yet to be identified. It is anticipated that such indicators could inform qualitative research approaches to longitudinally assess the health and wellbeing of students, as well as discover the experiences, perceptions, and views of children, parents, and educators within early childhood contexts. Accordingly, the research intends to add to the existing literature by examining the impacts of the transition to school on child health and wellbeing - furthering our understanding of service delivery or program models that support health and wellbeing and may potentially inform future policy and practice.

**The effects of foreign aid on national development: A case study of Australian aid through the provision of scholarships to Laos**

***Thanongsack Duangdala***

Foreign aid has played a very significant role in supporting national development of many developing countries. Australia is one of many generous developed countries that offers foreign aid to the developing countries around the world. Lao People's Democratic Republic (PDR) or Laos is one of the many developing countries to which Australia has given support..

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Each year Australia has offered a number of scholarships to Lao people to enable them to continue their study in Australian tertiary education organisations, thus improving their human resource development. Upon their graduation these graduates have made significant contributions to national development in many areas which is crucial for poverty eradication and sustainable development in developing countries. Some small numbers of graduates, however, do not return home after finishing their study in Australia. This has resulted in “brain drain”. In addition, some of the graduates who have returned home to Laos have resigned from their public service jobs to work for private and other non-government organizations. These public organizations then need to recruit new educated staff to fulfill the vacant positions, an added burden and financial cost. This research study aims to investigate 1) how Australian scholarships’ programs have impacted on the sustainable development of Lao PDR (2). How Australian Scholarships change the lives of scholarship holders/alumni?, (3) how Australian scholarships programs help strengthen cooperation between Australia and Laos, and (4) how Australian scholarships programs have contributed to brain drain and alumni/graduates leaving public employment after returning to Laos.

### **Methods to ascertain how aspirations of Filipina “informal settlers” change with access to vocational education opportunities, including entrepreneurship**

#### ***Luceille Outhred***

This research focuses on identifying changes in the aspirations and business competence of two groups of ‘informal settler’ women in the Philippines (*Filipina*) when given access to vocational education opportunities including entrepreneurship. The Filipina live in Quezon City (Manila megalopolis) having migrated from the Provinces, to benefit from its wealth and burgeoning prosperity. They fulfill Bauman’s descriptions of ‘vagabonds of globalisation’; alienated and pushed away from traditional areas of employment, into the new hierarchy of mobility, and left with few options: prostitution, prostitution of one (or more) of their children, scavenge for a living, beg, steal, or if possible, exercise some measure of entrepreneurship.

The research is interventionist providing skills for operating a ‘nano business’. Aims include:

- Planning, designing and customizing an existing competency based vocational education and training program and translating (Tagalog)
- Measuring the aspirations of two discrete groups of Filipina prior to, during, and post the intervention
- Delivering the training program to Filipina ‘nano business’ operators applying Adult Learning principles, group learning, peer mentoring and on-and-off-the-job competency based training and assessment
- Enhancing social capital through injection of external expertise
- Identifying any changes in Filipina’s aspirations
- Assessing each Filipina’s competencies (pre and post the intervention)

As a white western female researcher, Participatory Action Research methodology applies. Set against a backdrop of Liberation Theology and Feminist thought; Economics; Education as an Emancipatory function; and Entrepreneurship as a mitigator of the effects of poverty, the women should find their *voice* and begin to move out from the imposed *silence*.

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**Examining Underlying Assumptions and Development of South Australia's Gifted Education Policy**

***Lynda Simons***

Educational policy guides the allocation of resources to students with specific needs. Without a policy, gifted education programs can be arbitrary in nature leaving them open to assertions that they are elitist and therefore anti-egalitarian. The purpose of this paper is to evaluate the current South Australian Gifted and Talented Children and Students' Policy (DECD, 2012) and its underlying assumptions. A document analysis using Van Tassel-Baska's five-component model as the conceptual framework will be used to evaluate the policy and its effectiveness in meeting students' needs. The findings will provide recommendations for improvements to the current policy and will explore implications for policy implementation.

**Academic Performance of Primary School Students in the Lao PDR**

***Khambane Pasanchay***

Education is a powerful tool for reducing poverty. Despite this, basic education in Laos is in desperate need of improvement. Grade repetition for Grade 1–5 remains high, and completion rates are very low in some provinces. My research project will explore why the educational outcomes of primary school pupils in some Lao provinces are different from those in other provinces. To answer this question, I will collect data, using questionnaires and interviews, from teachers and parents/guardians in two provinces – one with a low academic performance and one with high academic performance. The data from the two provinces will then be compared. It is expected that pupil academic performance will be influenced by teachers' qualities (e.g. teacher qualifications, prior preparation of lessons, checking students' homework and giving feedback, care about students, absenteeism, tardiness, etc.), family characteristics (e.g. family income, parents' education, parents' occupation, their interest in child's education, etc.) and parental involvement (e.g. checking homework, contacting with child's teachers and school, attending school events, etc.). This research project is expected to answer the question, 'What are some of the causes of low educational outcomes of some provinces in Laos?' so provinces with low academic performance can learn how to improve their students' learning.

**Policy Impact on the Development of Chinese Private Higher Education**

***Mei Wang***

Chinese private higher education has experienced a dynamic growth and transition in the past 30 years. This paper focuses on how Chinese private investment and education policy impact on the development of Chinese private higher education. The Chinese higher education system has played an important role in promoting the national economy and social progress. However, after nearly 20 years continued rapid expansion within the context of globalisation, the development of Chinese private colleges is uneven and unclear about its direction. Chinese education reform nested within a growing market ideology alongside Chinese development policy is the key factors influencing the development of Chinese private higher education. From a social theoretical standpoint this research will broadly identify the historical policy context governing the development of Chinese higher education. The aim of this paper is to outline the current challenges facing the governance of private universities within the developing Chinese higher education system as a basis for deeper policy contributions to its development.

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**Policies, Theories and Practices of Art Education in Early Childhood in China since 1978**

***Yan Jin***

The Reform and Opening-up policy issued in 1978 has fundamentally influenced the educational system in China; the forces of globalisation have impacted upon public institutions such as education. The early childhood education started to recover from being neglected during the Great Cultural Revolution, and the arts education in early childhood has also differentiated and specialized during the last three decades. The aim of this paper is to explore how relevant policies affected and affecting the evolution of arts education in early childhood in China, what are different theoretical influences in it, and what is the manner in which arts based education has become implicated in early childhood policies and programs. Different practical paradigms emerged in this area, arts education is developed towards child-centred, game-centred, integrate & plurality oriented. While significant progress is being made, some problems and limitations exist currently: there is a tendency of utilitarianism, there is development bias in different regions of China, and there is bias between theories and practices. The intent of this paper is to draw on the growing influence of global educational theories and paradigms to establish a framework for assessing arts based education as a core strategy for enhancing early childhood education in a market socialist Chinese educational economy. This paper will draw on cultural theory, policy analysis and curriculum development to inform this investigation.

**Classroom Climate and Its Impact on Students' Outcomes in Maros Regency Junior High Schools in Indonesia**

***Rosmawati***

This study is about classroom climate and the impact in Maros context. This study aims to (1) examine the association between classroom climate and prosocial behaviour, student engagement, and academic achievement in Maros Regency junior high school students; (2) explore the teaching practices in Maros Regency junior high schools that influence the classroom climate, and to (3) develop a model about what influences the classroom climate and its impact on prosocial behaviour, learning engagement, and academic achievement. Questionnaire, Teacher-Rating Form and interview were used in gathering the data. Seven hundred junior high school students participated in the survey; while 24 class-teachers from 12 junior high schools completed the Teacher-Rating Form and individual semi structured interviews. The data collected by questionnaire and Teacher-Rating Form have been analyzed quantitatively using statistical analyses such as Pearson correlation, descriptive analysis, significance test etc. The researcher has run more statistical analysis looking the data based on class analysis as well as based on gender. In this conference presentation the researcher will focus on discussion about the quantitative findings.

**Learning to behave or behaving to learn-The complexities of delivering education in juvenile detention centres.**

***Rae Sinclair***

Juvenile offenders held in detention facilities in South Australia are able to access a variety of educational opportunities; indeed, Centre policy mandates school attendance for all detainees. Purpose built schools have been provided within the training centres and are staffed by appropriately qualified teachers, employed by the Department of Education and Child Services. Educational options and access are however; regularly interrupted by limitations resulting from behavioural sanctions following incidents occurring outside school

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hours, WHS concerns, security staffing levels and unresolved conflicts between residents. Questions will be raised about the sometimes competing approaches between the school and the training centre regarding behaviour management, security and risk management policies and practices and how these impact on the educational opportunities available to students. These tensions will be considered through cultural analysis as broadly outlined by Bourdieu.

### **Standardisation and individual initiative**

***Dina Fieck***

Standardisation is entering into all aspects of education with the latest focus being school leadership. Australia has recently introduced the National Quality framework (NQF) and the Early Years Learning Framework (EYLF) to standardise early childhood and the National Curriculum and the soon to be introduced assessment standards for primary and high school. In 2013 the Seven National Teaching Standards were introduced and a Standard for School Leaders was developed. As schools privatise, the competition for ever decreasing funds demand schools comply to prescribed national standardisation policies at the expense of contextual innovation and initiative. Education becomes economically driven. Despite the drive of educational standardisation and the policy driven teaching and school leadership, schools must remain places of healthy inquiry and foster interrogation of ideas. This paper explores the crisis that standardisation and policy driven education places on the Waldorf schooling system; a schooling system that pride themselves on independence and self-government. It explores the dilemma that Waldorf schools find themselves in as school leaders attempt to modernise the pedagogical ideal that has been tried and tested over the previous hundred years and now no longer satisfies the child of the 21<sup>st</sup> century. Waldorf schools will need to conform to the national push toward educational standardisation to gain government funding and at the same time renew Waldorf pedagogy while keeping with in the guidelines of the overall philosophy that Waldorf teachers insist is the only way.

### **School to Work Transition Program for Student with a Physical Disability in Special School in Indonesia: Case Study Special School 1**

***Nur Azizah***

Using Kohler's taxonomy (1996) as a framework, this research investigated the current practices of transition programming for student with physical disability in special school in Bantul Yogyakarta Indonesia. The framework includes five main factors associated with evidence based practice, (a) student focused planning, (b) student development, (c) family involvement, (d) interagency collaboration, and (e) program structure. The participants included principal (n=1), teachers (n=6), parents (n=5), and students (n=6). Data were collected through observation, interviews and documents. School to work transition program in this school accommodated through vocational skills. However, it lacks emphasis on practice. Furthermore assessment is used limited in the school. Computer and arts are the most popular skills chosen by the students, but structured work experience is not available for student with a physical disability. Even though student interest is accommodated in the program, IEP is not widely used and limited student and parent participation is a strong evident. Moreover, restricted collaboration also occurred for psychological testing in the lower grade only. While school financial support is solely originated from the government through department of education, training for the teachers are also available from other government organizations. The graduates that are not able

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move to employment are welcome to stay at the vocational skills classes only for another two years. The nature of the school that is comprised of five different departments and weak leadership are significant factor to poor competition within the teachers and departments. The results imply that there are some positives and negatives in the school to work transition program implementation in the school. The school needs to focus on students and their families' involvement, to establish strong collaboration and to create supportive school culture.