RESEARCH STUDENTS FORUM
Sydney School of Education and Social Work
Thursday 8 June 2017
## June Forum Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 4.05PM | **4.05 – 4.55pm**  
**Paper Presentations**  
(see timetable for presentation titles & room allocations) |
| 5.05PM | **5.05 – 5.55pm**  
**Paper Presentations**  
(see timetable for presentation titles & room allocations) |
| 6.05PM | **6.05 – 6.10pm**  
**Welcome**  
Dr Ilektra Spandagou, Research Higher Degree Coordinator  
LT 424 |
| 6.50PM | **6.10 – 6.55pm**  
**Keynote Address**  
Professor Fran Waugh, Associate Dean (International)  
*Thinking internationally: the importance of networking during your thesis and across your research career*  
LT 424 |
| 7PM    | **7:00 – 8:00pm**  
**Refreshments**  
Staff Common Room, Room 401 |
<table>
<thead>
<tr>
<th>ROOM 325</th>
<th>ROOM 433</th>
<th>ROOM 435</th>
<th>ROOM 521</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair:</strong> Dr Hongzhi Yang</td>
<td><strong>Chair:</strong> Associate Professor Margot Rawsthorne</td>
<td><strong>Chair:</strong> Associate Professor David Evans</td>
<td><strong>Chair:</strong> Professor James Tognolini</td>
</tr>
</tbody>
</table>
| **Yijun Zhou**  
*Intercultural competence in teaching Chinese as a second language: a case study in Shenzhen.* | **Bruce Blackshaw**  
*Perceptions of titles.* | **Nora Alharthi**  
*Pre-service special education teachers’ intentions to teach students with learning disabilities in regular classrooms.* | **Shirley Koch**  
*Getting to the top: success stories of Australian women executives.* |
| Supervisor: Associate Professor Huizhong Shen  
Auxiliary Supervisor: Dr Hongzhi Yang | Supervisor: Dr Margaret Spencer  
Auxiliary Supervisor: Associate Professor Margot Rawsthorne | Supervisor: Associate Professor David Evans  
Auxiliary Supervisor: Dr Michelle Bonati | Supervisor: Associate Professor Ken Cruickshank  
Auxiliary Supervisor: Dr Jonnell Uptin |
| **Chen Chen**  
*Learn EFL in an online interactive video-based environment - a case study in China.* | **Rosaria Indah**  
*Probing problems: dilemmas in conducting ethnographic study on community-based medical education at a disaster-affected area.* | **Poster presentations**  
**Sene Gide**  
*An exploration of leadership in high quality early childhood services and*  
**Sally Walter**  
*Magnifying the teacher experience with curriculum integration* | **David Hegarty**  
*The effect of cognitive training on executive functioning, academic achievement and fluid intelligence in year 3 and year 5 students.* |
| Supervisor: Associate Professor Huizhong Shen  
Auxiliary Supervisor: Dr Hongzhi Yang | Supervisor: Dr Matthew AM Thomas  
Auxiliary Supervisor: Associate Professor Ruth Phillips | | Supervisor: Associate Professor Paul Ginns  
Auxiliary Supervisor: Associate Professor Susan Colmar |
# TIMETABLE FOR 5.05PM SESSIONS

<table>
<thead>
<tr>
<th>ROOM 325</th>
<th>ROOM 433</th>
<th>ROOM 435</th>
<th>ROOM 521</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair:</strong> Professor Anthony Welch</td>
<td><strong>Chair:</strong> Associate Professor Amy Conley Wright</td>
<td><strong>Chair:</strong> Associate Professor Nigel Bagnall</td>
<td><strong>Chair:</strong> Associate Professor Lina Markauskaite</td>
</tr>
<tr>
<td><strong>Angela Rose</strong>&lt;br&gt;“They’ve got a face and an actual backstory and an experience”: (re)forming teacher beliefs towards refugees.</td>
<td><strong>Amelia Boyers</strong>&lt;br&gt;&lt;i&gt;The lived experiences of women who are mothering children with harmful sexualised behaviours towards their sibling(s).&lt;/i&gt;</td>
<td><strong>Pam Ryan</strong>&lt;br&gt;Locating strength and agency in the face of destructive school leadership.</td>
<td><strong>Jade Ward</strong>&lt;br&gt;Transforming ‘at risk’ youth: Equine Assisted Learning programs.</td>
</tr>
<tr>
<td>Supervisor: Professor Anthony Welch</td>
<td>Supervisor: Dr Susan Heward-Belle</td>
<td>Supervisor: Dr George Odhimbo</td>
<td>Supervisor: Dr Steve Georgakis</td>
</tr>
<tr>
<td>Auxiliary Supervisor: Associate Professor Tim Allender</td>
<td>Auxiliary Supervisor: Professor Fran Waugh</td>
<td>Auxiliary Supervisor: Dr Rachel Wilson</td>
<td>Auxiliary Supervisor: Dr Rachel Wilson</td>
</tr>
<tr>
<td><strong>Wissam Bin Siddiq</strong>&lt;br&gt;Using videos to assess English as Foreign Language (EFL) Teachers’ ICT and intercultural communication competencies.</td>
<td><strong>Mareese Terare</strong>&lt;br&gt;Incorporating Aboriginal healing frameworks into work with survivors of violence and abuse.</td>
<td><strong>Manuel Condoleon</strong>&lt;br&gt;TALK THE TOK AND WALK THE WOK: how international Baccalaureate subject teachers integrate Theory of Knowledge in their teaching.</td>
<td><strong>Natalie Spence</strong>&lt;br&gt;Ethnographic case-based research into knowledge creation in university student groups.</td>
</tr>
<tr>
<td>Supervisor: Professor Peter Reimann</td>
<td>Supervisor: Associate Professor Lesley Laing</td>
<td>Supervisor: Associate Professor Nigel Bagnall</td>
<td>Supervisor: Associate Professor Lina Markauskaite</td>
</tr>
<tr>
<td>Auxiliary Supervisor: Professor Michael Jacobson</td>
<td>Auxiliary Supervisor: Professor Juanita Sherwood</td>
<td>Auxiliary Supervisor: Associate Professor Tim Allender</td>
<td>Auxiliary Supervisor: Professor Peter Goodyear</td>
</tr>
</tbody>
</table>
KEYNOTE

Thinking internationally: the importance of networking during your thesis and across your research career

6.05PM, LT 424

No matter what stage you are in your research thesis, it is important for you to foster your networking skills. These will be central to how you develop as a researcher across your career. Part of networking is about coming to know who you are as a researcher, and connecting with, and forming relevant research relationships/partnerships/communities, be it within your discipline or across disciplines in the local, national and/or international contexts. Using an ecological framework, I reflect on the what, why and how of networking grounded in my 18 years experiences as an academic, in particular, my leadership roles in the international context. I conclude by posing the question as to how we, in the Sydney School of Education and Social Work, can strengthen our connections within the other Schools of the Faculty of Arts and Social Sciences and more broadly within the university, to promote a vibrant higher degree research culture for both international and local students.

Following over 20 years professional experience as a registered nurse, and then a social worker, this is Professor Fran Waugh’s 18th year working as an academic in the Social Work and Policy Studies programs in the newly created Sydney School of Education and Social Work, Faculty of Arts and Social Sciences (FASS). Fran is currently the Associate Dean (International) in the faculty. She is passionate about Field Education being core to the integration of students’ learning. Her research interests include higher education pedagogy to optimise students’ education experiences, and knowledge building in social work practice to enhance evidence-based practice with vulnerable populations. Fran is currently co-leading, with Professor Robyn Ewing, a multi-university research project funded by the Office for Learning Teaching (Australian government) on The contribution of becoming reflective on the employability of teachers and social workers. Fran collaborates with international academics, to learn about Social Work education and practice in China, Taiwan and Indonesia.

Professor Fran Waugh’s
ABSTRACTS

Pre-service special education teachers’ intentions to teach students with learning disabilities in regular classrooms.

Nora Alharthi  4.05pm, Room 435

According to the theory of planned behaviour (TPB), the performance of any behaviour requires the existence of a behavioural intention that depends on an individual’s attitudes towards the behaviour, their subjective norms and their perceived behavioural controls. Studies that applied the TPB to the field of inclusive education showed the efficiency of the TPB model in predicting teachers’ intentions and behaviour. TPB helps to explain behaviours and considers the factors related to the performance of behaviours to propose more effective ways to influence and change behaviours.

This paper will present the initial results of a study that employed a mixed methods research design to investigate pre-service special education teachers’ attitudes, beliefs, and intentions towards teaching students with learning disabilities (LD) in regular classrooms in Saudi Arabia.

Supervisor: Associate Professor David Evans
Auxiliary Supervisor: Dr Michelle Bonati

Using videos to assess English as Foreign Language (EFL) Teachers’ ICT and intercultural communication competencies.

Wissam Bin Siddiq  5.05pm, Room 325

This research project investigated how information and communication technologies (ICT), with particular emphasis on telecollaboration, can be used as a tool for promoting the intercultural competency of EFL teachers.

The study was conducted in the form of an online professional development course for EFL teachers at a university in Saudi Arabia. The core competency development reflects preplanned trajectory, which was integrated into the instructional design to guide the learners in terms of competence development in a step-by-step manner. The culmination of the learning was then measured using an online web platform, which was specifically designed to measure the ICT competencies as well as the intercultural communications performance.

I managed to capture 11 teachers’ videos, which were one of the main primary data sources for drawing conclusions for this research. The data were then analyzed using a qualitative content-based approach to the videos submitted by the EFL teachers.

Keywords: intercultural communication, teachers’ competences, telecollaboration, self-assessment

Supervisor: Professor Peter Reimann
Auxiliary Supervisor: Professor Michael Jacobson
Perceptions of titles.

Bruce Blackshaw  4.05pm, Room 433

This presentation is one finding from a phenomenological qualitative doctorate. The research interest is, What are the effects the NDIS has on blind Australian adults? The NDIS is an Australian government initiative which aims to provide a uniform no fault, national, non-means or asset tested disability support scheme. Research data was collected in 2016 using unstructured telephone interviews of fourteen participants who live in the NDIS trial sites in NSW, ACT and Victoria. Various blindness associations advertised the research. There were unexpected reactions to the title of the research by two respondents. Ethics approval had been gained albeit with concern regarding the title. The researcher approached a large blindness association to re-advertise the research as the anticipated number of participants did not eventuate. The manager of the association requested that the title be changed as there had been negative responses to the title from a number of the association’s clients and that unless the title was changed, they could not re-advertise the research with that title. Also, they normally do not re-advertise research. The perceptions of the clients and manager were that the title was ableist and demeaning to disabled peoples. No participant of the research raised any issues with the title. The association was promoting a major event to raise the awareness of blindness that had a very similar title. Association event title: Dialogue in the dark. Research title: Living in the dark and in the NDIS. The research title remains unchanged!

Supervisor: Dr Margaret Spencer
Auxiliary Supervisor: Associate Professor Margot Rawsthorne

The lived experiences of women who are mothering children with harmful sexualised behaviours towards their sibling(s).

Amelia Boyers  5.05pm, Room 433

Children displaying harmful sexualised behaviours towards their sibling(s) is the most common form of sexualised violence towards children (Caffaro, 2014). However, the area remains under-researched. Responding to families where children have disclosed harmful sexualised behaviours by their sibling is often challenging for practitioners. But it is known that effective statutory and non-statutory responses are critical for ensuring better outcomes for children. During my time in the field as a counsellor in a government agency the complexity of supporting families effectively became apparent. After turning to the academic literature, it became clear that the voices and perspectives of women who are mothering in this context are underrepresented. This is a problem because while it is generally accepted that interventions with a family-focus are most successful, the lived experiences of women who are mothering in this context remain absent in the literature. This presentation is my proposed doctoral research project. I will conduct semi-structured, in-depth interviews with around 20 women who are mothering children with harmful sexualised behaviours towards their sibling(s). The project utilises feminist and critical, anti-oppressive social work frameworks. The purpose of this study is to describe and amplify the experiences of women mothering in this context, a group which faces stigma, marginalization, isolation, and silence.

Supervisor: Dr Susan Heward-Belle
Auxiliary Supervisor: Professor Fran Waugh
Learn EFL in an online interactive video-based environment - a case study in China.

Chen Chen 4.05pm, Room 325

This study examined Chinese university students’ perceptions and engagement with employing an online interactive video-based learning platform in learning English as a foreign language (EFL). Informed by sociocultural theory, four strands of theories: learner autonomy, interactive learning, Zone of Proximal Development (ZPD) and scaffolding, formed a quadrangle model to investigate Chinese EFL university students’ learning in a computer-assisted language learning (CALL) context.

This was a qualitative case study with statistical descriptions. Questionnaire, focus groups, individual face-to-face interviews and documents were used to collect data for this study. The study found that this group of EFL students were generally positive to employ the internet and incorporated multimedia resources for autonomous English language learning. However, students also showed some concern about fully accepting online language learning. Details of students’ engagement in online language learning displayed that they were task-orientated. Students were found to be autonomous about their learning. They were good at employing various tools for their learning activities. Peer interaction was prosperous when encouragement and specific instructions were provided. The study also found that scaffolding materials were important for autonomous language learning.

On the basis of these findings, an ideal model for autonomous interactive online language learning by employing multimedia learning resources has been proposed. This study contributes to the pedagogical innovation in EFL learning and teaching in Chinese universities.

Supervisor: Associate Professor Huizhong Shen
Auxiliary Supervisor: Dr Hongzhi Yang

TALK THE TOK AND WALK THE WOK: how international Baccalaureate subject teachers integrate Theory of Knowledge in their teaching.

Manuel Condoleon 5.05pm, Room 435

This study explores how International Baccalaureate teachers across the six subject groups of the Diploma Programme integrate the Theory of Knowledge (TOK) course in their teaching. TOK examines the nature of knowledge and encourages critical inquiry into the ways of knowing (WOK) such as reason, emotion, sense perception, language and imagination across the different areas of knowledge. Areas of knowledge are classified in six groups, namely mathematics, sciences, literature, languages, humanities and arts. TOK is taught both as a stand-alone subject by specialist TOK teachers and as a cross-curricular component by all subject teachers in their respective subject area. TOK is essentially concerned with discussing ‘knowledge questions’ such as:

- Why should elegance or beauty be relevant to mathematical value?
- How do human scientists decide between competing knowledge claims?
- Is it possible for historical writing to be free from perspective?
- Are religious beliefs reasonable?
- To what extent do ethical judgements limit the methods available in the production of knowledge in both the arts and the natural sciences?

It is a compulsory element of the IB Diploma Programme. However, research has shown that many subject teachers do not feel confident in embedding TOK in their teaching. To what extent do ethical judgements limit the methods available in the production of knowledge in both the arts and the natural sciences?

The study considers the views and practices of subject teachers relating to TOK across three case study schools which in turn raises issues for future pedagogical practice such as strategies for the successful collaboration of educators within and beyond their subject-specific teaching areas.

Supervisor: Associate Professor Nigel Bagnall
Auxiliary Supervisor: Associate Professor Tim Allender
The effect of cognitive training on executive functioning, academic achievement and fluid intelligence in year 3 and year 5 students.

David Hegarty 4.05pm, Room 521

Adaptive computerised working memory training programs have been increasingly popular as both an educational intervention for children and to improve cognitive functioning in normally-functioning children. Although the efficacy of these programs has been put into question recently, there have also been significant results that hold promise for some form of adaptive computerised cognitive training program, especially around the training of executive processes or executive functions (EF).

This research is aiming to:
1. Test the efficacy of a computerised cognitive training program (focusing upon EF)
2. Address the previous criticisms of the existing cognitive training literature
3. Determine the moderating effect of an individual’s implicit theory of intelligence and its impact upon potential training gains.

This seminar will provide an overview of the research project from a theoretical and practical point of view and also provide a progress update.

Supervisor: Associate Professor Paul Ginns
Auxiliary Supervisor: Associate Professor Susan Colmar

Probing problems: dilemmas in conducting ethnographic study on community-based medical education at a disaster-affected area.

Rosaria Indah 4.05pm, Room 433

Disasters may have a perplexing impact on one’s life, in both physical and mental form. Many researchers have described the impact of disasters on mental health, such as anxiety, depression, PTSD and more, with symptoms that might be observed and last for many years after the traumatic event. Medical education processes that take place in a post-disaster community need to consider the situation where the existing mental vulnerability might complicate the physical illnesses presented by a patient. Therefore, any health education researchers who are going to immerse themselves in an observational education research involving disaster-affected participants should prepare him or herself to deal with strong emotional reactions and be able to navigate insider-outsider roles within multiple identities: a researcher, a health provider and a teacher.

This article draws on autoethnography and reflexive practices of community-based medical education in order to describe doctor-student-patient interaction in a post disaster area in Aceh, Indonesia. In this paper, the researcher reflects on her experiences when she was trying to probe the problems in medical education processes and found herself simultaneously needing to probe patients’ problems, as well as her own predicaments, in positioning herself within the context.

Keywords: ethnography, community-based medical education, disaster, insider-outsider, doctor-patient interaction

Supervisor: Dr Matthew AM Thomas
Auxiliary Supervisor: Associate Professor Ruth Phillips
Getting to the top: success stories of Australian women executives.

Shirley Koch  4.05pm, Room 521

Under-representation of women at executive levels in Australia is a social and economic problem (Rodgers-Healey, 2012) with less than 10% of key positions in Australia’s top 500 companies being performed by women (Australian Government, 2012) with slow progress in reducing disparity. Following decades of research focusing on impeding career obstacles this study followed a recent trend to explore factors that have enabled some women to get to the top. This change in focus may provide a catalyst for accelerating the reduction of gender disparity. Embedded in a narrative inquiry framework this study explored the experiences and insights of seventeen successful Australian women executives. They shared their work life stories through in-depth personal interviews in order to illustrate how they managed their career progression and what success looked like to them. The findings showed that certain personal attributes and skills, supportive relationships at work, and spousal support at home were seen to be enabling factors. Problems associated with the so-called glass ceiling were dismissed. Aspects of family background, life events and early career experiences were found to have strong positive influences on career development and success, even when the experiences were deemed hardships. Findings showed how women were able to overcome setbacks using inherent and learned attributes in combination with positive attitudes and appropriate support provided at critical times. This presentation offers a summary of the findings and an overview of the research process undertaken.

Supervisor: Associate Professor Ken Cruickshank
Auxiliary Supervisor: Dr Jonnell Uptin

“They’ve got a face and an actual backstory and an experience”: (re)forming teacher beliefs towards refugees.

Angela Rose  5.05pm, Room 325

Given the continuing global refugee crisis, the number of refugee students entering Australian schools is set to increase significantly. As a result, Australian school and state responses to this student group is of renewed importance. However, while much is known about methods of refugee education, little is known about the beliefs teachers hold towards refugees as a group, or the refugee students in their classrooms. This presentation draws upon part of a larger study of Australian secondary teacher beliefs towards refugee students, focusing on the particular case of an early career high school teacher in a highly multicultural Sydney school with a large intake of refugee students. A semi-structured interview was used to explore this teacher’s original beliefs towards refugees and the factors which they believed were crucial in (re)forming their beliefs. While not generalizable, the results of this case highlighted the significance of collegial support and discussions, as well as face-to-face teaching experiences (both pre-service and in-school) in helping to (re)shape a teacher’s beliefs towards refugees. As such, this presentation aims to provoke new thought into the factors which can influence teacher’s beliefs towards refugee students and practices which can encourage teachers to reflect upon and (re)form their views.

Supervisor: Professor Anthony Welch
Auxiliary Supervisor: Associate Professor Tim Allender
**Locating strength and agency in the face of destructive school leadership.**

**Pam Ryan  5.05pm, Room 435**

The theory of autopoiesis and research methodology of phenomenography frame a study designed to explore the phenomenon of destructive leadership. Fifteen interviews were undertaken with current or recently retired school leaders, all of whom identified with having past direct experience of leadership practices they defined as destructive. The sample population was drawn from across education sectors, government and non-government, within the one Australian state. The study was framed by three research questions that each elicited nine qualitatively different ways in which the phenomenon was conceived. The resulting phenomenographic “outcome space” that encapsulates the findings constitutes a model for the analysis of a dysfunctional system. Based on an autopoietic interpretation of the findings, an emergent theory is one of a diminished whole where a school culture becomes fractured and weakened, norms are subverted and perverted, and individuals feel personally and professionally devalued. Finding a way through such as system involves an integrative process of locating voice and personal and professional agency in order to affirm ethical purpose and promote individual and organisational health and well-being. The ultimate aim of the study is to find the instructive potential of negative experience so that the learning might inform ways in which leadership is conceived and practised.

Supervisor: Dr George Odhiambo
Auxiliary Supervisor: Dr Rachel Wilson

**Ethnographic case-based research into knowledge creation in university student groups.**

**Natalie Spence  5.05pm, Room 521**

How can we observe knowledge creation in action? What are the elements - tools, orientations, environment - that influence the form of knowledge that is created? How do people choose tools and form an infrastructure in which to collaborate? How do you persuade groups of university students to be recorded? What in heck do you do with the hours of video and other data that you accumulate? And how do you relate all that back to theory?

Not all of these questions will be answered in this presentation, but join me for reflections on a continuing journey. There will be pictures and illustrations.

Supervisor: Associate Professor Lina Markauskaite
Auxiliary Supervisor: Professor Peter Goodyear
Incorporating Aboriginal healing frameworks into work with survivors of violence and abuse.

Mareese Terare  5.05pm, Room 433

Aboriginal communities in Australia experience violence - sexual assault, family violence and child abuse - at rates far higher than the wider community (Marcus & Braaf, 2007). For example, the Breaking the Silence Report (2006) on child sexual assault in Aboriginal communities clearly articulated the extent of this form of trauma in families. Aboriginal world-views encompass a unique set of values and belief systems, which are the theoretical location of Aboriginal people and culture. They reflect a deep connection involving love and respect for country/land, flora and fauna, belief systems, family/kinships and culture. This research aims to explore the experiences of Aboriginal family violence workers in bringing Aboriginal healing frameworks into their work with victims/survivors of interpersonal violence. Findings will contribute to redefining and enhancing culturally safe service delivery to Aboriginal people and communities affected by interpersonal violence. The qualitative nature of the inquiry indicates that it is not based on a hypothesis, but rather on the following research questions:

- What supports and challenges do Aboriginal family violence counsellors experience in incorporating Aboriginal healing frameworks when working in ‘mainstream’ organisations?
- What supports and challenges do Aboriginal family violence counsellors experience in incorporating Aboriginal worldviews when working in Aboriginal community controlled organisations?
- How does the incorporation of Aboriginal worldviews shape healing frameworks?
- How do Aboriginal family violence counsellors understand the connections and disjunctions between Western models of counselling and Aboriginal healing frameworks based on Aboriginal worldviews?

Supervisor:  Associate Professor Lesley Laing
Auxiliary Supervisor: Professor Juanita Sherwood

Transforming ‘at risk’ youth: Equine Assisted Learning programs.

Jade Ward  5.05pm, Room 521

Throughout the course of history animals have long been used and acknowledged for their therapeutic benefits. Despite this historical context, animal therapy remained absent from the literature until Levinson (1962) argued that animal interaction positively influences a child’s personality. Equine Assisted Learning (EAL) programs are one form of animal therapy that use experiential learning to address the needs of individuals experiencing a variety of social, emotional and behavioural problems. EAL programs utilize equine activities to promote the learning, growth and development of participants (EAGALA, 2010; Kruger & Serpell, 2010).

Currently, mechanisms underlying EAL programs and their affects is not clearly understood, with various models and theories being posited within the literature. This presentation reports on the early stages of a study on an EAL program and youth ‘at risk’. I argue that among other characteristics, the social structure of the herd and the horses’ communication pathways present a unique opportunity for participants to practice congruency between their feelings and behaviours, resulting in the social and emotional development of young people within the Juvenile Justice system who are disengaged from society. Further, this presentation will offer a combination of both Transformational Learning Theory and the Coping-competence Model as a lens in which to explore and develop our understanding of how EAL programs influence the social and emotional development of youth ‘at risk’.

I ask the question: Can the intersecting social lives of horse and human be the answer to transforming Australia’s most troubled youth and ultimately re-engage them in society?

Supervisor: Dr Steve Georgakis
Auxiliary Supervisor: Dr Rachel Wilson
Intercultural competence in teaching Chinese as a second language: a case study in Shenzhen.

Yijun Zhou  4.05pm, Room 325

This paper outlines an empirical case study on the development of intercultural competence (IC) by international students studying Mandarin in Shenzhen. Teaching Chinese as a foreign language (TCFL), referring either to the teaching of Chinese internationally, or the teaching of Chinese as an international language, is widely recognised as a subject for student learning (George, 2014). However in line with the practice of referring to the teaching of another language within the country where it is spoken as ‘second language teaching,’ and as the case study relates to teaching within China, this paper concerns the teaching of Chinese as a second language (TCSL).

Since the late 1980s, research into intercultural competence (IC) has seen the development of models to measure student progress in effective and appropriate interaction in the target language and provide guidelines and insights for intercultural language teaching/learning (ILT) research and practices (Byram, 1997, 2006, 2009; Deardorff, 2004, 2006). This study employed the three theories of intercultural competence, critical cultural awareness, and task-based language teaching/learning as theoretical framework.

By adopting IC models and the three constructs, the study aims to examine how international students perceive Chinese elements of language and culture in the learning process, and how they interact with this content in practice. The study also aims to determine factors that contribute to student intercultural competence in a classroom context.

Keywords: Intercultural Competence, teaching Chinese as a second language, international students

Supervisor: Associate Professor Huizhong Shen
Auxiliary Supervisor: Dr Hongzhi Yang
POSTER PRESENTATIONS

An exploration of leadership in high quality early childhood services.

Sene Gide 4.30pm, Room 435

It is now widely acknowledged that learning starts from birth and the quality of early interactions and experiences are fundamental for the development of children. Early childhood education (ECE) services play a significant role in this stage but need to be of sufficient quality to achieve beneficial outcomes. A small but growing body of research has found that leadership and leadership practices contribute to quality ECE.

This study aims to explore ECE directors’ and educators’ inside-out (Harrist et al., 2007) perspectives on the practice of leadership in three ECE services rated as Exceeding National Quality Standards in Sydney, Australia. The study generated empirical data from directors and educators to explore understandings of effective leadership practices and their contribution to the provision of high quality ECE.

Supervisor: Dr Marianne Fenech

Magnifying the teacher experience with curriculum integration.

Sally Walter 4.30pm, Room 435

The ongoing tension that lies between the promotion of curriculum integration and the structures that influence its implementation may explain its “patchy and provisional” presence in schools. Recent support for integration has been linked to the recognition of changing learning needs of students and reinventing schools to deliver 21st century learning outcomes. In the Australian Curriculum, ACARA acknowledges that disciplines are interconnected and endorse a school’s decision to use integrated, cross-curricular approaches to develop the essential skills. Yet contrary to this promotion, the curriculum remains traditionally structured around clearly defined key learning areas and schools are subjected to accountability regimes that do little to support the realities of implementing an integrated curriculum.

This case study explores enabling and constraining influences on integrating the curriculum as experienced by five classroom teachers. It highlights the realities of enacting the curriculum from the teacher’s perspective, to improve our understanding of what shapes implementation and how teachers can act on these influences.

The theory of ‘Practice Architectures’ formed the framework for the analysis of data. It focussed the findings on the conditions which enabled and constrained the practice and how they influenced the teachers’ attempts to integrate. It suggests that to understand why curriculum integration is difficult to maintain one must understand the ‘sayings’, ‘doings’ and ‘relatings’ within a community of practice. Teacher experiences provide valuable understandings of the practice as a way to reorient and enact new possibilities for sustainable interdisciplinary units.

Supervisor: Dr Nicole Mockler
Auxiliary Supervisor: Dr Debra Talbot